THE PERSE SCHOOL
CAMBRIDGE

Policy on Safeguarding and Child Protection

The Perse School

September 2026

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KEY SCHOOL CONTACTS				In hours	Out of hours/term activities
Governors					
3-18	Mr Jonathan Scott	Chair of Governors	jscott@perse.co.uk	01223 403893 (via Head's PA)	
3-18	Dr Denise Williams	Nominated Safeguarding Governor	dwilliams@perse.co.uk	01223 4038793 (via Head's PA)	
Designated Safeguarding Leads[1]					
Pelican School (incl EYFS setting)	Tim Ankin	Deputy Head	teankin@perse.co.uk	01223 403947	01223 403815
Prep School	Tom Knowles	Deputy Head	tpknowles@perse.co.uk	01223 403925	01223 403814
Upper School	Amy Cockerill	Assistant Head (Safeguarding) 3-18 Lead DSL	arcockerill@perse.co.uk	01223 403817	01223 403824
Designated Safeguarding Lead for Adults					
Upper School	Ed Wiseman	Upper School Senior Deputy Head, Deputy Head (Pupil Development and Welfare)	ewwiseman@perse.co.uk	01223 403824	01223 403824
Deputy Designated Safeguarding Leads					
Pelican School (incl EYFS setting)	Francesca Heftman	Head	fkheftman@perse.co.uk	01223 403940	
	Sarah Humphrey	Pastoral Coordinator	sjhumphrey@perse.co.uk	01223 403940	
Prep School	Laura Robertson	Assistant Head (Pastoral)	lerobertson@perse.co.uk	01223 403920	
	Rebecca MacDowell	Pastoral Coordinator	rmacdowell@perse.co.uk	01223 403920	
	Tobias Bown	Assistant Head (Academic)	tabown@perse.co.uk	01223 403930	
Upper School	Ed Wiseman	Upper School Senior Deputy Head, Deputy Head (Pupil Development and Welfare)	ewwiseman@perse.co.uk	01223 403800	

[1] When the Designated Safeguarding Lead of each School is not available, a Deputy Designated Safeguarding Lead can be contacted on the same number.

KEY SCHOOL CONTACTS				In hours	Out of hours/term activities
	Marta D'Asaro	Sexual Misconduct Liaison Coordinator	mdasaro@Perse.co.uk	01223 403800	
	Oli Peat	Assistant Head (Pupils)	ojpeat@Perse.co.uk	01223 403800	
	Fraser Robertson	Director of ICT	directorofICT@perse.co.uk	01223 403800	
	Emma Rothwell	Deputy Head (Community and Enrichment)	erothwell@perse.co.uk	01223 403800	
Clerk to the Governors					
3-18	Maggie Hastings	Clerk to the Governors	mahastings@perse.co.uk	01223 403800	
Designated Teacher for Looked After Children					
3-18	Ed Wiseman	Upper School Senior Deputy Head, Deputy Head (Pupil Development and Welfare)	ewwiseman@perse.co.uk	01223 403896	
Prevent Leads					
Pelican School (including EYFS setting)	Tim Ankin	Deputy Head	teankin@perse.co.uk	01223 403947	
Prep School	Tom Knowles	Deputy Head	tpknowles@perse.co.uk	01223 403920	
Upper School	Amy Cockerill	Assistant Head (Safeguarding). 3-18 Lead DSL	arcockerill@perse.co.uk	01223 403817	01223 403824
Domestic Abuse Leads					
Pelican School (incl EYFS setting)	Sarah Humphrey	Pastoral Co-ordinator	sjhumphrey@perse.co.uk	01223 403940	
Prep School	Laura Robertson	Assistant Head (Pastoral)	lerobertson@perse.co.uk	01223 403920	
Upper School	Amy Cockerill	Assistant Head (Safeguarding). 3-18 Lead DSL	arcockerill@perse.co.uk	01223 403817	01223 403824
Mental Health Leads					
Pelican School (inc	Tim Ankin	Deputy Head	teankin@perse.co.uk	01223 403947	

KEY SCHOOL CONTACTS				In hours	Out of hours/term activities
EYFS setting)					
Prep School	Rebecca MacDowell	Pastoral Coordinator	rmacdowell@perse.co.uk	01223 403920	
Upper School	Emma Jones	Acting Mental Health Lead	ejjones@perse.co.uk	01223 403810	
Online Safety Leads					
Pelican School (incl EYFS setting)	Tim Ankin	Deputy Head	teankin@perse.co.uk	01223 403947	
Prep School	Tobias Bown	Assistant Head (Academic)	tabown@perse.co.uk	01223 403920	
Upper School	Amy Cockerill	Assistant Head (Safeguarding). 3-18 Lead DSL	arcockerill@perse.co.uk	01223 403817	01223 403824

KEY EXTERNAL CONTACTS		Tel
Education Safeguarding Team	ECPS.General@cambridgeshire.gov.uk	
Early Help Hub (EHH)	Early.helphub@cambridgeshire.gov.uk	01480 376666
Local Authority Designated Officer	LADO@cambridgeshire.gov.uk	01223 727967
Cambridgeshire County Council Social Care Team and Multi Agency Safeguarding Hub (MASH)		
Cambridgeshire Direct Contact Centre	Monday to Friday 9am-5pm (excl. bank holidays)	0345 045 5203
Out of Hours Emergency Duty Team		01733 234724
Referral forms	https://safeguardingcambspeterborough.org.uk/concerned/	
Cambridgeshire & Peterborough Safeguarding Partnership Board		
http://www.safeguardingcambspeterborough.org.uk/children-board		
Police		
Emergencies		999
Child Abuse Investigations Unit		101
School's Police Liaison Officer		101
Advice and Support about Extremism		
Police		101
Non-Emergency DfE advice (Monday – Friday 11am – 3pm excl. bank holidays)	counter-extremism@education.gsi.gov.uk	020 7340 7264
Reporting Female Genital Mutilation		
Police Child Abuse Investigation Unit		101
Cambridgeshire County Council (Out of Hours Duty Team)		01733 234724
NSPCC whistleblowing helpline		

National Society for the Prevention of Cruelty to Children (NSPCC) Weston House, 42 Curtain Road London EC2 A 3NH	help@nspcc.org.uk	0800 028 0285
NSPCC Report Abuse in Education Helpline – a dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse		
https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/	help@nspcc.org.uk	0800 136 663
UK Safer Internet Centre		
https://saferinternet.org.uk/	helpline@saferinternet.org.uk	0344 381 4772 (Mon-Fri 10am – 4pm)
Reporting Serious Wrongdoing to the Charity Commission		
Further guidance see: https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer		
	Whistleblowing@charitycommission.gsi.gov.uk	
Cambridgeshire and Peterborough Mental Health Crisis Support		
First Response Service		111 (option 2)

Aims

1.1 This is the *Safeguarding and Child Protection Policy* and procedures of the Perse School (**School**). The School comprises the **Relevant Schools** (the Perse Pelican Nursery and Pre-Preparatory School including the EYFS setting (**Pelican School**), the Perse Preparatory School (**Prep School**) and the Perse Upper School (**Upper School**)).

1.2 The aims of this policy are as follows:

1.2.1 to actively safeguard and promote the welfare of children, staff and others who come into contact with the School and protect them from harm;

1.2.2 to actively promote the well-being of pupils;

1.2.3 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and allegations of abuse, neglect and/or exploitation;

1.2.4 to raise awareness about how to report concerns and how they will be investigated whether they are current or historic in nature;

1.2.5 to raise staff awareness about the School's safeguarding expectations;

1.2.6 to raise awareness about how to report concerns and ensure they are appropriately investigated;

1.2.7 to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;

1.2.8 to ensure consistent good safeguarding practice throughout the School to include the promotion of a zero-tolerance approach to sexism, racism, misogyny/misandry, homophobia, biphobia, child-on-child abuse including sexual violence and harassment, derogatory behaviour and other forms of physical violence and conflict in which pupils are confident to report it and staff are confident to identify and respond to it; and

1.2.9 to promote a whole school culture of safety, equality and protection.

1.3 Every pupil should feel safe and protected from any form of abuse, neglect and exploitation.

1.4 All staff should understand the indicators of abuse, neglect, exploitation and modern slavery and understand specific safeguarding risks so that they can identify them and report any concerns about children, including where they are given reason to suspect that a child sex offence may have been committed. The indicators and key safeguarding risks for the School community are set out in Appendix 1.

1.5 All staff should be aware that the Crime and Policing Act 2026 imposes a duty in certain circumstances to notify the police and/or local authority where, in the course of a relevant activity, a person is given reason to suspect that a child sex offence may have been committed.

1.6 Members of the School community (to include alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively and appropriate action taken.

1.7 Anyone about whom a concern is raised should feel confident that they will be supported and the matter will be handled sensitively and that appropriate action will be taken.

1.8 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.9 The School recognises that safeguarding risks are dynamic and may evolve over time. This includes risks arising from online activity, emerging technologies (including artificial intelligence), misogyny and harmful gender-based attitudes, and the fact that safeguarding issues are often interrelated and may overlap. The School will take a proactive and responsive approach to identifying and addressing such risks.

1.10 Although this policy is necessarily detailed, it is important to the School that its safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how it can continue to improve its policies.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This Policy applies to all registered pupils whether they are under or over 18 years with adjustments as appropriate to reflect their age.

2.3 This policy applies at all times including where pupils or staff are away from the School, whether they are on school - arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of school hours and in the holidays.

2.4 This policy applies to core School activities and to out of hours and commercial activities.

This policy is designed to address:

2.4.1 the School's charity law safeguarding duty. Safeguarding responsibilities are a key governance priority for the trustees and for everyone. The trustees are committed to the School being a safe and trusted environment. Everyone must take reasonable steps to protect the people who come into contact with the charity through its work from harm. This includes pupils, anyone else who benefits from the School's work, staff, volunteers, parents or anyone else who comes into contact with the School through its work. Even where the school may not strictly have a duty of care, you will still need to think about steps to address the risk of harm.

2.4.2 the specific statutory obligations on the School to safeguard and promote the welfare of children, as defined below.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Early years foundation stage statutory framework for group and school-based providers (EYFS) (September 2026);

3.1.3 Children Act 1989;

3.1.4 Children Act 2004;

3.1.5 Safeguarding Vulnerable Groups Act 2006;

3.1.6 Education and Skills Act 2008;

3.1.7 Childcare Act 2006;

3.1.8 Children and Social Work Act 2017;

3.1.9 Data Protection Act 2018, UK General Data Protection Regulation (**UK GDPR**) and the Data (Use and Access) Act 2025 (together referred to as **data protection laws**);

3.1.10 Equality Act 2010;

3.1.11 Charities Act 2011;

3.1.12 Human Rights Act 1998;

3.1.13 Care Act 2014; and

3.1.14 Crime and Policing Act 2026.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2026) (KCSIE);

3.2.2 After-school clubs, community activities and tuition: safeguarding guidance (DfE, updated February 2026);

3.2.3 Working together to safeguard children 2026 (DfE, updated March 2026) (WTSC);

3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);

3.2.5 Working together to improve school attendance (DfE, July 2026);

3.2.6 Mobile phones in schools: guidance (DfE, January 2026, statutory from 29 June 2026);

3.2.7 Meeting digital and technology standards in education (DfE, updated June 2026);

3.2.8 Disqualification under the Childcare Act 2006 (DfE, updated August 2018);

3.2.9 Prevent Duty guidance for England and Wales (HM Government, March 2024);

3.2.10 Managing the risk of radicalisation in your education setting (DfE, September 2023);

3.2.11 The key principles of Prevent (Home Office, February 2026);

3.2.12 Channel duty guidance: protecting people susceptible to radicalisation (HM Government, October 2025);

3.2.13 Multi-agency statutory guidance on female genital mutilation (HM Government, updated July 2020);

3.2.14 Virginity testing and hymenoplasty: multi-agency guidance (DHCS, updated August 2025);

3.2.15 Forced marriage resource pack (Home Office, May 2023);

3.2.16 What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);

3.2.17 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024);

3.2.18 Sharing information to safeguard children and young people in the education sector in the UK (ICO, maintained);

3.2.19 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKCIS, March 2024);

3.2.20 Children missing education (DfE, September 2025);

3.2.21 Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);

3.2.22 Searching, screening and confiscation: advice for schools (DfE, in force from July 2023);

3.2.23 Listening to and involving children and young people (DfE, January 2014);

3.2.24 Safeguarding children (links to government guidance and resources);

3.2.25 Teaching online safety in schools (DfE, January 2023);

3.2.26 Harmful online challenges and online hoaxes (DfE, February 2021);

3.2.27 Multi-agency practice principles for responding to child exploitation and extra-familial harm (TCE support programme);

3.2.28 Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019);

3.2.29 Educate Against Hate (HM Government);

3.2.30 Safeguarding for charities and trustees (Charity Commission, November 2021);

3.2.31 Charities and social media (Charity Commission, April 2026);

3.2.32 Safeguarding and protecting people for charities and trustees (Charity Commission, June 2022);

3.2.33 How to report a serious incident in your charity (Charity Commission, 16 January 2026);

3.2.34 Report serious wrongdoing at a charity as a worker or volunteer (Charity Commission, updated June 2019);

3.2.35 Reporting a serious incident in your charity when it involves a partner (Charity Commission, December 2019);

3.2.36 Guidance on reporting safeguarding concerns in a charity (Department for Digital, Culture, Media and Sport, March 2022);

3.2.37 Relationships education, relationships and sex education and health education guidance (DfE, September 2026);

3.2.38 Multi-agency statutory guidance on FGM (HM Government, July 2020);

3.2.39 Cambridgeshire and Peterborough Safeguarding Partnership Board Threshold Document;

3.2.40 PACE code C 2019 (updated December 2023); and

3.2.41 Equality Act 2010: advice for Schools (DfE, June 2018).

3.2.42 Plan technology for your school (HM Government, updated November 2025);

3.2.43 Generative AI: product safety expectations (DfE, January 2025).

3.2.44 Using AI in education settings: support materials (DfE, January 2026);

3.2.45 Guidance on handling safeguarding allegations in a charity (Department for culture, media and sport);

3.2.46 Safeguarding for trustees by NCVO;

3.2.47 Charity Governance Code; and

3.2.48 Good governance for Safeguarding by Bond.

3.3 The following policies and procedures are relevant to this policy:

3.3.1 Code of Conduct

3.3.2 Acceptable Use of ICT Policy for Staff

3.3.3 Social Media Policy

3.3.4 Whistleblowing Policy

3.3.5 Recruitment Selection & Disclosure Policy and Procedure

3.3.6 Online Safety Policy

3.3.7 Behaviour and Discipline Policy

3.3.8 Anti-bullying Policy (Pupils)

3.3.9 Acceptable Use of ICT Policy for Pupils

3.3.10 Visitors and Visiting Speakers Policy

3.3.11 Risk Assessment Policy for Pupil Welfare

3.3.12 Missing Pupil Procedure

3.3.13 Attendance Policy

3.3.14 Learning Difficulties Policy

3.3.15 Disability Policy (Pupils)

3.3.16 Health and Safety Manual - Policy and procedures

3.3.17 Relationships Education and Relationships Sex Education Policy

3.3.18 Administration of Medication Policy

3.3.19 Inclusion, Equality and Diversity Policy (IE&D)

4 Publication and availability

4.1 This policy is published on the School website. It is also accessible to parents on PersePortal.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the school office during the school day.

4.4 This policy can be made available in large print or other accessible format if required.

4.5 This policy and all policies referred to in it are also available to staff in the school policy folder on SharePoint.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Board of Governors** are references to the proprietor of the School.

5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working.

5.1.3 **Safeguarding** is the protection of people from harm.

5.1.4 **Safeguarding and promoting the welfare of children** is defined in KCSIE 2026 as:

> (a) providing help and support to meet the needs of children as soon as problems emerge;
>
> (b) protecting children from maltreatment, whether that is within or outside the home, including online;
>
> (c) preventing impairment of children's mental and physical health or development;
>
> (d) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
>
> (e) taking action to enable all children to have the best outcomes.

5.1.5 References to ***Local Safeguarding Partners*** means the three safeguarding partners (local authority, Integrated Care Board (IBS) and the chief officer of police for an area any part of which falls within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The local arrangements relevant to the School can be found in Appendix 8.

