



Child Protection & Safeguarding Policy & Procedures 2025 - 2026

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead	Catherine Dennison
Deputy Designated Safeguarding Lead(s)	Nathan Dodd
Safeguarding Team Member	Denise King
Designated Teacher for looked-after or previously looked-after children	Catherine Dennison
Governor with Safeguarding responsibility	Rachel Sheard (Vice Chair)

Head Teacher: Mrs Catherine Dennison

Signed:

Chair of Governors: Mr Darren Foote

Signed:

Date:

Review Date:

	Amendment Description	Date of Revision
1	Sharing of the policy with <i>Governors</i> for approval	September 2022
2	Sharing policy with all staff	September 2022
3	Reviewed, updated and shared with governors - Inclusion of Safeguarding Team @ BCJS - New Safeguarding Governor - Rachel Sheard	October 2023
4	Approved and shared with staff KCSIE 2023	October 2023
5	- Addition of Allegations Against Staff Flow Chart - Update on training	December 2023
6	Update of hyperlinks to key documents	July 2024
7	Updated in line with KCSIE 2024 - Re-written to be clearer and more effective - Addition of Headlines - Addition of definitions and abbreviations - Addition of <i>Governors Audit Document</i> - Shared with staff - Shared & ratified with <i>Governors</i>	August 2024 / September 2024
8	Updated in line with KCSIE 2025 Updated using <i>CSCP</i> training resources	September 2025

Headlines: KCSIE Changes 2025

This information has been provided by The Key For School Leaders (1.09.2025)

The changes this year are mainly technical, for example, providing updated links and resources.

Part 1: Safeguarding information for all staff

All staff working directly with children are expected to read at least part 1 of KCSIE (those who don't work directly with children can read the condensed version of part 1, in annex A). There are no changes to part 1 of KCSIE for 2025.

Part 2: The management of safeguarding

Since the publication of the 'for information' version of KCSIE 2025, the DfE has now published revised guidance on [relationships and sex education \(RSE\) and health education](#).

The DfE also expects to publish revised guidance on gender questioning children, but doesn't have an exact date (the DfE previously expected to publish this in the summer).

The section 'Children who are lesbian, gay, bisexual or gender questioning' (starting from paragraph 204) will likely receive an update with signposts to new guidance.

As soon as any new guidance is released, we'll update our relevant articles accordingly, to help you understand whether and how any changes may impact you and your school community. If there's a particular article you're keen to follow closely, select 'save for later' in the top-right corner of it to receive a notification if and when we update it.

Updates to 'opportunities to teach safeguarding'

This has largely been updated to reflect the updated RSHE guidance, and includes:

- Clarification that an RSHE programme should take pupils' stages of development into account
- Additional areas an RSHE programme should tackle, including:
 - Supporting children to develop the skills that form the building blocks of all positive relationships
 - Kindness in relationships
 - Reporting concerns about abusive relationships
 - All forms of sexual harassment and abuse
 - Emphasising that victims of sexual harassment or abuse are never at fault for it

You can find this in paragraphs 128 to 130.

Updated definition of the 'content' area of risk for online safety

The 'content' risks related to online safety now include:

- Misinformation
- Disinformation (including fake news)
- Conspiracy theories

This is laid out in paragraph 135.

More guidance around filtering and monitoring, and AI

Information around the DfE's [filtering and monitoring standards](#) (paragraph 142) has been updated to include a link to the department's ['plan technology for your school' service](#), which you can use to self-assess your school against the DfE's standards and then receive personalised recommendations on how to meet them.

There's also a new link to the DfE's [Generative AI: product safety expectations](#) (paragraph 143), which covers:

- How to use generative AI safely
- How filtering and monitoring requirements apply to the use of generative AI in education

More detail around safeguarding related to alternative provision (AP)

This reflects existing guidance around AP and states that schools should obtain written information from the AP:

- That appropriate safeguarding checks have been carried out on anyone working at the AP
- About any changes that might put the child at risk, for example staff changes, so the school can make sure appropriate safeguarding checks have been carried out

This information is also repeated in part 3 (paragraph 331).

This AP section now also includes that:

- Schools should always know where a child is based during school hours. This includes maintaining records of the address of the AP and any sub-contracted provision or satellite sites the child might attend
- Schools should regularly review AP placements, at least half-termly, in order to provide assurance that:
 - The child is regularly attending
 - The placement continues to be safe and meets the child's needs
- Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed

This is set out in paragraphs 169 and 170.

Updated list of resources for children requiring mental health support

The DfE has updated the list of programmes and toolkits available for training staff in this area, with links to appropriate resources. It has also removed the reference to funding for training senior mental health leads.

You can find this in paragraph 184.