5.1.6 References to ***Children's Social Care*** includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident.

5.1.7 **Early Help** means support for children and families as soon as a problem emerges, at any point in a child's life. This includes universal and community-based Early Help services and targeted Early Help provided through Family Help arrangements. Family Help may include both non-statutory early intervention and support provided under section 17 of the Children Act 1989 (children in need).

5.1.8 The term **making or sharing nudes and semi-nudes** refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term '**images**' includes all visual content, such as photographs, videos and livestreams. Images may be taken by the child themselves or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

5.1.9 References to **children missing education (CME)** mean children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

5.1.10 Reference to ***Harmful Sexual Behaviour (HSB)*** in this policy refer to the DfE's definition: problematic, abusive and violent sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate and may cause developmental damage, may be harmful towards self or others, or abusive towards another child, young person or adult.

5.1.11 **Child** means a child under the age of 18.

5.1.12 **DSL** means the Relevant School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

5.1.13 Reference to **staff** includes reference to all those who work for or on behalf of the School, regardless of their employment status, including supply staff, contractors, trainee teachers, volunteers and Governors unless otherwise indicated.

5.1.14 **LADO** means designated officer at the local authority. The LADO has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

5.1.15 **References to the senior leadership team** comprises the Upper School Executive Leadership Team (ELT), the Prep School Senior Management Team (SMT) and the Pelican School Senior Leadership Team (SLT).

6 Responsibility statement and allocation of tasks: the School's approach to safeguarding leadership

6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including:

6.1.1 legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;

6.1.2 strategic leadership responsibility for the School's safeguarding arrangements; and

6.1.3 specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.

6.2 **The Board of Governors:**

6.2.1 has nominated one of its members (**Nominated Safeguarding Governor**) to take leadership responsibility for the School's safeguarding arrangements. Contact details of the Nominated Safeguarding Governor are set out in the School contacts list at the front of this policy;

6.2.2 ensures that appropriate arrangements are in place for the whole Board to discharge their function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding;

6.2.3 establishes appropriate delegation arrangements at School level, led by the relevant Head and DSL, to enable the School to discharge its safeguarding duties effectively;

6.2.4 ensures that all members of the governing body receive appropriate safeguarding and child protection (including online) training, both on induction and thereafter regularly updated. Training should be consistent with KCSIE and Local Safeguarding Partner guidance;

6.2.5 ensures it discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010, having regard for the implications for safeguarding that such responsibilities can have;

6.2.6 ensures the School has appropriate cyber security systems in place, in line with the Cyber security standards, to strengthen resilience, reduce the risk of disruption, prevent data breaches and mitigate safeguarding risks;

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Designated Safeguarding Leads	As required and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Designated Safeguarding Leads	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Designated Safeguarding Leads	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Designated Safeguarding Leads	As required, and at least annually
Formal annual review of the School's safeguarding policies and procedure and their implementation.	Board of Governors	At least annually
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Board of Governors	Before commencement of arrangement and thereafter at least annually

6.4 **Head**

6.4.1 The relevant Head is responsible for the overall management of the School and for the management of concerns and allegations about staff.

6.4.2 The relevant Head ensures that the School's policies and procedures, adopted by the Board of Governors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

6.5 **Designated Safeguarding Lead**

6.5.1 The DSL is a senior member of staff of the School's leadership team with the necessary status, authority, skills and experience to take lead responsibility and overview for all aspects of safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place throughout the School.

6.5.2 The DSL has the appropriate status and authority within the school to carry out the duties of the post, and the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and/or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Annex B of KCSIE.

6.5.3 The DSL takes lead responsibility for safeguarding children in the School's early years setting and is responsible for liaising with local statutory children's services agencies and with the Local Safeguarding Partners. The DSL will also liaise with the Head to inform them of issues relating to any police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles, and to know the provisions of PACE Code C and any other applicable codes of practice.

6.5.4 The DSL will take lead responsibility for pupils who are looked after children. Direct support will be delegated to the teacher designated for looked after children.

6.5.5 The DSL (or DDSL) will, where required, make notifications to the local authority and/or police in accordance with the School's safeguarding obligations, including the statutory duty to report suspected child sex offences under the Crime and Policing Act 2026.

6.5.6 The DSL takes lead responsibility for all aspects of safeguarding throughout their individual School. The DSLs from each school, together with the Nominated Safeguarding Governor, will meet at least three times a year in a fully minuted meeting to discuss recent trends and updates (see also section 23).

6.5.7 The School maintains formal cover arrangements to ensure continuity of safeguarding when the DSL is unavailable. If the DSL is unavailable, the activities of the DSL will be carried out by a nominated DDSL. The DDSLs' details are also set out in the School contacts list at the front of this policy.

6.5.8 The DSL and DDSL have written job descriptions describing the responsibility and activities related to the role.

7 Specific safeguarding duties in relation to children

7.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.

7.2 The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.

7.3 The School will:

7.3.1 understand its role in the safeguarding partner arrangements and operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the Cambridgeshire and Peterborough Safeguarding Partnership Board;

7.3.2 be alert to signs of abuse, whether in school, within the child's family or from outside, and take immediate steps to protect individuals from any form of abuse, neglect, exploitation or modern slavery, whether from an adult or another child;

7.3.3 ensure that concerns, allegations and disclosures relating to child sexual abuse are managed in accordance with statutory safeguarding requirements and that, where a person is given reason to suspect that a child sex offence may have been committed, any notification required under the Crime and Policing Act 2026 is made as soon as practicable;

7.3.4 be inclusive, anti-discriminatory and responsive to the needs and experiences of children and families of different ethnic, cultural and religious backgrounds;

7.3.5 understand the impact of poverty and the distinction between poverty and neglect;

7.3.6 include opportunities within the curriculum for children to develop skills they need to recognise, and stay safe from abuse;

7.3.7 promote the systems in place for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;

7.3.8 take active steps to promote, monitor and analyse school attendance;

7.3.9 deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and/or welfare plans;

7.3.10 design and operate procedures which, so far as possible, ensure that staff, pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;

7.3.11 prepare staff to identify children who may experience vulnerability and may benefit from universal services and community-based Early Help and encourage them to be particularly alert to the potential need for Early Help for children with the indicators listed in KCSIE or WTSC;

7.3.12 be alert to children who are at potentially greater risk of harm (both online and offline) including children who need a social worker and children requiring mental health support;

7.3.13 be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and where additional barriers can exist when detecting abuse or neglect;

7.3.14 encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the School to protect them;

7.3.15 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

7.3.16 assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

7.3.17 identify pupils who may be susceptible to extremist ideology and radicalisation, and know what to do when they are identified;

7.3.18 identify pupils who might be vulnerable to being drawn into county lines or other gang activities;

7.3.19 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area;

7.3.20 allow staff to determine how best to build trusted relationships with pupils which facilitate communication;

7.3.21 take a whole-school public health / preventative approach to harmful sexual behaviour, recognising the escalatory nature of misogyny and other forms of prejudice from low-level sexist language to more serious harmful behaviours, which may contribute to an unsafe environment or normalisation of abuse, and the benefits of early identification and intervention;

7.3.22 be alert to risks online and take reasonable steps to protect children from online harm, including in its approach to filtering and monitoring;

7.3.23 put in place appropriate security protection measures to safeguard information systems and review the effectiveness of these procedures;

7.3.24 take appropriate action to meet the Cyber security standards in order to improve resilience against cyber-attacks;

7.3.25 comply with its statutory duties and have regard to relevant guidance in relation to safeguarding requirements for school premises, including ensuring that toilets, changing facilities and showers are provided and used in accordance with legal requirements relating to single-sex provision, and that any alternative arrangements are considered carefully, recorded and reviewed, without compromising safety, privacy, dignity or wellbeing of pupils.

7.3.26 ensure that, in relation to sport and physical education, participation is organised in a way that is safe, fair and appropriate, including where necessary providing for single-sex participation in accordance with the Equality Act 2010, national sports guidance and safeguarding considerations[2], and that any requests relating to participation are considered on a case-by-case basis with regard to the child's welfare, the safety and fairness of the activity, and the impact on other pupils.

[2] KCSIE 2026 paras 94 - 97

7.4 **Extra familial harm**

7.4.1 Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School, inside and outside of home and online.

7.4.2 All staff, including the DSL, should consider the context within which such incidents and/or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and/or welfare.

7.4.3 Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

7.4.4 Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse, neglect, exploitation and/or modern slavery in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationships abuse, including physical, sexual, emotional abuse and stalking), criminal exploitation (including financial exploitation), serious violence, county lines and radicalisation and harm associated with organised networks or gangs. This may also include exploitation linked to modern slavery. The School will take a contextual safeguarding approach when assessing such risks.

7.5 Staff may follow the School's *Whistleblowing Policy* to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority or to the Charity Commission if they consider that the School has failed to deal with concerns appropriately.

8 Pupils aged 18 or over

8.1 It is not uncommon for the School to have some pupils on roll who reach the age of 18 or 19 in the course of their education. The School's safeguarding responsibilities extend to all members of the School community and its safeguarding policies, procedures, and codes of conduct apply to all pupils, including those aged 18 or over. The School acknowledges its duty of care to these pupils and the need to consider their specific needs and rights, as well as the need to manage any risk they may present to others, with reference to differences in legal status, maturity, or life experience, for example. Where a pupil who is aged 18 or over presents safeguarding concerns, the School will consider whether they are, or may be, an "adult at risk" under the provisions of the Care Act 2014 (see Appendix 7). If so, it will follow appropriate safeguarding procedures, including referrals to the relevant local authority's safeguarding adults board, where relevant.

9 Reporting obligations of staff

9.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

9.2 Staff should be aware that pupils 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, e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional

curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection.

9.3 All staff have a duty to:

9.3.1 report any concerns they may have about the safety and/or wellbeing of pupils (this includes where there are concerns about children who may be at risk of being drawn into terrorism);

9.3.2 where, in the course of engaging in a relevant activity, they are given reason to suspect that a child sex offence may have been committed, comply with any statutory duty to report that suspected offence and cooperate with the School and the DSL in relation to any notification required under the Crime and Policing Act 2026, including where the DSL makes the notification on their behalf;

9.3.3 report any concerns they may have about the safety and/or wellbeing of other persons associated with the School;

9.3.4 report any safeguarding concerns about staff or anyone else associated with the School; and

9.3.5 follow up on any such reports about staff to ensure that appropriate action is or has been taken.

9.4 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the senior leadership team or directly to children's social care (whether the School's local authority or that local to the child's home address) or police in their absence for guidance.

10 What to do if staff have a concern about a pupil's welfare

10.1 If staff have **any concern** about a pupil's welfare, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.

10.1.1 The contact details of the DSL and DDSL are set out in the Key School Contacts section at the beginning of this policy.

10.1.2 See section 24 below and Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

10.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

10.3 Where, in the course of a relevant activity, a member of staff is given reason to suspect that a child sex offence may have been committed, they must report the matter to the DSL (or DDSL in the DSL's absence) as soon as practicable. Where a notification is required under the Crime and Policing Act 2026, this will ordinarily be made by the DSL on behalf of the member of staff in accordance with the School's safeguarding procedures.

10.4 See also the Cambridgeshire flowchart at Appendix 5 for information about how to report concerns.

10.5 If the concern involves an **allegation or concern raised about a member of staff**, supply staff, trainee teacher, contractors or volunteers, this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.

10.6 **What if the DSL is unavailable?**

10.6.1 The DSL or the DDSL should always be available during school hours or for activities taking place out of hours or out of term to discuss safeguarding concerns and may be contacted via the number given in the Key School Contacts section above in relation to any safeguarding concerns. As staff availability cannot be guaranteed out of school hours or when a school activity is not taking place, at such times urgent safeguarding matters should be referred direct to children's social care (and copied to the relevant DSL). During these times, non-urgent matters may be emailed to the relevant DSL or communicated through the Upper School reception 01223 403800.

10.6.2 If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their senior line manager, or a member of the senior leadership team and/or advice should be taken from children's social care. Their contact details are set out at the front of this policy.

10.6.3 Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and/or the police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and/or the police in these circumstances. See section 13 below for details on making a referral.

10.6.4 Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.

Action by the DSL

10.6.5 On receipt of a report of a concern, the DSL (together with the wider DSL/DSL team where necessary) will consider the appropriate course of action in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures and referral threshold document. Such action may include:

(a) managing any support for the pupil internally via the School's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether they should inform parents or carers to further support the child's wellbeing, and seeking advice from children's social care where required (see section 11 below);

(b) undertaking an Early Help assessment (which generally requires parental consent) (see section 12 below); or

(c) making a referral for statutory services (see section 13 below).

10.6.6 Where a notification is required under the Crime and Policing Act 2026, the DSL will make or arrange for the notification to be made to the relevant local authority and/or police force as soon as practicable and in accordance with applicable legislation and guidance.

10.6.7 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

10.6.8 Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults

Board rather than, or in addition to, children's social care, using the Good Practice Guide set out in Appendix 7.

10.6.9 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

11 Managing support for pupils internally

11.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. See section 23 and the School's *Risk Assessment Policy for Pupil Welfare*.

11.2 The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from children's social care where necessary.

11.3 At the Upper School, tutors provide support through one-to-one conversations with pupils and implement support plans with other school staff to support pupils. More specialist support is provided by other pastoral staff (including senior tutor, Assistant Head (Pupil Welfare), Assistant Head (IE&D and Chaplain), School Counsellors, School nurses). These staff are on hand to support pupils with issues they may have.

11.4 At the Prep School, form teachers provide immediate support for pupils. More specialist support is provided by Heads of Year, the Pastoral Coordinator, the Nurse, the Counsellors and the Assistant Head (Pastoral). Specific concerns are discussed at a variety of weekly staff meetings so that everyone is aware and knows how best to support a pupil wherever they are in school.

11.5 At the Pelican School, class teachers and teaching assistants lead on supporting pupils, however all staff have input. Pupils and specific needs are discussed at weekly staff meetings so that everyone is aware and knows how to best support a pupil wherever they are in school: classroom, playground, specialist lessons, lunch etc.

12 Universal services and community-based Early Help assessment

12.1 Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. It is distinct from targeted early help delivered through Family Help teams, which are more formal arrangements coordinated by local authorities, where a plan is in place and a lead practitioner appointed.

12.2 The School's safeguarding training includes guidance about Early Help processes and prepares all staff to identify children who may benefit from universal services and community-based Early Help, or targeted Early Help through Family Help arrangements. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges and/or varying resilience levels from time to time. Staff should be particularly alert to the potential need for Early Help for a child who:

12.2.1 is disabled or has certain health conditions and has specific additional needs;

12.2.2 has special educational needs (whether or not they have a statutory education, health and care plan);

12.2.3 has a mental health need;

12.2.4 is a young carer;

12.2.5 is pregnant and/or is a parent themselves;

12.2.6 has exhibited early signs of abusive, violent and/or harmful behaviours;

12.2.7 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;

12.2.8 is frequently missing / goes missing from education, home or care;

12.2.9 is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation;

12.2.10 is at risk of being radicalised or exploited;

12.2.11 has a parent or carer in custody or is affected by parental offending;

12.2.12 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;

12.2.13 is misusing alcohol or other drugs themselves;

12.2.14 is a looked after child;

12.2.15 is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage;

12.2.16 is a privately fostered child;

12.2.17 has been repeatedly removed from the classroom, experienced multiple exclusions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit; or

12.2.18 is a pupil from overseas without any adult family members in the UK.

12.3 A member of staff who considers that a pupil may benefit from community-based Early Help or targeted Early Help through Family Help arrangements should keep a written record of their concerns and in the first instance discuss this with the DSL (see section 24 and Appendix 2). The DSL will consider the appropriate action to take in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board menu of Early Help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.

12.4 If Early Help is appropriate, staff may be required to support other agencies and professionals in a community-based Early Help assessment and will be supported by the DSL in carrying out this role. In some cases, School staff may be required to take a lead role.

12.5 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

13 Making a referral

13.1 Where a child is suffering, or is likely to suffer from harm, or there are concerns about a child's safety or welfare, a referral to children's social care in line with local reporting procedures (and if appropriate the police) should be made immediately. Where required, a notification must also be made in accordance with the statutory duty to report suspected child sex offences under the Crime and Policing Act 2026.

13.2 The contact details for children's social care, (including the link to the online referral form) are set out at the front of this policy.

13.3 Anyone can make contact with children's social care to discuss concerns before a referral is made. This includes professionals as well as a child themselves, family members and members of the public. Parental consent is not required for referrals to statutory agencies.

13.4 The child's local safeguarding partnership will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting children's social care.

13.5 Normal referral processes are used where there are concerns about children who may be at risk of being drawn into terrorism.

13.6 **Statutory assessments**

13.6.1 Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

(a) **Children in need**: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

(b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The threshold document published by Local Safeguarding Partners includes the criteria, including the level of need, for when a case should be referred for assessment and for statutory services under section 17 and 47.

13.7 Anybody can make a referral. Staff required to make a direct referral may find the following resources helpful:

13.7.1 Online tool to find the relevant children's social care contact numbers: https://www.gov.uk/report-child-abuse-to-local-council.

13.7.2 The flowchart set out on page 27 of KCSIE, and the flowcharts set out in Chapter 3 of WTSC for information about the likely actions and decisions required.

13.8 Parental consent is usually expected for referrals to statutory agencies, unless this may expose the child to additional harm or is not considered to be in the child's best interests, as staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

13.8.1 personal details of the child including the child's developmental needs;

13.8.2 detailed information about the concern;

13.8.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

13.9 If the referral is made by telephone, this should be followed up in writing.

13.10 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

13.11 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

13.12 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures, resolving professional differences (escalation policy) should be followed to ensure that the concerns have been addressed and that the child's situation improves.

14 Allegations against pupils - child on child abuse (including sexual harassment and sexual violence)

14.1 Allegations against pupils should be managed and reported in accordance with the procedures set out in this policy (see Appendix 3). If harmful sexual behaviour is alleged to have occurred, the DSL and wider safeguarding team will have regard to Part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.

14.2 All those involved in such allegations, both reporting and reported students, will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

15 What to do if staff have a safeguarding concern about someone else's welfare

15.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

15.2 In the absence of an express procedure about reporting, they should report such concerns to their senior line manager or the DSL in the first instance.

15.3 If, in exceptional circumstances, the DSL (or a deputy) is unavailable, this should not delay appropriate action. Staff should consider speaking to a member of the senior leadership team and/or contacting local authority children's social care directly. Any action taken must be shared with the DSL as soon as possible.

16 Allegations made and/or concerns raised about staff and others in School

16.1 The School has procedures for dealing with allegations made and/or concerns raised about staff or anyone working for, or on behalf of, the School whether paid or unpaid, or any Other Adult (as defined in 2.3 of Appendix 4) which may affect the safety and welfare of children:

16.2 The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low level concerns that do not meet the harms threshold. The procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations. These procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.

16.3 The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

16.4 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. Specific guidance is given to staff about one-to-one teaching. This guidance is contained in the *Code of Conduct* and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

17 Informing parents

17.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the LADO, children's social care, the police and/or the pupil (if they are considered to be of sufficient maturity and understanding), before discussing details with parents. In all cases, the DSL will be guided by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board threshold document.

17.2 Where a pupil has made a disclosure which relates to a family member, the parents should not be informed unless advised by the safeguarding team at children's social care. See also Appendix 2.

17.3 See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff.

18 Additional reporting

18.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

18.1.1 **Health and Safety Executive**

(a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's *Health and Safety Policy and procedures (section C: 2.03 Accident Records and Notification)*.

18.1.2 **Charity Commission**

(a) The School is a registered charity and will report all serious incidents to the Charity Commission promptly in accordance with the guidance How to report a serious incident in your charity (Charity Commission, January 2026).

18.1.3 **Disclosure and Barring Service (DBS)**

(a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4, paragraphs 9.1 and 9.2 for further details.

18.1.4 **Teaching Regulation Agency (TRA)**

(a) The School is under a duty to consider whether it is appropriate to make a referral to the TRA where it has ceased to use the services of a teacher because the teacher has been guilty of serious misconduct (or might have ceased to use the services of a teacher had the teacher not ceased to provide those services). The School may also, at its discretion, make a referral to the TRA where the duty to consider doing so has not yet arisen. See Appendix 4, paragraph 9.2 for more details.

18.1.5 **Insurers**

(a) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and/or brokers and, if so, the timescale required by the relevant policies. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

(b) In any event, care should be taken to ensure this is done before renewal to ensure that the School complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and/or policy and/or if it is unable to locate the relevant insurer and/or the extent of report required, professional advice should be sought.

19 Safer recruitment and supervision of staff

19.1 The School is committed to practising safer recruitment in checking the suitability of staff and volunteers, (including staff employed by another organisation) in accordance with Part 3 of KCSIE, including the requirements relating to regulated activity and DBS checks for volunteers introduced by the Crime and Policing Act 2026. See the School's separate *Recruitment, Selection & Disclosure Policy and Procedure*.

19.2 The School maintains a single central register of appointments for all staff.

19.3 The School's procedures for checking the suitability of new recruitment in its early years provided are set out in the School's separate Safer recruitment policy.

19.4 Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's *Recruitment, Selection & Disclosure Policy and Procedure* for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

19.5 The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate *Visitors and Visiting Speakers Policy*.

20 Use of mobile electronic devices and smart technology

20.1 The School's policy on the use of mobile technology in the School, including phones and cameras in the EYFS setting, is as follows:

20.1.1 In accordance with DfE guidance and the School's Acceptable Use of ICT Policy for Pupils, the School maintains a mobile electronic device-free environment by default and has adopted a policy to prohibit pupils in years 7 to 11 using mobile electronic devices during the school day. This includes during lessons, the time between lessons, breaktimes and lunchtimes.

20.1.2 all staff (including staff in the EYFS setting) should use mobile devices and cameras and other electronic devices with imaging and sharing capabilities in accordance with the guidance set out in the *Code of Conduct*;

20.1.3 parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

20.1.4 visitors may bring mobile phones onto the premises but may not take photographs or videos under any circumstances. The only exception is where a commercial third party is permitted to take photos or videos of pupils with the consent of a senior member of staff and with appropriate supervision.

20.1.5 The School allows access to the internet onsite. The School recognises the evolving risks associated with emerging technologies, including artificial intelligence. This includes the potential for AI to be used to generate or manipulate images or content (for example, deepfakes), which may be used to harm or exploit children. Appropriate internet safety measures are taken to manage associated risks, and staff will remain vigilant to these risks and respond in accordance with this policy.

20.2 The School's approach to online safety, including the use of mobile technology in School is set out in the School's *Online Safety Policy, Acceptable Use of ICT Policy for Pupils and Acceptable Use of ICT policy for Staff*.

21 Training

21.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The School maintains written records of all staff training.

21.4 All training will be carried out in accordance with Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures where possible.

21.5 **Induction**

21.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a) this policy;

(b) the *Behaviour and Discipline Policy*;

(c) the *Anti-Bullying Policy*, which includes details of the School's policy on cyberbullying and prejudice-based and discriminatory bullying;

(d) the *Code of Conduct* including staff/pupil relationships and communications;

(e) the *Whistleblowing Policy;*

(f) the *Social Media Policy;*

(g) the *Acceptable Use of ICT Policy for Staff*;

(h) the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;

(i) the role of the DSL and their identity and contact details together with that of their Deputy;

(j) the School's approach to online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;

(k) safeguarding training in accordance with Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures, including guidance on managing a report of child-on-child abuse (including sexual harassment and sexual violence);

(l) a copy of Part 1 and, where appropriate, Annex A of KCSIE for school leaders and those who work directly with children; and

(m) appropriate Prevent duty training.

Staff delivering induction training ensure that staff understand the material and have the opportunity to discuss topics in more detail where required.

21.6 **Safeguarding training**

21.6.1 All staff and School leaders will receive a copy of this policy and Part 1 and, where appropriate, Annex A of KCSIE and will be required to confirm that they have read and understand these.

21.6.2 Members of the senior leadership team (including the relevant Heads) and the Nominated Safeguarding Governor will receive a copy of this policy and be expected to read all of KCSIE.

21.6.3 The Head and all staff members will undertake appropriate safeguarding training which will be updated at least every three years [3]. In addition, all staff members will receive safeguarding and child protection updates including online safety via email and/or staff meetings on a regular basis and at least annually.

21.6.4 Staff in the School's early years setting will receive training in accordance with Annex C of the EYFS statutory framework for group and school based providers (DfE, September 2026) and will be supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. Training will be renewed every two years and the School will consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

21.6.5 Staff development training will also include training on online safety which should, amongst other things, include an understanding of the filtering and monitoring systems and processes in place in the School, measures in place to combat cybercrime, the School's approach to the use of generative AI by pupils and for educational purposes, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.

21.6.6 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child-on-child abuse (including sexual harassment and sexual violence), harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudice-based and discriminatory bullying, gangs and mental health, to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

[3] As required by Cambridgeshire and Peterborough Safeguarding Partnership Board

21.6.7 All Governors receive safeguarding training (including online safety) on induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies in place are effective and support a robust whole school approach to safeguarding. This training will be regularly updated.

21.6.8 The Nominated Safeguarding Governor and the Chair of Governors will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. All other Governors will be expected to read Part 2 of KCSIE.

21.6.9 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings, twilight training and professional development reviews. This includes information on how staff can report concerns occurring out of hours / out of term time.

21.7 **Designated Safeguarding Lead (DSL)**

21.7.1 The DSLs and Deputy DSLs will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and attendance on a training course which is consistent with the criteria set out in Annex C of the EYFS statutory framework for group and school-based providers (DfE, September 2026) and will be updated at least every two years.

21.7.2 In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Annex B of KCSIE.

21.7.3 Prevent duty training will be consistent with the Government's Prevent training for schools. See Educate Against Hate (HM Government, maintained) for further details.

21.8 **Teaching pupils about safeguarding**

21.8.1 The School teaches pupils about safeguarding through PSHE, tutorials, assemblies and throughout the curricular and extra-curricular programme. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

21.8.2 The School recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. The school has trained Sexual Misconduct Liaison Officers to provide support and manage cases.

21.8.3 Pupils are introduced to wellbeing, emotional, physical and mental health in order to develop resilience and self-esteem in an age-appropriate manner. Resilience is particularly important in safeguarding to mitigate against the risk of being drawn into extremism. Parental advice is also offered through the newsletter and parent association talks.

21.8.4 Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through Personal, Social, Health and Economic Education (PSHE), Emotional Wellbeing (EW) Education and Spiritual, Moral, Social and Cultural Education (SMSC) appropriate to their age and stage of development. The content will be relevant, include scenario-based learning and tackle issues such as: healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and

equality, body confidence and self-esteem, promoting healthy and positive masculinities, how to recognise abusive relationships, including coercive and controlling behaviour, concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, honour or faith-based violence and how to access support, what constitutes sexual harassment and sexual violence and why these are always unacceptable and online harms such as making or sharing nudes and semi-nudes, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

21.8.5 Where lessons are delivered by external agencies, schools should agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

21.8.6 Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and provide feedback on the content and effectiveness of training given. They are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. The Upper and Prep School *Pupil's Guide to Problems* set out in writing what pupils should do if they have a worry or complaint. In the Pelican School, pupils are encouraged to tell an adult whenever they are worried or upset about anything. This may be their teacher or teaching assistant but may also be any member of staff with whom they feel comfortable or who is on duty e.g. music teacher, playground supervisor, PE coach etc.

21.8.7 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe online and when accessing remote learning. The Board of Governors has ensured that appropriate filters and monitoring systems are in place and meet the DfE's filtering and monitoring standards (see the *Online Safety Policy*) and is mindful that this should not lead to unnecessary restrictions on learning.

21.8.8 The School keeps in regular contact with parents and carers to reinforce the importance of pupils being safe online and make them aware of the systems in place to filter and monitor online use and the sites pupils will be expected to access during learning.

22 Risk assessment

22.1 Where a concern about a pupil's welfare is identified, the risks to and needs of that pupil will be assessed and appropriate action will be taken to reduce the risks identified and address the child's wellbeing needs.

22.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare or safety plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The Head of the Relevant School has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL of the Relevant School who has been properly trained in, and tasked with, carrying out the particular assessment.

23 Monitoring and review

23.1 The DSLs will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Board of Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

23.2 Any serious safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Board of Governors. Where an incident involving a member of staff occurs, the LADO will be asked to assist in reviewing the School's procedures to determine whether any improvements can be made. Any deficiencies or weaknesses with regard to safeguarding arrangements at any time will be remedied without delay.

23.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt

23.4 The Board of Governors will also undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and, their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety and filtering and monitoring provision, including checks that filtering is working appropriately on all internet-connected devices in all relevant locations, supported by an annual risk assessment that considers and reflects the risks its pupils face and a record kept.

23.5 Appropriate training in the oversight of safeguarding is provided to Governors. Governors visit the School and undertake site walks to check the implementation of safeguarding policies. They also talk to staff and pupils to gain an overview of safeguarding matters in School. The Nominated Safeguarding Governor also checks the Single Central Register on a regular basis.

23.6 The DSL will report to the relevant Governors' Education Committee to raise any topics of interest and summarise the School's safeguarding practices over the year.

23.7 The DSLs from each school meet regularly as outlined in paragraph 6.5.6. During one meeting each year (usually in June) the DSL from each School will propose updates to this policy and report on safeguarding and child protection procedures and summary data to the Nominated Safeguarding Governor. The minutes of this meeting will be sufficiently detailed to demonstrate both the breadth and depth of the review undertaken.

23.8 The DSLs will work with the Nominated Safeguarding Governor to prepare a written annual monitoring report commissioned by the Board of Governors. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled, including lessons learned; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

23.9 The Board of Governors will review the report prepared by the DSLs and Nominated Safeguarding Governor described above. The Board of Governors should also consider independent corroboration, such as:

23.9.1 inspection of records or feedback from external agencies including the LADO;

23.9.2 reports of ISI inspections;

23.9.3 the outcome of any relevant complaints, claims or related proceedings; and

23.9.4 press reports.

23.10 In addition to reviewing the report, the Board of Governors will consider the proposed amendments to this policy and the implementation of its procedures before giving the revised policy its final approval. Detailed minutes recording the review by the Board of Governors will be made.

24 Record keeping

24.1 All records created in accordance with this policy are managed in accordance with the School's *Records Management Policy* and *Records Retention Schedule*.

24.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the School. Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:

24.2.1 a clear and comprehensive summary of the concern;

24.2.2 details of how the concern was followed up and resolved;

24.2.3 a note of any action taken, decisions reached and the outcome;

24.2.4 open concerns are regularly reviewed by pastoral staff and the DSL/DDSL team and closed once all actions are complete. Pupils with significant historic concerns will be regularly monitored on MyConcern.

24.3 Staff must record all concerns about a pupil's welfare on MyConcern. Staff without internet access must report in person immediately to one of the DSLs or their line manager who will support them in reporting their concern. Guidance on record keeping is set out in Appendix 2.

24.4 The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken. The DSL is responsible for managing all child protection files in accordance with KCSIE.

24.5 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. The School's approach to data protection compliance is set out in the School's data protection policies and procedures. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy* and *Information Security and Sharing Data Guidance*.

24.6 **Information sharing and multi-agency working**

24.6.1 The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others. When a child leaves the School their Child Protection File (should one exist) is transferred securely to the new school.

24.6.2 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always

the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and data protection laws provide a framework to ensure that personal information is shared appropriately.

24.6.3 When the School intends, as a result of a professional or legal duty, or otherwise, to share safeguarding information, the School will always seek to inform the pupil, their parent(s) or carer(s) about what information sharing has taken (or will take) place, why and how the information will be used, unless doing so could put a child or others at further risk of harm, or could compromise effective safeguarding arrangements, including police investigations.

24.6.4 When deciding what information to share, the School will consider:

(a) The relevancy of the information, including to the current safeguarding risk,

(b) What is necessary for the receiving setting to know, and

(c) whether it is clearly presented and appropriately contextualised.

24.6.5 The School will use professional judgement to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes.

24.6.6 When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under data protection laws. Where a request for safeguarding information is received from a parent for an individual aged under 18, the School may be exempt from providing that data were complying with the request would not be in the best interests of the child. The School will also have regard to its data protection policies. The School's Data Processing Manager (the Director of ICT) will work with the DSL as appropriate to determine what should be disclosed.

24.6.7 The School will co-operate with children's social care, and where appropriate, the police, to ensure that all relevant information is shared for the purposes of Early Help assessments, and assessments and child protection investigations under the Children Act 1989.

24.6.8 Where a pupil leaves the School to attend a new setting, the DSL will consider whether it is appropriate to share information with that setting, particularly where the information would support an assessment of risk to others as well as the individual pupil.

24.6.9 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

24.6.10 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

25 Version control

Date of adoption of this policy	3 September 2026
Date of last review of this policy	August 2026
Date for next review of this policy	August 2027 or earlier as necessary
Policy owner (SLT)	Designated Safeguarding Leads
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / all staff / volunteers / parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request

Appendix 1 Forms of abuse, neglect and exploitation and specific safeguarding risks

1 Abuse and neglect

1.1 Staff should be aware that abuse, neglect and exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

1.2 Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic / misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

2 Indicators of abuse and neglect

2.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. This includes in teenage relationships, or under the guise of honour-based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

2.3 **Emotional abuse:** the persistent emotional or psychological 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 and prejudice-based or discriminatory bullying), 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.

2.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object), 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 in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse. Child sexual abuse material available online may have been generated in a family environment. Online abuse can also take the form of cyber- grooming or self-generated sexual content under coercion. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. A child of any age or gender can be a victim of sexual abuse. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it. The School procedures can be found in Appendix 3.

2.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 affluent neglect or neglect of, or unresponsiveness to, a child's basic emotional needs.

3 Signs of abuse

3.1 Possible signs of abuse include, but are not limited to:

3.1.1 the pupil says they have been abused or asks a question or makes a comment which gives rise to that inference;

3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

3.1.5 the pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general well-being;

3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

3.1.7 the pupil is reluctant to go home, or has been openly rejected by their parents or carers; and

3.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

3.2 Mental health problems can also be a sign of abuse, neglect tor exploitation.

3.3 The Cambridgeshire and Peterborough Safeguarding Children Partnership Board can provide advice on the signs of abuse and the DfE advice, What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

4 Specific safeguarding issues

4.1 Statutory guidance acknowledges the following as specific safeguarding issues:

4.1.1 child abduction and community safety incidents;

4.1.2 children and the court system;

4.1.3 children missing from education (see **Error! Reference source not found.** below);

4.1.4 children with family members in prison;

4.1.5 child criminal exploitation and child sexual exploitation (see **Error! Reference source not found.** below);

4.1.6 county lines or other gang activities (see 8 below);

4.1.7 modern slavery and the national referral mechanism (see section 10 below);

4.1.8 cybercrime (see section 11 below);

4.1.9 domestic abuse (see section 12 below);

4.1.10 homelessness (see section 13 below);

4.1.11 honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage) (see 15 below);

4.1.12 preventing radicalisation (see 18 below);

4.1.13 19child-on-child abuse (including harassment and violence) (see Appendix 3);

4.1.14 upskirting (see section 22 below);

4.1.15 sexual violence and sexual harassment between children in schools and colleges (see Appendix 3, section 3);

4.1.16 mental health (see section 14 below);

4.1.17 serious violence (see section 9 below);

4.1.18 making or sharing nudes and semi-nudes (see section 21 below);

4.1.19 children who are lesbian, gay or bisexual (see section 27 below);

4.1.20 children who are questioning their gender (see section 28 below);

4.1.21 misinformation / disinformation (see section 29 below);

4.1.22 young carers (see section 30 below); and

4.1.23 children with medical conditions (see section 31 below).

4.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

5 Children who are absent from education

5.1.1 Children being absent from school, particularly repeatedly and/or for prolonged periods and children missing education can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, honour or faith-based abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

5.1.2 The School will follow up on absences in a timely manner and, if a child is absent from the School's early years setting for a prolonged period of time or without notification from the parent or carer of the child, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. The School will consider patterns and trends in a child's absences and their personal circumstances and use its professional judgement when deciding if the child's absence should be considered as prolonged. Consideration will also be given to the child's vulnerability, their parent's and/or carer's vulnerability and their home life. Any concerns will be referred to the local children's social care services and/or a police welfare check requested.

5.1.3 Where reasonably possible the School will hold more than one emergency contact for each pupil and for children in the early years setting, the School will hold more than two emergency contact numbers for each child in order to ascertain whether a child is missing.

5.1.4 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register outside of standard transition times in accordance with the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024.

5.1.5 The School shall also inform the child's home local authority CME team without delay where enquiries following the absence of a pupil lead the School to reasonably believe that the child will not return, and no alternative provision has been confirmed by the parents.

5.1.6 This will assist the local authority to:

(a) fulfil its duty to identify children of compulsory school age who are missing from education; and

(b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.

5.1.7 Where a child is identified as CME, the School should continue to undertake reasonable enquiries to identify the whereabouts of the child, in collaboration with the local authority (or the child's home local authority), until it is mutually agreed that there are no further actions the School can take.

5.1.8 The School shall provide the local authority with the names and addresses of all pupils of compulsory school age who:

(a) fails to attend School regularly; or

(b) have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O and/or U). The frequency will be determined by the local authority, but no less frequently than once per calendar month;

(c) have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness in a school year.

6 Elective Home Education (EHE)

6.1.1 Where a parent expresses their intention to remove a pupil from school with a view to educating at home, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker.

7 Child sexual exploitation (CSE) and child criminal exploitation (CCE)

7.1.1 Both CSE and CCE are forms of abuse. It occurs where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:

(a) in exchange for something the victim needs or wants e.g. money, gifts or affection; and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator; and/or

(c) through violence or threat of violence to victims (and their families).

7.1.2 Children can be exploited by adult males or females, as individuals or in groups, including organised networks or gangs which the victim may identify as being part of. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

7.1.3 CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery.

7.1.4 Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals and should be treated as victims. It is not possible for a child to give informed consent to engage in criminal or other exploitative activity, and they cannot give consent to be exploited, abused or trafficked.

7.1.5 CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

7.1.6 Some of the following can be indictors of both CSE and CCE, including children who:

(a) appear with unexplained gifts, money or new possessions;

(b) associate with other young people involved in exploitation;

(c) suffer from changes in emotional wellbeing;

(d) misuse drugs or alcohol;

(e) go missing for periods of time or regularly come home late; and

(f) regularly miss school or education or do not take part in education.

7.1.7 Children who have been exploited will need additional support to help maintain them in education.

7.1.8 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.

7.1.9 CSE does not always involve physical contact; it can occur through the use of technology, including through generative AI and AI-generated nudes or semi-nudes (deepfakes). CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators above may also be indicators of CSE, as can children who:

(a) have older boyfriends or girlfriends; or

(b) suffer from sexually transmitted infections or become pregnant.

8 County lines

8.1.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move, store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

8.1.2 Children are increasingly being targeted and recruited online using social media Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

8.1.3 A number of the indicators for CSE and CCE as detailed above (and in Annex A of KCSIE) may also be applicable to children involved in county lines.

8.1.4 Additional reporting duties:

(a) If a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation.

(b) Where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

9 **Serious violence**

9.1 Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

9.2 Staff should report concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL who will assess risk to both the individual pupil and others in the School, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant consider action to de-escalate peer conflict.

9.2.1 Indicators which may signal children are at risk from, or are involved in serious violence may include:

(a) Increased absence from school;

(b) a change in friendships or relationships with older individuals or groups;

(c) a significant decline in educational performance;

(d) signs of self-harm or a significant change in wellbeing;

(e) signs of assault or unexplained injuries; and

(f) unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

9.2.2 Staff should be alert to signs that a child may be at risk of or involved in serious violence. There are higher risks for children with disrupted education, including exclusions, permanent exclusions or time in alternative provision, and for those with a history of offending. Schools should also try to be alert to when children might be at highest risk, recognising that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school and can concentrate in particular places.

9.2.3 Staff should also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been excluded, spent time in alternative provision or permanently excluded, having experienced child maltreatment, having been involved in offending, such as theft or robbery, having used drugs or alcohol in early adolescence and having previously been a victim or previously perpetrated violence.

9.2.4 Early, evidence-based support at critical points when concerns emerge is vital. This includes access to trusted adults, social and emotional skills support and, where available, targeted interventions such as mentoring or therapeutic support.

9.2.5 Further advice is available in the Home Office guidance on criminal exploitation of children and vulnerable adults and county lines. The Youth Endowment Fund also provides practical guidance and a self-assessment tool for schools on evidence-based violence prevention.

10 **Modern slavery and the national referral mechanism**

10.1 Modern slavery includes slavery, human trafficking, forced labour and domestic servitude. Where a child may be a victim of trafficking or exploitation, the School will make appropriate child protection referrals and consider a referral to the National Referral Mechanism in accordance with statutory guidance.

11 Cybercrime

11.1.1 Cybercrime is a criminal activity committed using computers and/or the internet. It's broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or 'cyber-dependent' (crimes that can only be committed by using a computer).

11.1.2 Cyber-dependent crimes include:

(a) Unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;

(b) Denial of Service (Dos or DDos) attacks or 'booting' - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;

(c) Making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.

11.1.3 Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

11.1.4 The School will put in place appropriate measures to meet the Cyber security standards in order to combat cyber-attacks and improve cyber resilience.

11.1.5 The DSL or DDSL should consider a referral to the Cyber Choices programme where concerns arise. This nationwide preventative programme intervenes when young people are at risk of committing or being drawn into low-level cyber-dependent offences and diverts them towards positive use of their skills and interests.

12 Domestic Abuse

12.1.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It can include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, honour or faith-based abuse, forced marriage, female genital mutilation, reproductive coercion, harassment and stalking.

12.1.2 Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

12.1.3 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. Exposure to 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.

12.1.4 Further advice on identifying children affected by domestic abuse and how they can be helped can be found in Annex **A** of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.

13 Homelessness

13.1 Homelessness or the risk of homelessness can place a child and family under significant stress and may increase vulnerability to abuse, neglect and exploitation. Staff should report related welfare concerns to the DSL so that appropriate Early Help or statutory support can be considered.

14 Mental health

14.1 Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide.

14.2 Only appropriately trained professionals can diagnose a mental health problem; however, staff are well placed to observe children day to day and identify pupils whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

14.3 Potential warning signs could include:

14.3.1 significant changes in behaviour;

14.3.2 ongoing difficulty sleeping;

14.3.3 withdrawing from social situations;

14.3.4 not wanting to do things they usually like; and

14.3.5 physical signs of self-harm or neglecting themselves.

14.4 Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, identifying these and other potential warning signs can help staff identify children who may be struggling with their mental health or contemplating suicide and offer support and vital early intervention.

14.5 14.5 If staff have a concern about a child's mental health, they should speak to the DSL. If a child is in danger, staff should call 999 or arrange for the child to be taken to A&E immediately by a parent, carer or other suitable person. If a child needs urgent mental health help but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

15 Honour or faith-based abuse

15.1.1 Honour or faith-based abuse encompasses incidents or crimes committed to protect or defend the honour of a family and/or community, including female genital mutilation, forced marriage and practices such as breast ironing. It often involves wider family or community pressure and may involve multiple perpetrators. These dynamics and additional risk factors must be considered

when deciding what safeguarding action to take. All forms of honour or faith-based abuse are abuse, regardless of motivation, and must be handled and escalated as such. Staff must be alert to the possibility that a child is at risk of, or has already suffered, such abuse and should speak to the DSL if they have any doubts.

15.1.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

16 **Female genital mutilation (FGM)**

(a) FGM is a form of honour or faith-based abuse. It comprises all procedures involving partial or total removal of external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

(b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the Multi-agency statutory guidance on FGM (HM Government, July 2020) (pages 61-63 focus on the role of schools).

(c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.

(e) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

17 **Forced marriage**

(a) Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applied to non-binding, unofficial 'marriages' as well as legal marriages.

(b) Forced marriage is a form of honour or faith-based abuse. Forcing a person into marriage is a crime in England and Wales. A forced

marriage is entered into without the full and free consent of one or both parties and where violence, threats or another form of coercion is used. Threats may be physical, emotional or psychological. A person may not consent or may be unable to consent, for example because of a learning disability. Religion and culture may be misused to coerce a person into marriage.

(c) Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages - 39-44 of the Multi-agency guidelines: handling cases of forced marriage (HM Government, April 2023).

(d) Staff should speak to the DSL if they have any concerns. Pages 79-84 of the Multi-agency guidelines: handling cases of forced marriage (HM Government, April 2023) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

18 Radicalisation and the Prevent duty

18.1.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

18.1.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

18.1.3 The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:

Extremism: *the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those results.*

Radicalisation: "*the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*

Terrorism: "*an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause*."

18.1.4 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may

contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

18.1.5 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

18.1.6 Prevent referrals may be passed to a multi-agency Channel panel, which will determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. While a referral is being assessed, should any further or new information come to light, this should also be passed to the police. An individual's engagement with Channel is entirely voluntary at all stages. Guidance is available in Channel duty guidance: protecting people susceptible to radicalisation (HM Government, October 2023, updated December 2023).

18.1.7 The DfE and Home Office's briefing note The use of social media for online radicalisation (July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

18.1.8 Contact details of the Prevent lead and details of sources of advice and support are set out in the Key Contacts sections at the front of this policy.

19 Child-on-child abuse (including sexual harassment and sexual violence)

19.1.1 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 online

19.1.2 The School's policy and procedures for dealing with child-on-child abuse can be found in Appendix 3 below.

20 Online safety

20.1.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

20.1.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

20.1.3 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

(a) **content**: exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories;

(b) **contact**: harmful online interaction with other users or generative AI applications that simulate this; for example: peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them for sexual, criminal, financial or other purposes**;**

(c) **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual making or sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

(d) **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, it should be reported to the Anti-Phishing Working Group (https://apwg.org/).

21 **Sharing nude and semi-nude images and videos**

21.1.1 Consensual and non-consensual making or sharing of nudes and/or semi-nudes can be signs that children are at risk.

21.1.2 The School treats all incidents involving making or sharing nudes and semi-nudes as a breach of discipline and also as safeguarding matters to be actioned in accordance with this policy, regardless of whether they are consensual or non-consensual. All such incidents will require a proportionate approach that considers the age, development and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

21.1.3 .

21.1.4 Members of staff must not intentionally view any nude or semi-nude images which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

21.1.5 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

(a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;

(b) it is necessary to report the image to a website, app or suitable reporting agency to have it taken down or to support the pupils or parents in making a report; or

(c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.

21.1.6 Where viewing an image is unavoidable:

(a) viewing should take place on School premises wherever possible;

(b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

(c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

(d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

(e) any member of staff who views an indecent image should be given appropriate support.

21.1.7 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

21.1.8 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

21.1.9 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

21.1.10 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided) or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

21.1.11 Where a pupil receives unwanted images, the School should advise the pupil and their parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

21.1.12 The UK Council for Child Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024) contains details of support agencies and provides further information for schools on how to respond to incidents of sharing nudes and semi-nudes.

21.1.13 Advice for pupils is available at:

http://www.thinkuknow.co.uk

https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx

21.1.14 Advice for parents is available at:

http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/

22 Upskirting

22.1 Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear), to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

22.2 Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

22.3 The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures

22.4 All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to making or sharing nudes and semi-nudes.

23 Special educational needs and disabilities or physical health issues

23.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policies on special educational needs, learning difficulties and learning support, and disability (pupils).

23.2 Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain medical or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

23.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

23.2.2 pupils with a special education need or disability or certain health conditions may be more prone to peer group pressure and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

23.2.3 some pupils with SEND may be unable to understand the difference between fact and fiction in online content, including AI-generated content, and may repeat content or behaviour in School without understanding the consequences;

23.2.4 there is a risk that pupils with SEND may not understand that what is happening to them is abuse;

23.2.5 these pupils are more likely to be dependent on adults for care and to require intimate care; and

23.2.6 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

23.3 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

24 Looked after children and previously looked after children

24.1 The Board of Governors ensures that staff have the skills, knowledge and understanding to keep looked after children safe and that appropriate staff have the information, they need in relation to a child's looked after legal status, for example:

24.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

24.1.2 contact arrangements with birth parents or those with parental responsibility;

24.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

24.2 The DSL maintains these details, including contact details for the child's social worker. See paragraph 6.5.4 of the main policy for the DSL's role in relation to looked after children.

24.3 The Board of Governors have appointed a designated teacher to work with local authorities and promote the educational achievement of looked after children.

25 Care leavers

25.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

26 Privately Fostered Children

26.1 Private fostering is when a child under 16, or under 18 if disabled, is provided with care and accommodation in a person's own home for 28 days or more by someone who is not their parent, a person with parental responsibility or a relative.

26.2 The School will comply with its mandatory duty to inform the local authority of any private fostering arrangement and refer to the Fostering Recruitment and Assessment Team.

26.3 School mental health support

26.4 The contact details of the Mental Health Leads are set out in the Key School Contacts section at the beginning of this policy. Mental Health Leads meet regularly with other pastoral staff and check MyConcern for mental health related concerns.

26.5 A number of staff have been trained in mental Health First Aid by Mental Health England. The School is committed to promoting wellbeing and resilience alongside raising awareness of and eliminating the stigma attached to mental illness. Incidences of depression, self-harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health.

26.6 The principles used by the school are:

- **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils

about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

- **Identification**: recognising emerging issues as early and accurately as possible;
- **Early support**: helping pupils to access evidence based early support and interventions; and
- **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

26.7 Pupils may be identified as in need of further assessment through

- Data tracking - so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon
- the pastoral system where at least one member of staff (e.g. a form tutor or class teacher) knows every pupil well and has received training to spot where bad or unusual behaviour may have a root cause that needs addressing

26.8 Staff consider mental health and other factors in all cases of poor or changed behaviour.

26.9 Staff are regularly trained in topics related to mental health and are expected to escalate concerns through MyConcern. This allows the Safeguarding Leads, Mental Health Leads and relevant staff to decide upon the next steps.

26.10 When staff suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using the graduated response process:

- an assessment to establish a clear analysis of the pupil's needs;
- a plan to set out how the pupil will be supported;
- action to provide that support; and
- regular reviews to assess the effectiveness of the provision and lead to changes where necessary.

26.11 Mental Health Leads make referrals (with consent) as appropriate to CAMHS via younited and GP as well as referrals to children's Social Care, where appropriate.

26.12 Advice for pupils and parents is available at:

http://www.youngminds.org.uk/

https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/eating-disorders

https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/depression

https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/self-harm

27 Children who are lesbian, gay or bisexual

27.1 A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm. However, the School recognises that these pupils can be vulnerable to discriminatory bullying. A child perceived by others to be lesbian, gay or bisexual, whether or not they are, can be just as vulnerable as children who are.

27.2 LGBT+ inclusion is taught as part of the statutory relations education / RSE / PSHE curriculum.

27.3 All staff are aware of these vulnerabilities and the School endeavours to promote a culture where pupils can speak out or share concerns with a member of staff.

28 **Children who are questioning their gender**

28.1 The School recognises that some children and young people may question their gender, including how they feel about the physical attributes of their sex and how they fit into society. The School also recognises that it is not uncommon for children, particularly at a younger age, to explore interests, behaviours or expressions that may not align with gender stereotypes, and that for many children this may be a temporary phase.

28.2 The School will take a supportive, child-centred approach, seeking to understand the child's views, wishes and feelings, and exercising appropriate professional curiosity in relation to their wider circumstances. This includes being alert to any potential safeguarding considerations, such as:

28.2.1 mental health or emotional wellbeing needs;

28.2.2 experiences of bullying (including discriminatory or prejudice-based bullying);

28.2.3 family, peer or social pressures; and

28.2.4 any other vulnerabilities that may impact on the child's welfare.

28.3 The School will ensure that it remains a respectful environment in which all pupils feel safe and are able to express themselves. All forms of bullying, including bullying related to gender, gender expression or identity, are unacceptable and will be addressed promptly in accordance with the School's Behaviour and Discipline Policy and Anti-bullying Policy (Pupils).

28.4 The School will seek to maintain an environment that avoids unnecessary gender stereotyping and supports inclusion, while also ensuring that safeguarding, welfare, safety and fairness considerations are appropriately balanced.

28.5 Where a request is made in relation to social transition, the School will consider this in accordance with its [•Gender Questioning Children and Social Transition Policy], which sets out the School's approach to decision-making, including the factors to be taken into account and the processes to be followed. The School will not initiate action in relation to a child questioning their gender. This policy applies where a child or their parent raises a request in relation to social transition, and the School is responding to that request.

29 **Misinformation and disinformation**

29.1 The School recognises that misinformation, disinformation and conspiracy theories may present safeguarding risks, particularly where they contribute to harm, radicalisation or exploitation. Staff will be alert to these risks and respond appropriately.

30 **Young carers**

30.1 The School recognises that caring responsibilities can impact on their attendance attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

31 **Children with medical conditions**

25.3 A child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place, the responsible healthcare professional, in conjunction with the DSL should consider whether any safeguarding duty has been triggered and whether any further action is required based on the nature of the incident.

Appendix 2 Concerns about a child - guidance for staff

1 **Receiving a disclosure**

1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use 'tell me, explain to me, describe to me' (TED) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed – the Police will need to take the lead on investigating and continued questioning might compromise possible criminal proceedings.

1.3 Reassure the pupil they are being taken seriously, and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.

1.4 Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken. This will involve professional judgement, but where doubt exists, the information must be passed on in accordance with this policy.

1.5 Keep a sufficient written record of the conversation completed at the earliest possible time (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

1.6 Pass on the record when reporting the concern in accordance with this policy.

1.7 Where a pupil discloses information relating to a family member, parents should not be informed unless advised by the safeguarding team at children's social care (see section 17 of the main policy).

2 **Recording a concern**

2.1 Staff must record all concerns in writing and consistently with the School's system for recording safeguarding concerns.

2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1 the pupil's details: name and date of birth;

2.2.2 date and time of the event / concern / conversation;

2.2.3 a clear and comprehensive summary of the event /concern / conversation;

2.2.4 details of how the concern was followed up and resolved;

2.2.5 a note of any action taken and by whom with reasons for decisions reached and the outcome;

2.2.6 the name and position of the person making the record.

2.3 The School has a Child Protection Logging system on MyConcern which should be completed and passed on when reporting the matter in accordance with this policy. Staff without internet access must report in person immediately to one of the DSLs,

or their line manager who will support them in reporting their concern. The formal written record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

2.4 Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed on to a third party. If, after due consideration, the DSL decides to pass the information on to an outside agency in accordance with this policy, the DSL will contact the disclosing party (unless the DSL is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.

3 Use of restrictive interventions, including reasonable force

3.1 There are circumstances when it is appropriate for staff to use restrictive interventions, including the use of reasonable force, seclusion and restraint, to safeguard pupils and others. All members of staff have a legal power to use reasonable force in certain circumstances. In every case, reasonable means using no more force than is necessary and for the least amount of time required to address the risk.

3.2 Staff should refer to the School's Behaviour and Discipline Policy and the Code of Conduct for more detailed guidance about the use of reasonable force.

Appendix 3 Dealing with allegations of child-on-child abuse (including sexual harassment and sexual violence)

1. Child on child abuse

1.1. Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and/or outside school and/or online. This includes, but is not limited to:

1.1.1. bullying (including cyber-bullying and prejudice-based and discriminatory bullying) and faith-based prejudice or race-based discrimination;

1.1.2. abuse within intimate personal relationships between children (teenage relationship abuse);

1.1.3. physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates and/or encourages physical abuse);

1.1.4. physical assault and harm, or the threat of harm with a weapon;

1.1.5. harmful sexual behaviour, including misogyny, and sexual violence such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bra, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;

1.1.6. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

1.1.7. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

1.1.8. consensual and non-consensual making or sharing of nudes or semi-nudes;;

1.1.9. upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

1.1.10. initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

2. The School's approach to child-on-child abuse

2.1. Staff understand that, even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns (whether these concerns are thought to have taken place on or off site) regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).

2.2. Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up" can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward.

2.3. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is also recognised that such behaviour is preventable, and that early intervention is key.

2.4. All staff should challenge inappropriate behaviour, including sexism and misogyny, between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the School's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.

2.5. Appropriate action will involve supporting all members of the School community who may be involved as a priority. This may require investigation by the School or other agencies. Until investigations have been undertaken and findings made, the School will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the School's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

2.6. The School will ensure pupils impacted by child-on-child abuse are made aware of appropriate support resources available to them.[4]

3. Harmful sexual behaviour (HSB), sexual violence and sexual harassment (SVSH)

3.1. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. The umbrella term 'harmful sexual behaviour' (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context.

3.2. The School adopts a whole-school approach to preventing harmful sexual behaviour, sexual violence and sexual harassment, underpinned by its safeguarding, behaviour and pastoral systems. This includes:

3.2.1. promoting a culture of kindness, respect and equality;

3.2.2. identifying and addressing sexism, misogyny, homophobia and harmful stereotypes;

3.2.3. ensuring staff model positive behaviour and challenge harmful attitudes appropriately, including challenging ideas without stigmatising individuals.

3.3. Where the misconduct may constitute HSB, sexual violence[5] (rape, assault by penetration, sexual assault[6] or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

3.4. Whilst any report of HSB, sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

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[4] This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.

[5] When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

[6] Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/ breasts/genitalia without consent, can still constitute sexual assault).

3.5. The School recognises that LGBT+ and SEND pupils may be at greater risk of sexual violence or sexual harassment.

3.6. SVSH can occur between two or more children of any age or sex from primary to secondary stage both inside and outside of School. It can also occur online. It can also occur through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence. Addressing inappropriate behaviour, including sexism and misogyny, (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating HSB. The School also recognises that the escalatory nature of misogyny and the benefits of early intervention to support its approach to minimising the risk of HSB, sexual harassment and sexual violence.

3.7. The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The School acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4. Management of allegations of child-on-child SVSH

4.1. The initial report

4.1.1. The School recognises that it is not easy for children to tell staff about abuse and that instead, they may show signs or behave in ways that signal distress. Staff are trained in signs of abuse and required to look out for them and act upon them, and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or by third parties.

4.1.2. The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of HSB and SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3. They should:

4.1.3.1. listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;

4.1.3.2. where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;

4.1.3.3. where there is an online element, considering the searching, screening and/or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child[7];

[7] School staff can search pupils with their consent for any item. Staff can search pupils without consent if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item or one that is likely to be used to commit an offence or cause personal injury or damage to property, see Searching, screening and confiscation: advice for schools for further information.

4.1.3.4. explain the next steps and how the report will be progressed;

4.1.3.5. make a written record of the report (recording the facts as the child has presented them);

4.1.3.6. inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2. DSL's considerations

4.2.1. Reports of HSB and SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow, and the facts may be difficult to establish. These decisions are made on a case-by-case basis taking all of the circumstances into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

4.3. School's considerations

4.3.1. The School will consider:

4.3.1.1. the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible regarding how an investigation will be progressed and what support they are offered, but their wishes will not always be determinative as the School may have to take action to protect other children;

4.3.1.2. the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether HSB[8] has been displayed;

4.3.1.3. the ages and developmental stages of the children involved and any imbalance between them such as differences in age, maturity or social status;

4.3.1.4. if there is an intimate personal relationship between the children;

4.3.1.5. whether the alleged incident was isolated or part of a sustained pattern of abuse;

4.3.1.6. any intrafamilial harm and support for siblings if needed;

4.3.1.7. whether there are any ongoing risks to those involved;

4.3.1.8. the time and location of any incident, and any action required to make the location safer; and

4.3.1.9. the wider context, including any links to CSE or CCE.

4.3.2. Before deciding how best to support and protect those involved, the School will undertake immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve exclusion pending investigation. Risk and needs assessments will be recorded, used to inform ongoing safeguarding

[8] Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive or violent may be helpful here. Also refer to the Lucy Faithfull Foundation Harmful sexual behaviour prevention toolkit which provides support and advice on how to prevent HSB.

decisions and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

4.3.3. The School will make a proportionate response to these matters in light of the circumstances and the factors identified above and decide if any further action is appropriate.

4.3.4. The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.[9]

5. Investigations and findings

5.1. The School will record the findings of investigations undertaken by the police and/or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances when this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.

5.2. The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral, restorative response and/or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/or harmful sexual behaviours identified, or the victim where concerns were found to be deliberately invented or malicious.

[9] *The Lucy Faithfull Foundation and the Home Office have developed Shore Space, an online confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour which schools may find helpful.*

Appendix 4 Raising allegations and low-level concerns

1 Key contact information

1.1 Below is the key contact information you may need to raise an allegation or low-level concern under this policy.

DSL	Upper School - Amy Cockerill Tel: 01223 403817 Email: arcockerill@perse.co.uk Prep School – Tom Knowles Tel: 01223 403925 Email: tpknowles@perse.co.uk Pelican School – Tim Ankin Tel: 01223 403947 Email: teankin@perse.co.uk
Head	Upper School – Ed Elliott Tel: 01223 403893 Email: ecelliott@perse.co.uk Prep School – James Piper Tel: 01223 403922 Email: jwpiper@perse.co.uk Pelican School – Francesca Heftman Tel: 01223 403943 Email: fkheftman@perse.co.uk
Chair of Governors	Jonathan Scott Via Clerk to the Governors, mahastings@perse.co.uk Or direct to: jscott@perse.co.uk
Nominated Safeguarding Governor	- Denise Williams Via Clerk to the Governors, mahastings@perse.co.uk Or direct to: dwilliams@perse.co.uk
LADO	01223 727967 LADO@cambridgeshire.gov.uk

2 Purpose and application

2.1 **Purpose:** the School takes safeguarding extremely seriously. It is of paramount importance that we maintain an open and transparent culture in which all concerns about adults are shared promptly, responsibly and with the right person. We recognise the importance of ensuring adults who work with, or otherwise come into contact with children, do so in a way that is consistent with our values, culture and expected standards of behaviour. We also recognise that concerns may arise in several ways and from a number of sources. The purpose

of this policy is to provide a framework for all concerns to be raised, recorded and dealt with effectively by the School.

2.2 **Application:** the Policy applies to all adults working in or on behalf of the School (whether on a paid or unpaid basis), including governors, supply staff, trainee teachers, volunteers and contractors (**Staff**).

2.3 **Other adults:** although this policy directly relates to those who work for the School, the School recognises that its safeguarding role extends to the protection of everyone associated with it, including adults who do not work for the School. Should concerns be raised about people who are not Staff or pupils, then they should be reported to the Head or DSL who will take appropriate action and co-operate with the relevant agencies as appropriate.

2.4 **Statutory guidance:** this policy has regard to the following statutory guidance:

2.4.1 *Keeping children safe in education* (September 2026) (**KCSIE**). Part Four of KCSIE deals with allegations made and concerns raised about staff, supply staff, trainee teachers, volunteers and contractors (**Staff**), who are all adults working for, or on behalf of, the School. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:

(a) concerns that do not meet the harm threshold, otherwise known as "low level concerns"; and

(b) allegations that may meet the harm threshold.

2.4.2 *Working together to safeguard children* (2026) (**WTSC**), which requires policies to be put in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. WT requires schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.

3 Key Staff duties

3.1 **Staff behaviour:** all Staff must comply with the School's *Code of Conduct* which sets out appropriate and expected standards of behaviour.

3.2 **Duty to report:** as a member of Staff, you must immediately follow this policy to report **any** concerns you have about the conduct of a member of Staff or any other adult (which could include adults not employed by the School). This includes any concern however it arises, for example behaviour you have witnessed, a concern raised with you by a colleague, pupil, parent or another adult, or as result of checks or information brought to your attention.

3.3 **Duty to self-refer:** you must refer yourself to the Head where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and / or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.

3.4 **A culture of sharing:** all Staff have a positive obligation to support the School's culture of openness and sharing without fear of reprisal.

4 What needs to be reported?

4.1 **Reporting all concerns:** all concerns must be raised whether they are considered to be "low level" concerns or conduct which may meet the harm threshold. Please see the Cambridgeshire County Council flowchart *Dealing with Allegations or Concerns about an Adult Working With Children* at the end of this appendix.

4.2 **Low level concerns:** a low-level concern is any concern, no matter how small, and even if no more than a sense of unease or a "nagging doubt", that a member of Staff may have acted in a way that is inconsistent with expected professional standards and / or the staff *Code of Conduct*, whether inside or outside work. No concern is too small or minor to raise under this policy.

4.3 **Concerns that meet the harm threshold:** allegations that may meet the harm threshold are those that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:

4.3.1 behaved in a way that has harmed a child, or may have harmed a child; and / or

4.3.2 possibly committed a criminal offence against or related to a child; and / or

4.3.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or

4.3.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the School which creates a transferable risk.

4.4 **Definition of Harm:** it is important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:

4.4.1 the Safeguarding Vulnerable Groups Act 2006 which does not give a definition of harm, encouraging people to apply a "normal, everyday meaning";

4.4.2 the Children Act 1989 defines:

(a) "harm" as "ill-treatment or the impairment of health or development [including, for example, impairment suffered from seeing or hearing the ill-treatment of another]";

(b) "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";

(c) "health" as "physical or mental health".

5 How to raise concerns and allegations

5.1 **Raising low level concerns:** where you have a low-level concern in respect of any member of Staff, you must report the matter immediately. You can raise this with the Head or with the DSL. Please also see the School's *Low Level Concerns Policy*.

5.2 **Duty of the DSL to refer concerns to the Head:** The Head remains the ultimate decision-maker in respect of all low-level concerns. Save for in cases involving the Head, the DSL must therefore promptly report any concern raised with them to the Head. Wherever possible the DSL must speak to the Head in person about the concern as soon as possible after the concern is raised, and always on the same day the concern is raised. If it is not possible to speak to the Head in person about the concern, the DSL must email the Head with a summary of the concern on the same day the concern is raised.

5.3 **Concerns about Staff:** Where you have a concern about the conduct of a member of Staff (other than the Head) that may meet the harm threshold you must raise this immediately with the Head.

5.4 **Concerns involving the Head:** where you identify a concern about the Head, you must report the matter immediately to the Chair of Governors without first notifying the Head.

5.5 **Conflicts of interest:** where there is a conflict of interest in raising the concern with the Head (e.g. concerns raised in connection with an individual who is related to or personally connected with the Head) you must report the concern directly to the Local Authority Designated Officer (**LADO**), without first notifying the Head. Details of the LADO can be found at the start of this policy.

5.6 **Concerns involving Governors:** where you identify a concern about a Governor, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor is the subject of an allegation, you must report the matter to the other.

5.7 **Concerns involving individuals/organisations using School premises:** the School will follow its own safeguarding policies and procedures, including informing the LADO, where it receives an allegation relating to an incident that happened when an individual or third-party organisation was using the premises for the purposes of running activities for children (e.g. community groups, sports associations, or service providers that run extra-curricular activities).

5.8 **Reports to the DSL:** If it is not possible for you to make a report to the Head or Chair of Governors or Nominated Safeguarding Governor, you must instead immediately make a report to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

6 The School's response to concerns and allegations

6.1 **Appropriate action:** the School will ensure that appropriate action is taken to address concerns that are raised under this policy.

6.2 **Assessing concerns:** the Head (or, if the concern relates to the Head, the Chair of Governors or the Nominated Safeguarding Governor) will determine whether the concerns raised are low level or potentially meet the harm threshold. The DSL, the Head, the Chair of Governors and the Nominated Safeguarding Governor have all been trained to assess concerns, and to record and address them appropriately.

6.3 **Low level concerns:** if the School determines the concern is a low-level concern, then the School will address the concern as appropriate and in accordance with the School's *Low Level Concerns Policy*. This will usually involve making the individual aware of the concern against them, undertaking any investigation that may be required and may include giving management guidance and advice or invoking the School's capability or disciplinary procedures.

6.4 **Borderline cases:** the Head (or, if the concern relates to the Head, the Chair of Governors or the Nominated Safeguarding Governor) may take advice from the LADO in borderline cases in order to establish whether the concern is a low-level concern or an allegation that potentially meets the harm threshold. This may include conducting an in initial "no names" conversation with the LADO about whether the harm threshold is met.

6.5 **Referral:** where the Head (or, if the concern relates to the Head, the Chair of Governors) considers the concerns raised potentially meet the harm threshold, the Head (or, if the concern relates to the Head, the Chair of Governors) will make a report to the LADO before further action is taken. The Head (or, if the concern relates to the Head, the Chair of Governors) may also seek advice from the LADO as appropriate. Where a LADO referral is

appropriate, this will be made within one working day of the allegation being reported in accordance with this policy.

6.6 **Responding to an allegation that may meet the harm threshold:** where an allegation is made that may meet the harm threshold, the School will take advice from and co-operate with the LADO, the police, and any other external body that may be involved in the response to the allegation. The School will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so and will keep the LADO informed of the action it is taking.

6.7 **Case Manager:** where an investigation is deemed necessary into an allegation of conduct that may meet the harm threshold, a "Case Manager" will be appointed by the School to lead the investigation. The Case Manager will be either the Head or a person with appropriate authority appointed by the Head. Where the Head is the subject of an allegation, the Case Manager will usually be either the Chair of Governors or Nominated Safeguarding Governor.

7 Disclosure of information about concerns and allegations

7.1 **Informing the individual of a concern:** the School will in most cases inform the individual concerned about any low-level concern that is raised about them.

7.2 **Informing the individual of an allegation where appropriate:** the Case Manager will consult with the LADO in order to agree if and when it is appropriate to inform the individual of the allegation.

7.3 **Communication and support for the individual subject to an allegation:** if and when it is appropriate to inform the individual of the allegation against them, the Case Manager will also offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.

7.4 **Informing the child's parents / carers where appropriate:** the Case Manager will agree with the LADO when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the LADO what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

7.5 **Reporting restrictions:** the School is mindful of and will comply with the reporting restrictions under section 141 Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.

7.6 **Involvement of external agencies:** where the LADO(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation, or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

7.7 **Concerns about supply staff, trainee teachers and contractors:** where a concern / allegation has been made in respect of a member of supply staff, a trainee teacher placed within the School or a contractor, the School recognises that it shares safeguarding responsibilities with the relevant employing agency, teacher training provider or contracting organisation. The concern / allegation will be notified to an individual's employer or the teacher training provider, and the School will work with them to ensure that any investigation and safeguarding response is appropriately coordinated. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the LADO before sharing any information with the individual's employer.

8 Early Years Foundation Stage (EYFS)

8.1 **Report to Ofsted:** the School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

8.2 **Timescale for Ofsted report:** these notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

8.3 The School will also notify Ofsted of any significant event which is likely to affect its suitability to look after children or the suitability of any person who cares for/is in regular contact with children on the premises. The School will notify Ofsted of such events soon as is reasonably practicable, but in any event within 14 days of the event.

9 Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency

9.1 **Report to the DBS:** the School is under a legal duty to make a referral to the DBS where:

9.1.1 an individual has applied for a position at the School despite being barred from working with children; and / or

9.1.2 an individual (including a volunteer) has been removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, or in the case of a volunteer has ceased to volunteer at the School in circumstances where they would otherwise have been removed, because they have:

(a) satisfied the harm test (as defined in section 35 of the Safeguarding Vulnerable Groups Act 2006);

(b) committed relevant conduct (as defined in Schedule 3 to the Safeguarding Vulnerable Groups Act 2006); or

(c) been cautioned for, or convicted of, a relevant offence (as defined in paragraphs 1 and 2 of Schedule 1 to The Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Relevant Offences) Regulations 2009).

9.2 **Report to the Teaching Regulation Agency (TRA):** the School is under a duty to consider whether it is appropriate to make a referral to the TRA where it has ceased to use the services of a teacher because the teacher has been guilty of serious misconduct (or might have ceased to use the services of a teacher had the teacher not ceased to provide those services). The School may also, at its discretion, make a referral to the TRA where the duty to consider doing so has not yet arisen. The TRA will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.

10 Record keeping

10.1 **Records of low-level concerns:** low level concerns will be recorded in writing. The record of the concern will be retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low-level concerns that have been addressed with an individual will usually be kept on the individual's personnel file.

In addition, all low-level concerns, including those that have not been addressed formally under the School's procedures, will also be stored securely in a central file (**Concerns and Allegations Record**).

10.2 **Recording low level concerns:** the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the School will try to accommodate this as far as reasonably possible but cannot guarantee anonymity in all circumstances.

10.3 **Records of allegations that may meet the harm threshold:** details of allegations that may meet the harm threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and the Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken in response to the allegation.

10.4 **Storage and security of Concerns and Allegations Record:** the Concerns and Allegations Record will be stored in the Head's Office at the Relevant School and will be accessible by the Head, the Chair of Governors, the Nominated Safeguarding Governor, the DSL and the Director of ICT only.

10.5 **Malicious or false low-level concerns and allegations:** details of low-level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.

10.6 **Retention of records:** information stored on staff personnel files about low-level concerns and allegations that may meet the harm threshold, and the Concerns and Allegations Record, will be retained by the School indefinitely. The School may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

11 References

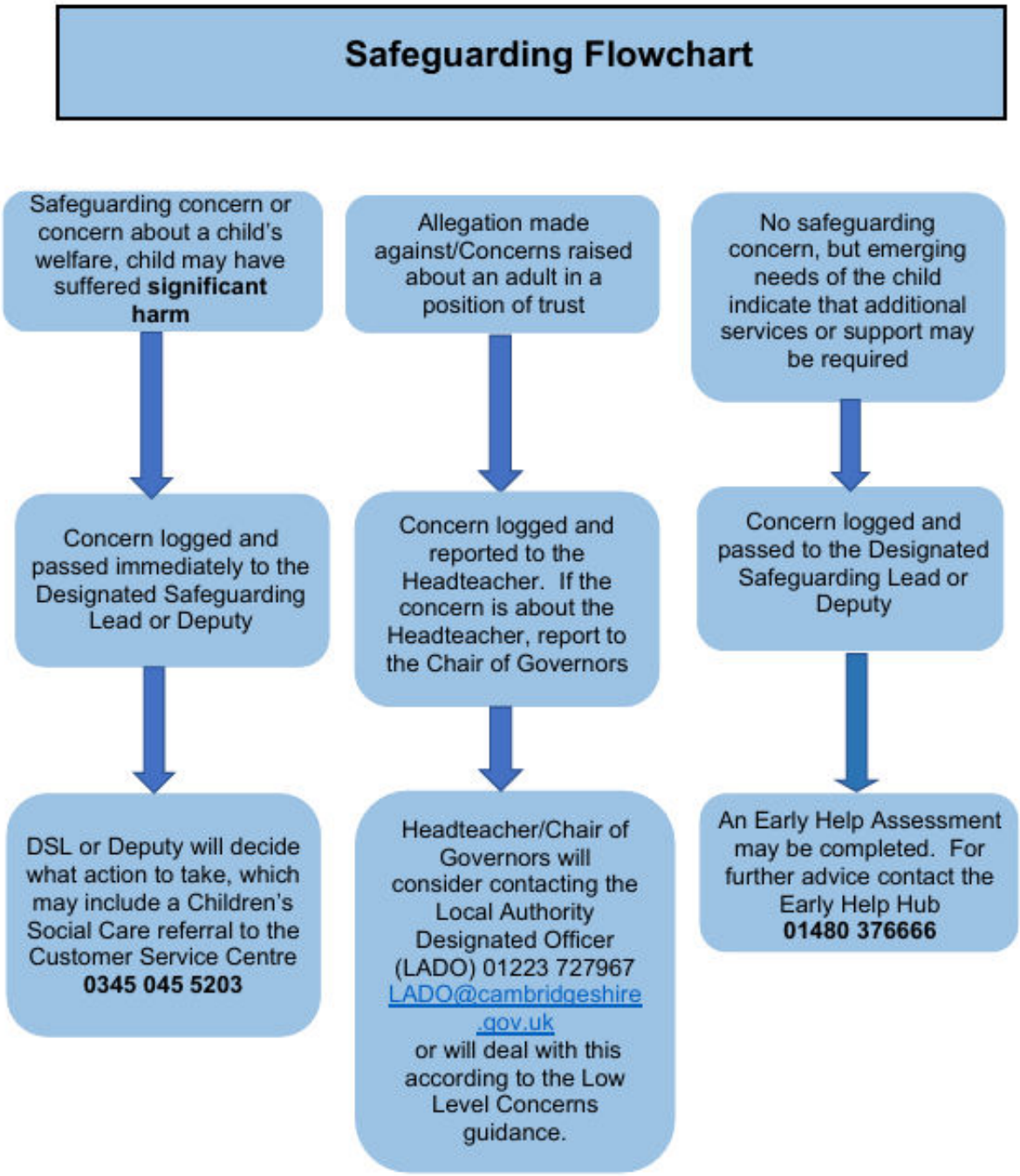
11.1 **Low level concerns:** low level concerns will not be disclosed in a reference unless they were addressed formally and resulted in a sanction under the School's disciplinary or capability policies and procedures and it is otherwise appropriate to disclose them.

11.2 **Allegations that meet the harm threshold:** allegations that meet the harm threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which any disciplinary sanction has expired). The School will not disclose information about allegations that were found to be false, unfounded, unsubstantiated, or malicious.

12 Questions

12.1 **Contact:** please contact the DSL if you have any questions about this policy.

Appendix 5 **Safeguarding Flowchart**



Appendix 6 Charity safeguarding procedures

1. Charity Safeguarding Duties

1.1. As trustees of a charity, the trustees as the Board of Governors, acknowledge in addition to their statutory duties to safeguard and protect children and adults at risk, they have a duty to take reasonable steps to protect everyone involved with or who come into contact with the charity through its work from harm, abuse or mistreatment whether working online or in person.

1.2. This protection of the people involved in the charity is central to its culture. The full extent of these additional safeguarding duties is set out in the Charity Commission guidance: *Safeguarding and Protecting People for Charities and Trustees*. This guidance lists risks to be aware of, including discrimination, health and safety, cyber abuse and data breaches. We recommend that you also consider the Charity Commission guidance: Charities and social media. This covers moderation of comments on the School's social media.

1.3. The contents of the School's safeguarding and data protection suites of policies, the staff handbook and the *Health and Safety Policy* set out how many concerns about these issues will be handled. If anyone has any safeguarding concerns which have caused or may cause harm to anyone associated with the charity which are not expressly covered by those or other School policies, they should contact the DSL without delay.

1.4. The trustees fulfil these duties by:

1.4.1. leading by example and promoting a fair, inclusive and positive culture, ensuring that everyone involved with the charity feels able to report any concerns they may have, confident that they will be heard and responded to;

1.4.2. setting and regularly (at least annually) reviewing the suitability of policies and procedures as a Board to ensure they remain fit for purpose and that they are followed in practice;

1.4.3. establishing appropriate delegation arrangements for the effective governance and management of safeguarding matters within the charity;

1.4.4. exercising proper oversight of the management of individual safeguarding matters and a review of the performance of the charity's safeguarding function, including consultation with stakeholders and appropriate trend analysis;

1.4.5. being quick to respond to concerns, to carry out appropriate investigations and take necessary action;

1.4.6. being open and transparent and not ignoring harm or downplaying failures;

1.4.7. managing conflicts of interest and/or loyalty;

1.4.8. ensuring that staff receive training in safeguarding at a level which is commensurate with their role;

1.4.9. ensuring that clear processes are in place relating to checks required where there are changes to the School structure or individual roles;

1.4.10. having clear recruitment and contracting processes and ensuring that proper due diligence is undertaken on the suitability of:

(a) staff (there may be differing processes for international staff)
(b) partner organisations
(c) contractors
(d) beneficiaries

1.4.11. entering into appropriate agreements with other third parties[10] (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) covering the relationship, their respective roles and monitoring and reporting requirements;

1.4.12. review its premises and security arrangements and arrangements for third party use to ensure appropriate measures are in place to keep people safe;

1.4.13. reviewing any grant-making undertaken to ensure appropriate policies and procedures are in place;

1.4.14. implementing suitable reporting and monitoring processes are in place for any work overseas;

1.4.15. exercising proper oversight of the Charity's online operations, adequately managing risk and ensuring that online services are suitable for users;

1.4.16. set out risks and how it will manage them in a risk register;

1.4.17. allocating sufficient resources (whether financial, staff, training or other resources*)* for the effective management of safeguarding and arranging appropriate insurance cover;

1.4.18. ensuring a sufficient level of oversight of the charity's operations to manage risk and reporting any incidents which materially affect the charity's operations, finances, people or reputation can be reported to the Charity Commission in line with How to report a serious incident in your charity (Charity Commission, January 2026).

1.4.19. having procedures for identifying and handling concerns in a full and open manner;

1.4.20. having a clear system of referring or reporting to relevant agencies as soon as concerns are suspected or identified;

1.4.21. following safeguarding statutory guidance, good practice guidance and legislation applicable to independent schools and EYFS/any other relevant regime, which this policy is designed to secure;

1.4.22. having a balanced trustee board which works together in accordance with [the School's trustee Code of Conduct and Scheme of Governance] without any one or more trustees dominating its work.

[10] https://www.gov.uk/government/publications/charities-due-diligence-checks-and-monitoring-end-use-of-funds

Appendix 7 Safeguarding Adults at Risk Procedures

1. Introduction

The Perse School fully recognises the responsibilities it has under The Care Act 2014, section 14.5 'Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements.' The six principles apply to further educational colleges or establishments. Also, the Mental Capacity Act (2005) requires there to be arrangements in place to safeguard adults at risk.

This policy is to be read in conjunction with Cambridgeshire and Peterborough Safeguarding Adults Board Policy and Procedures Safeguarding Adults Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) and all schools are required to use these procedures.

This policy sets out how the school's governing body discharges its responsibilities to safeguard adults at risk of abuse or neglect.

The school will:

- ensure there is a designated senior person with lead responsibility for safeguarding adults at risk in the school;

- recognise the importance of the role of the designated safeguarding lead for adult safeguarding and ensure they have the time, training and support necessary to undertake their duties;

- ensure every member of staff, volunteers and members of the governing body, know who the designated safeguarding lead for adults is and that procedures to pass on and record concerns about a learner immediately and without delay if urgent, are the same as for a pupil under 18.

- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to adults at risk and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;

- ensure that parents are informed of the responsibility placed on the school and staff in relation to safeguarding adults at risk by setting out these duties in print and online e.g. the school prospectus and website.

- ensure that the designated safeguarding lead for adults takes advice from an adult safeguarding lead via Cambridgeshire and Peterborough Customer Services contacts:

Cambridgeshire
Customer Services (9.00am to 5.00pm Monday to Friday) Telephone 0345 045 5202 Email: referral.centre-adults@cambridgeshire.gov.uk
In an emergency, outside office hours, if someone is in danger and unable to protect themselves or cannot remain in the community without immediate intervention telephone 01733 234 724 and / or dial 999

- Please see the Cambridgeshire County Council Safeguarding Adults at Risk Referral Form

- And the Cambridgeshire and Peterborough Safeguarding Adults Partnership Board Multi-Agency Safeguarding Adults Procedures .

If a person is in immediate danger, the police or ambulance service must be called straight away on 999

2. SEND Code of Practice January 2015

Section 3.51:
Young people with SEN or disabilities turning 18 may become eligible for adult social care services, regardless of whether they have an EHC plan or whether they have been receiving services from children's social care.

Section 3.52:
The Care Act 2014 and the associated regulations and guidance set out the requirements on local authorities when young people are approaching, or turn, 18 and are likely to require an assessment for adult care and support. These are intended to support effective transition from children's to adult social care services. For those already receiving support from children's services, local authorities must continue to provide children's services until adult provision has started, or a decision is made that the young person's needs do not meet the eligibility criteria for adult care and support following an assessment. Children's services must not be discontinued simply because a young person has reached their 18th birthday.

Section 8.73:
Where a safeguarding issue arises for someone over 18 with an EHC plan, the matter should be dealt with as a matter of course by the adult safeguarding team. They should involve the local authority's child safeguarding colleagues where appropriate as well as any relevant partners (for example, the police or NHS) or other persons relevant to the case. The same approach should apply for complaints or appeals.

3. The Care Act 2014

See also DoH Care & Support Statutory guidance for **Adult Care Guidance Issued under the Care Act 2014, Department of Health** *(for people aged 18 and over)*

Wellbeing

The core purpose of adult care and support is to help people achieve the goals and outcomes that matter to them in all areas of their life.

Under the Care Act 2014 local authorities have a 'duty' to promote **wellbeing** when carrying out ***any*** care and support functions.

The Care Act defines 'wellbeing' as a broad concept relating to the following areas:

- personal dignity
- physical and mental health and emotional wellbeing
- protection from abuse and neglect
- control by the individual over day-to-day life
- participation in work, education, training or recreation
- social and economic wellbeing
- domestic, family and personal wellbeing
- suitability of accommodation

- the individual's contribution to society.

Who is an adult at risk?

The Care Act 2014 makes it clear that **abuse of adults links to circumstances rather than the characteristics of the people experiencing the harm**. Labelling groups of people as inherently 'vulnerable' is seen to be disempowering. As defined by the Care Act 2014:

The term 'Adult at Risk', is a short form of the phrase 'An adult at risk of abuse or neglect' and refers to adults who may have safeguarding needs according to the Care Act (2014). An Adult at Risk (sometimes referred to as AAR) is an adult (someone aged 18 or older) who:

a) has needs for care and support (whether or not the authority is meeting any of those needs),
b) is experiencing, or is at risk of, abuse or neglect, and
c) as a result of those needs, is unable to protect himself or herself against the abuse or neglect or the risk of it.

As set out in the Care Act 2014, statutory Adult Safeguarding duties exist when adults who are experiencing, or at risk of, abuse or neglect cannot protect themselves due to their care and support needs.

Since the Care Act 2014, the term vulnerable adult is no longer used as it can evoke negative connotations or can be seen to imply 'weakness'. Instead, the Care Act refers to adults with care and support needs.

This *may* be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment
- has a learning disability
- has a physical and/or sensory impairment
- has mental health needs including dementia or a personality disorder
- has a long-term illness/condition
- misuses substances or alcohol

Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements. For example, this could occur when a young person with substantial and complex needs continues to be supported in a residential educational setting until the age of 25 (see also chapter 16 of the Care Act guidance). Where appropriate, adult safeguarding services should involve the local authority's children's safeguarding colleagues as well as any relevant partners (e.g. the Police or NHS) or other relevant persons.

Transition to adult care and support
(This provides guidance on relevant parts of sections 58-66 of the Care Act 2014, and The Care and Support (Children's Carers) Regulations 2014)

This section covers:

- When a transition assessment must be carried out;
- Identifying young people who are not already receiving children's services;
- Adult carers and young carers;
- Features of a transition assessment;

- Cooperation between professionals and organisation;
- Providing information and advice once a transition assessment is completed;
- Provision of age-appropriate local services and resources;
- After the young person in question turns 18;
- Combining EHC plans with care and support plans after the age of 18;
- Continuity of care after the age of 18;
- Safeguarding after the age of 18;
- Ordinary residence and transition to higher education;
- Transition from children's to adult NHS Continuing Healthcare.

Definition of Adult Safeguarding in The Care & Support Statutory Guidance**:**

'Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This includes that adults sometimes have complex relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.'

Incidents of abuse may be one-off or multiple and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm, just as the Care Quality Commission does when it looks at the quality of care in health and care services. Repeated instances of poor care may be an indication of more serious problems and of what we now describe as organisational abuse. In order to see these patterns it is important that information is recorded and appropriately shared.

Patterns of abuse vary and include:

- Serial abusing in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse;
- Long-term abuse in the context of an ongoing family relationship such as domestic abuse between spouses or generations or persistent psychological abuse; or
- Opportunistic abuse such as theft occurring because money or jewellery has been left lying around.

Anyone may carry out abusive or neglectful acts, including:

- spouses/partners;
- other family members;
- neighbours;
- friends;
- acquaintances;
- local residents;
- people who deliberately exploit adults they perceive as vulnerable to abuse;
- paid staff or professionals; and
- volunteers and strangers.

Abuse can happen anywhere: for example, in someone's own home, in a public place, in hospital, in a care home or in college. It can take place when an adult lives alone or with others.

4. The Ten Types of Abuse and Neglect:

- **Physical abuse** – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- **Domestic violence** – including psychological, physical, sexual, financial, emotional abuse; so, called 'honour' based violence.
- **Sexual abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
- **Psychological abuse** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- **Discriminatory abuse** – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Organisational abuse** – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- **Neglect and acts of omission** – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Signs of abuse and neglect

Workers across a wide range of organisations need to be vigilant about adult safeguarding concerns in all walks of life including, amongst others in health and social care, welfare, policing, banking, fire and rescue services and trading standards; education, leisure services, faith groups, and housing.

GPs, for example and, are often well-placed to notice changes in an adult that may indicate they are being abused or neglected.

Findings from Safeguarding Adults Reviews have sometimes stated that if professionals or other staff had acted upon their concerns or sought more information, then death or serious harm might have been prevented.

(See "Specific Indicators of Abuse").

5. Reactions to Abuse

The consequences of abuse may have profound effects on the adult involved.
The person may:

- deny that abuse has occurred, even when there is evidence to the contrary,
- attempt to persuade others that an abusive relationship is normal,
- withdrawal from social activity, ranging from normal activities to total lack of communication,
- show increased agitation and anxiety, from attention-seeking behaviour to overly subservient behaviour,
- experience depression,
- experience confusion, characterised by a deterioration in a previously confident person,
- change their behaviour or personality suddenly and unexpectedly,
- demonstrate physical or verbal aggression, or become prone to over-reaction
- demonstrate self-neglect, including the loss of self-esteem, deterioration in appearance, weight loss or erosion of personal confidence

6. Making Safeguarding Personal

When abuse has been disclosed, reported, or observed, it is important that the person be treated with dignity and respect and is involved fully in the discussions about them – making safeguarding personal for them. The DoH Care & Support Statutory guidance suggests all safeguarding concerns need to be tailored to the individual requiring support taking into consideration the lived experience of the adult. The Guidance states:

'…..engages the person in a conversation about how best to respond to *their* safeguarding situation.'

Finding out what difference is wanted or desired by the person? (What change does the person want?) and how will you work with the person to enable that to happen? (How can that change be made).

They have the right:

- to be listened to when they report abuse of themselves and/or others,
- to appropriate education/information in order to identify behaviour which constitutes abuse and the rights to informed decision-making and consequent risk,
- to have the investigation processed where possible through a timescale with which they can be comfortable,
- to privacy and confidentiality in the conduct of the investigation,
- to be assisted by an interpreter, advocate, relative or carer in giving information, or evidence, unless the evidence which is to be given is subject to separate rules, e.g., police procedures,
- where a person's capacity is compromised to have decisions made in their best interest,
- to expect arrangements to be made to promote safety and welfare in both the short and long term,
- to expect that the issues of power, coercion, and intent on the part of the person suspected on abusing to the adult at risk are given particular attention,
- not to have to undergo repeated presentations of information/evidence, except as required in criminal proceedings,
- to be involved in decisions made as a result of the investigation,
- to not participate in the investigation,
- to have access to the police action for justice procedures where appropriate.

The 6 principles from the Care and Support Statutory guidance underpin the way we all work in safeguarding adults at risk of abuse or neglect.

Principle	What it means	What it could mean for the adult involved
Empowerment	People being supported and encouraged to make decisions with informed consent	*I make choices about my life and wellbeing. I was asked what I wanted to happen*
Prevention	Taking action before harm occurs	*I was given good information on how to choose a reputable tradesperson/I feel safe online*
Proportionality	The lease intrusive response, appropriate to the risk presented	*I was pleased with what happened. I was able to stay in my own home and supported in making new social relationships*
Protection	Support & representation for those at risk	*I was given support to make my finances secure. I get help to report abuse and I am able to take part in the safeguarding process*
Partnership	Local services working within their communities to play their role in preventing, detecting and reporting abuse	*I know that all the different people – from social care, the police and my GP have my best interests at the centre of their work*
Accountability	Being accountable for what you do and what you don't do	*I know all the different people working with me they all explain what their exact role is, but I make the decisions with their help and support*

7. Desired Outcomes for the Individual

They:

- are safe from continuing harm and / or abuse
- feel that they have recovered from the abuse or neglect
- are empowered and able to manage their situations
- have their stated objectives and desired results met
- believe that their views, worries, and wishes are taken seriously
- feel they have not had to compromise their safety and wellbeing at the cost of having relationships with other people
- develop stronger networks that are also protective
- know how to take precautions against harm and how to keep safe
- know who to contact to find out information
- feel in control and not driven or controlled by the safeguarding adult's process
- can get help from someone who is independent.

8. Procedures - Actions to be taken to address safeguarding concerns

It is not the responsibility of anyone working in the school to decide whether or not abuse has taken place. Staff members must raise all concerns with the designated safeguarding lead for adults and not investigate.

Designated Lead for Safeguarding Adults is Ed Wiseman – Upper Deputy head (Pupil development and welfare)

The Safeguarding Lead will devise a plan of action, taking responsibility for overseeing safeguarding processes, reporting and recording activities in the school, based on guidance from the local authority.

Any allegation made against a member of staff, or a volunteer should be reported to the Head, who will seek advice from the Named Senior Officer for Education and the Local Authority Designated Officer (LADO). In the event of an allegation being made against Head, this should be reported to the Chair of Governors/Trustees.

If a disclosure of abuse is made by a learner, they should have the procedure that will be followed explained to them, and that it may not be possible for the school to maintain confidentiality.

If a learner makes an allegation about another organisation this should be reported to the Designated Safeguarding Lead who will take appropriate action.

9. The Prevent Duty - Departmental advice for schools and childcare providers

The Prevent Duty is the duty in the Counterterrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism or supporting terrorism.

The main points of this advice are to:

- explain what the Prevent Duty means for schools and childcare providers;
- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
- inform schools and childcare providers about other sources of information, advice and support.

10. The Domestic Abuse Act 2021

The Domestic Abuse Act 2021 applies to those aged 16 and over. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including:

- physical,
- emotional
- economic abuse
- coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act):

- married to each other
- civil partners of each other
- agreed to marry one another (whether or not the agreement has been terminated)
- entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. School will refer any cases of domestic abuse in accordance with the Safeguarding Board's referral process.

11.0 Marriage and Civil Partnership (Minimum Age) Act 2022

The Marriage and Civil Partnership (Minimum Age) Act 2022 raises the age of marriage and civil partnership in England and Wales from 16 to 18, making it an offence to cause a child under the age of 18 to enter a marriage in any circumstances.

Legally, people with certain learning disabilities or severe mental health conditions are not able to consent to marriage, even if they feel the marriage is what they want.

Those found guilty of arranging child marriages face sentences of up to 7 years in prison.

School has a statutory responsibility to refer any suspected or actual cases to the police.

12. Mental Capacity Act 2005

The Mental Capacity Act 2005 (the MCA) is designed to protect and empower people who may currently lack the mental capacity to make their own decisions about their care and treatment. It also allows people who have capacity to make preparations for a time when they may lack capacity in the future.

The MCA was implemented alongside a Code of Practice which was designed to support the Act with practical, statutory guidance, explaining how the Act operates on a day-to-day basis and offering examples of best practice to carers and practitioners.

13. Mental Capacity (Amendment) Act 2019 and Liberty Protection Safeguards

The Mental Capacity Act 2005 provides the statutory framework for making decisions on behalf of people aged 16 and over who lack capacity to make a particular decision for themselves. Staff must always start from the presumption that a person has capacity unless it is established otherwise, and any act or decision made on behalf of a person who lacks capacity must be in their best interests and be the least restrictive option appropriate to the circumstances.

Where staff believe that arrangements made for a person who lacks capacity may amount to a deprivation of liberty, the Designated Safeguarding Adults Lead must seek appropriate professional and/or local authority advice. Staff should not attempt to determine or authorise a deprivation of liberty themselves.

The school will have regard to the Mental Capacity Act 2005, its Code of Practice, current deprivation-of-liberty arrangements and relevant current government and local safeguarding guidance.

14. Decisions made in the 'Best Interests' of the adult:

In situations where the adult is judged to lack capacity in relation to the decision that needs to be made, decisions can be made in their 'best interests'.

Such decisions need to be made in accordance with the five principles of the Mental Capacity Act 2005, of which 'best interests' is one. The Mental Capacity Act 2005 sets out a statutory framework for acting and making decisions on behalf of people aged 16 years and over who lack the mental capacity to act or make such decisions for themselves. See also LPS above.

Consideration should be given to the following:

- so far as ascertainable, the person's past and present wishes and feelings and the factors that they would consider if they were able to do so
- the need to permit and encourage that person to participate, or to improve their ability to participate, as fully as possible in anything done for and any decision affecting them.

If it is practical and appropriate to consult them, the views as to that person's wishes and feelings and as what would be in their best interests of:

- any person named by them as someone to be consulted on those matters, e.g. **parents/carers**
- anyone (whether their spouse, a relative, friend or other person) engaged in caring for them or interested in their welfare
- the holder or any continuing power of attorney granted by them
- whether the purpose of which any action or decision is required can be effectively achieved in a manner less restrictive of their freedom of action.

In the case of anything done or a decision made by a person other than the Court it shall be sufficient if that person reasonably believes that what they do or decides is in the best interests of the person concerned. (Law Commission Report No.231)

15. Consent and the Sharing of Information

Your adult has the right (Human Rights Act 1998 Article 8) to not give their consent to sharing their confidential information. Informed consent of the adult should be sought and obtained. Consent must be freely given after the alternatives and consequences are made clear to the person from whom permission is being sought if it is safe to do so (*proportionate response).*

If the data is classified as "special category data", the consent must be explicit, and specific detail of the processing should be explained, the types of data to be processed, the purposes of the processing and any specific aspects of the processing which may affect the individual e.g., disclosures.

Where an overriding public interest exists:

If informed consent has not been sought or sought and withheld, the organisation must consider if there is an overriding public interest of justification for sharing the information to a third-party organisation.

In making this decision, being compliant with the relevant legislative guidance i.e. Human Rights Act 1998 (in particular Article 3 – your adult's right to live without inhuman or degrading treatment, Article 5, their right to liberty and security and Article 8 – their right to respect for their private and family life – so not consenting to you interfering with their life), the Care Act 2014, and the Data Protection Act 2018, the following questions should be considered:

- Is sharing the information necessary for the prevention or detection of crime, to protect public safety or to protect the rights and freedoms of others?

- Is sharing the information necessary to promote the wellbeing of the adult(s) at risk?
- What risk to others is posed by the alleged person suspected of abusing?
- What will be the impact of sharing the information for the alleged person suspected of abusing?
- Will sharing the information be proportionate to the intended aim?
- Consider domestic abuse, coerciveness, and influence – can the adult freely make the decision not to share?
- Is there an equally effective but less intrusive alternative means of achieving that aim?

Having due regard to the seriousness of the abuse and the potential risk to others, it is likely that sharing information in such circumstances would be justified. It is important that it is made clear to the adult at risk, and people involved with them, such as relatives (if appropriate and the adult consents) that in these cases there is a necessity for the police and/or local authority to investigate due to the possible risk to other adults.

No part of the data protection regulatory framework serves to prevent the responsible dissemination of relevant personal information in relation to the investigation of suspected, alleged, or actual abuse of an adult at risk.

16. Confidentiality

Whether or not planning a response to an adult at risk concern is through informal consultations or a formal meeting, you are likely to be sharing information that would normally be considered confidential.

Each school holds information, which in the normal course of events, is regarded as confidential and will have their own safeguards and procedures for sharing this with other related agencies. Some information will be subject to the Data Protection Act, 2018.

An adult at risk concern provides sufficient grounds to warrant sharing information on a "need to know" basis and/or "in the public interest" and unnecessary delays in sharing that information should be avoided. Whenever possible the adult must be consulted about information being shared on their behalf. Often consent has been given through the usual assessment process.
There will be a need to share information with other agencies, for example Health, Advocacy, and the Police, and generally permission should be asked before doing so.

However, in exceptional circumstances e.g., if it is considered someone is at serious risk of abuse then information may be disclosed without consent, but the adult should be aware of the sharing of information and that it will be shared that they are not consenting if this is the case.

Where they have capacity and they are not being pressured or intimidated their agreement should be sought and their refusal respected.

If other adults are at risk the "public interest" principle may override their decision.

'information will only be shared on a 'need to know' basis when it is in the interests of the adult'

S14.187 Care and Support Statutory Guidance

The principles governing the sharing of information include:

- confidentiality must not be confused with secrecy
- information will only be shared on a 'need to know basis' when it is in the best interests of the service user(s)

- informed consent should be obtained but if it is not possible and other adults are at risk, it may be necessary to override the requirement
- it is inappropriate for agencies to give assurances of absolute confidentiality in cases where there are concerns about abuse, particularly in those situations when other adults may be at risk
- when sharing the information with parents/family, did you gain consent from the adult to do this? You should consider safety and the 'proportionate response' safeguarding principle when making decisions to the sharing of information.

17. Record Keeping

The school will:

- keep clear, detailed, accurate, written or electronic records of concerns about adults at risk, (noting the date, event and action taken);

- ensure all records are kept securely, whether in paper or electronic format and if electronic that these are stored using recognised safeguarding software platforms.

18. Record Transfer from Education to Adult Settings

An education setting may hold records dating back to when the young adult entered the education system. An individual decision must be made in relation to each learner as to what, if any, information needs to be transferred into the adult setting.

Staff should take into account all of the information in the previous section entitled "Consent and the Sharing of Information" when deciding what safeguarding records to transfer to the adult setting.

Staff should only transfer information about current and/or ongoing concerns rather than transferring whole files with historical information.

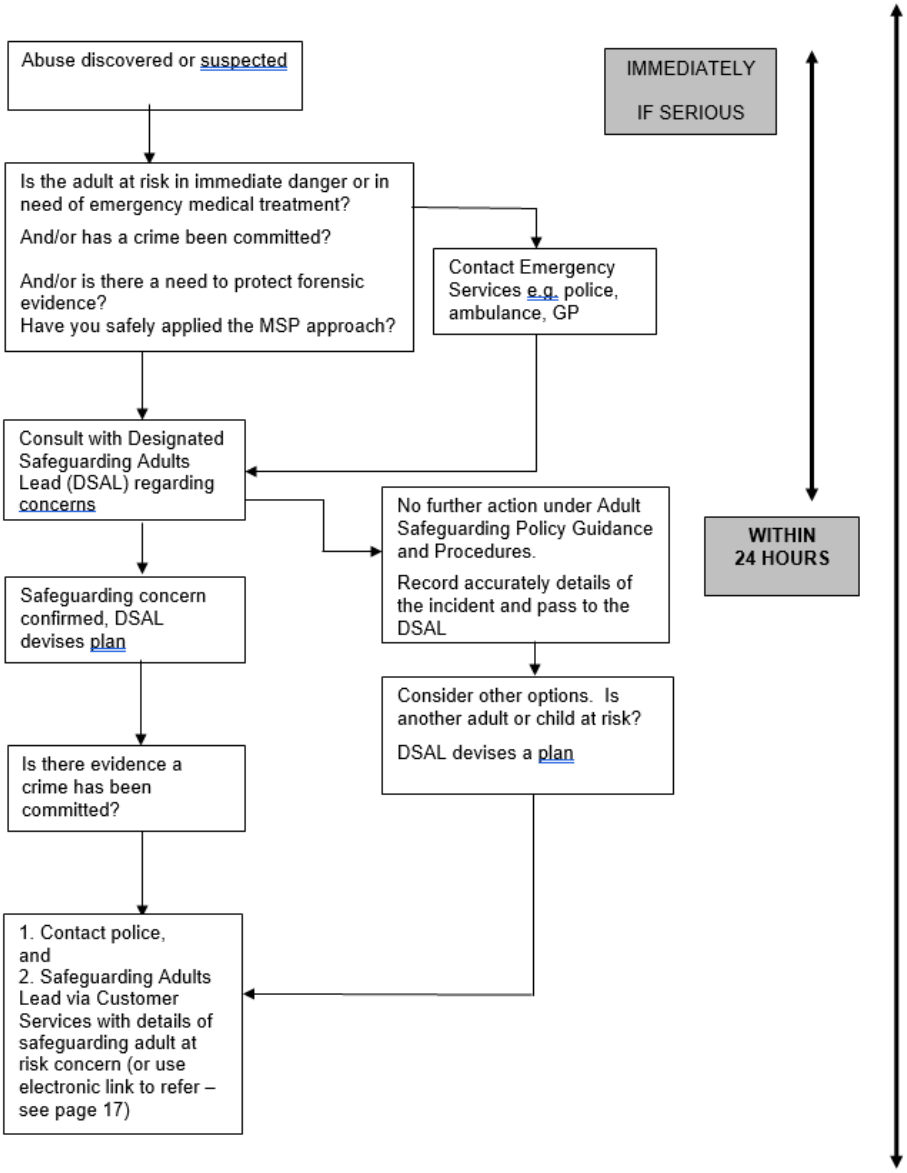
The young person's/adult's views about record transfer should be sought, having regard to their capacity to give informed consent. However, failure to consent should not deter the transfer of relevant, current safeguarding information.

See the Local Authority 'Guidance to Schools on Keeping And Managing Safeguarding Records' for more details.

19. Local Authority Practice Guidance

Cambridgeshire County Council's Safeguarding Adults Policy Framework can be found at:
Cambridgeshire and Peterborough Multi-Agency Safeguarding Policy | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

Process Flowchart - Actions to be when first aware of a Safeguarding Adults at Risk concern. This should be read in conjunction with the Allegations Procedure



Specific Indicators of Abuse

The following list of indicators is not exhaustive and the presence of one or more of them does not confirm that abuse has happened. However, a cluster of several indicators may require attention as they could indicate an adult/young adult is at risk of abuse.

The person may:

- deny that anything is wrong,
- show an acceptance of incidents as part of their situation,
- appear to be withdrawn or agitated and anxious,
- have restricted mobility due to absence of suitable mobility aids,
- seek attention or protection, often from numerous sources,
- look to others to answer questions even when directed to them,
- have dramatic changes in their behaviour or personality, without medical explanation,
- lack support from or carers to access health care/treatment, or access to professional support and services,

- be reluctant to return home,
- lack help from family/carers to allow them to go into respite/permanent care,
- not have access to professional and other visitors or may find that they are not able to answer for themselves or confidentially.

The person may have:

- unexplained bruising or non-accidental injuries,
- abrasions, especially around the neck, wrists and/or ankles,
- unexplained burns, especially on the back of the hands,
- hair loss in one area, or their scalp may be sore to touch,
- frequent minor accidents without seeking medical help,
- unexplained fractures,
- be malnourished,
- pressure sores and sores from lack of continence care,
- had their medication mismanaged and misused.

The person may:

- demonstrate over sexualised behaviour,
- complain of soreness in genital/anal area, without a medical cause known,
- have bruising on the inner thighs or shoulders, breasts and/or genital area,
- be pregnant or have a diagnosis of a sexually transmitted disease when it is not known that they are sexually active.

The person may:

- live in poor conditions, lack clothing, or lack of access to their own money,
- have an unexplained or sudden inability to pay bills,
- have been gifting and transferring their assets or property,
- have an unexplained or sudden withdrawal of money from their accounts,
- say their possessions of value go missing from home without satisfactory explanation,
- shoe a marked contrast with their previous lifestyle and standards,
- make unusual purchases unrelated to their known interests e.g. expensive make-up.

Useful Contacts

Cambridgeshire - Report all concerns to:

Cambridgeshire County Council Customer Services: (9.00am – 5.00pm Monday to Friday)
Tel: 0345 045 5202
Email: referral.centre-adults@cambridgeshire.gov.uk
Minicom: 01480 376743 Text: 07765 898732
Emergency Duty Team: For all other times including weekends and Bank Holidays
Tel: 01733 234724
Or refer electronically http://www.safeguardingcambspeterborough.org.uk/concerned/

If someone is in immediate danger, please call 999.

Reporting Crimes to the Police

In an emergency dial 999. If an immediate response is not required dial 101.

Cambridgeshire Constabulary website: Home | Cambridgeshire Constabulary (cambs.police.uk)

The following national website enables you to find details of your local neighbourhood policing team and crime and prevention information and advice: www.police.uk

Protect (formerly known as Public Concern at Work)

Protect - Speak up stop harm (protect-advice.org.uk)
For independent advice and support on public interest whistleblowing.
Tel: 020 7404 6609 Contact/Enquiry Form available on the website.

Whistleblowing Helpline

A helpline for staff and organisations working within the NHS and Social Care Sector
Tel: 08000 724 725**Email:** enquiries@wbhelpline.org.uk

For information and links to our Safeguarding Adults Guidance and Procedures go to:
Safeguarding Adults Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

Safeguarding Adults Training: Tel: 01480 373534
Email: learning&development@cambridgeshire.gov.uk

Mental Capacity and Deprivation of Liberty: Tel: 01480 373534
Email: learning&development@cambridgeshire.gov.uk

Other Helpful Organisations

Care Quality Commission (CQC)	**Tel:** 03000 616161

	Email: enquiries@cqc.org.uk
Mental Health	
Cambs Independent Advocacy Service	**Tel:** 01223 218500
Cambridge Rape Crisis	**Tel:** 01223 245888 www.cambridgerapecrisis.org.uk
Samaritans	**Tel:** 0330 0945717 www.samaritans.org/branches/cambridge
Support for Carers	
Caring Together	**Email:** hello@caringtogether.org www.caringtogether.org
Older People	
Hourglass (formally Action on Elder Abuse)	**Tel:** 0808 808 8141 https://www.wearehourglass.org
Age UK Cambridgeshire	**Tel:** 0300 666 9860 www.ageuk.org.uk
Disabilities	
Disability Cambridgeshire	**Tel:** 01223 755610 Disability Cambridgeshire - Caring Together
Disability Huntingdonshire	**Tel:** 0330 3553 256 www.dish.org.uk
Cam Sight	**Tel:** 01223 420033 www.camsight.org.uk
Sense East	**Tel:** 01954 267056 www.sense.org.uk
VoiceAbility (Total Voice)	**Tel:** 0300 2225704 VoiceAbility | Advocacy and involvement
Learning Disabilities	
Mencap	**Tel**: 0808 808 1111 www.mencap.org.uk
Domestic Abuse Information	
IMPAKT Domestic Abuse Support Service (DASS)	**Tel:** 01234 307040 Domestic Abuse | IMPAKT Housing & Support
National Domestic Violence Free phone 24-hour helpline	**Tel:** 0808 2000 247 www.nationaldomesticviolencehelpline.org.uk
Mankind Initiative	**Tel:** 01823 334244 www.mankind.org.uk
Men's Advice Line	**Tel:** 0808 8010 327 www.mensadviceline.org.uk
Refuge	**Tel:** 07787255821 **Email**: outreachcambridgeshire@refuge.org.uk
Women's Aid	**Tel:** 01223 460947 www.womensaid.org.uk
LGBT+	
Galop	**Tel:** 0800 999 5428 www.galop.org.uk

Adult Safeguarding Incident Reporting Form – If not on MyConcern

Log of Concern – Adult at Risk – Education

(If the adult has suffered abuse or is at immediate risk of harm, find a member of your safeguarding team and report to them before completing this log.)

Part 1 - To be completed by member of staff:

Name of School/College:	**School/College address:**	
Adult at Risk's full name:		**Gender:**
Preferred name:	**DoB:**	**Identity:**
Ethnicity:	**First language:**	
Today's date:	**Time:**	
Name and role of person completing the log:		
Time and date of the incident/concern:		
Description of the incident/concern (include full names and where relevant staff member roles)**:**		
Is the Adult at Risk aware this log of concern has been made? Yes/No **If 'No', please confirm why this log of concern has been completed without making the Adult at Risk aware (e.g. risk to others or the Adult at Risk lacks the capacity to make this decision):**		

Contact with Parents/Carers:

Proportionate Response – was it appropriate for you to inform the parent/carer of the concern Yes/No **Did you gain consent from the adult to do this? Yes/No** **Has this decision making been recorded? Yes/No** **If 'Yes' please state, the name of parent/carer you made contact with:** **If 'No', please provide the reason why not:**
Body Map completed? Yes/No (If 'Yes', please attach securely)
Signature of person completing log:
Please pass this form immediately to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead/ Designated Safeguarding Adults Lead (DSL/DDSL/DSAL) who will complete the section overleaf.

Part 2 - To be completed by the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead/Designated Safeguarding Adults Lead (DSL/DDSL/DSAL):

Received by (name of DSL/DDSL/DSAL):

Initial action taken by the DSL/DDSL/DSAL including contact parent/carer (if appropriate), conversations with Adult at Risk about what they want to happen, discussions with Adult Social Care/other professionals involved in the support and care of the Adult at Risk:

Consent:

Have you made a referral to Adult Social Care as a result of this concern? Yes/No

If 'Yes', was the Adult at Risk made aware of the referral beforehand? Yes/No

If 'Yes', did they give consent for the referral with 3rd parties? Yes/No

If 'No', please give the reason as to why the Adult at Risk was not made aware of the referral

Are there any doubts about the Adult at Risk's capacity to consent? Yes/No

Please provide your reasons or evidence for either Yes/No response:

Do you think the Adult at Risk requires support with the safeguarding concern? Yes/No

Please provide your reasons or evidence:

Details of any further action taken or relevant information (this may include actions taken to ensure immediate safety). Please include any further relevant information e.g. follow-up calls, feedback from other professionals, ensuring details are included):	
Signed by DSL/DDSL/DSAL:	
Time:	**Date:**

Please ensure a record of this log is added to the safeguarding chronology the safeguarding file either hardcopy or online.

Body Map

Full name of Adult at Risk:	
Date of Birth:	
Date Body Map completed:	

Attach body map to log of concern about the Adult at Risk's welfare.