Updated wording around 'Working together to improve school attendance'

This is to highlight that the [guidance](#) is statutory and to set out how schools **must** work with local authority (LA) children's services where absence indicates a safeguarding concern (see paragraph 177).

Updated information on the role of the virtual school head (VSH)

VSHs now have a non-statutory responsibility to promote the educational achievement of children in kinship care (paragraph 199).

Removal of the term 'autism spectrum disorder'

KCSIE now uses the term 'autism', to align with the SEND Code of Practice (paragraph 205)

Part 3: Safer recruitment

Services for background checks have changed

- [Check a teacher's record](#) replaces the TRA's Teacher Employer Access service
- [Individuals prohibited from managing or governing schools](#) replaces the TRA's Employer Secure Access portal

This is set out on pages 75 and 85.

Part 4: Safeguarding concerns or allegations made about staff

The only change to this section is a correction to the title of the Information Commissioner's employment practice guidance (paragraph 422).

Part 5: Child-on-child sexual violence and sexual harassment

This section now includes a link to the Lucy Faithfull Foundation's '[Shore Space](#)' (paragraph 545, page 140), a confidential chat service for young people concerned about their own, or someone else's sexual thoughts and behaviours.

Annex A: Safeguarding information for school and college staff

No changes have been made to annex A.

Annex B: Further information

Updated definition of extremism

The definition has been updated to include (changes are in bold):

- Vocal opposition of fundamental **British** values
- The mutual respect of **those with** different faiths and beliefs

'Calling for the death of members of the armed forces' has been removed from the definition
You can find this on page 157.

Additional advice and support

New resources have been added:

- The Centre of Expertise on Child Sexual Abuse's new resources to help education professionals identify and respond to [concerns of child sexual abuse and abusive behaviours](#)
- The Children's Society and Home Office's guide to [preventing child sexual exploitation](#)

Annex C: Role of the designated safeguarding lead (DSL)

No changes have been made to annex C.

Next steps

As these changes are minimal, there's not much you'll need to do in response.

- Check whether you need to reflect any of these changes in your [child protection policy](#), such as any updated definitions and terminology changes
 - Be aware that revised guidance has been issued around [relationships, sex and health education \(RSHE\)](#) and is expected soon on children who are gender questioning
- Check that you're considering AI usage when reviewing your filtering and monitoring systems

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Part 1 - Policy Statements

1. Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Catherine Dennison	head@blackcombe.cumbria.sch.uk 01229 772862
Deputy DSL	Nathan Dodd	ndodd@blackcombe.cumbria.sch.uk 01229 772862
Local authority designated officer (LADO)		03003 033892 lado@cumbria.gov.uk
Cumberland Safeguarding Hub		0333 240 1272
Chair of Governors	Darren Foote	
Channel helpline		020 7340 7264 counter.extremism@education.gov.uk

2. Definitions

What is safeguarding?



Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise within their family network (a family network can include blood-relatives or non-related connected people, such as a family friend or neighbour) through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes, in line with the outcomes set out in the [Children's Social Care National Framework](#).



Source: Working Together to Safeguard Children

Image taken from Virtual College Training - Cumbria CSCP

For the purposes of this policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'Parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any manager with the equivalent responsibility for children.

We use the term 'victim' to describe a child who has been affected by some type of abuse. However, we recognise that not everyone who has been subjected to abuse considers themselves a 'victim' or would want to be described in this way and as such, we will use any term with which the individual child is most comfortable.

We use the term 'alleged perpetrator(s)' and 'perpetrator(s)' throughout the policy and procedures but staff and others will be mindful about this terminology, especially when speaking in front of children not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

Language and terminology will be determined as appropriate on a case-by-case basis.

'Child on child abuse' may also be referred to as peer on peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

Wherever the term 'school' is used this also references the Governing Body and will also include any after school clubs.

Abbreviation / Vocabulary	Definition
Child Protection	Actions undertaken to prevent children suffering, or being likely to suffer, significant harm
LADO	Local Authority Designated Officer
CIN Plan	Child In Need Plan
KCSIE	Keeping Children Safe in Education 2024
WTTSC	Working Together to Safeguard Children 2024
Abuse	A form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types and indicators of abuse.
Neglect	A form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Safeguarding Partners	The following 3 Safeguarding Partners are identified in Keeping Children Safe in Education; • Cumberland County Council • Cumbria Constabulary • North Cumbria Integrated Care NHS Foundation Trust They will make arrangements to work together to safeguard and promote the welfare of children, including identifying and responding to their needs.
Nudes and semi-	Where children share nude or semi-nude images, videos or live streams (also

nudes	known as sexting or youth produced sexual imagery)
Prevent Duty	Prevent the risk of individuals being influenced / supporting or becoming terrorists
Channel	The multi-agency panel that facilitates the Prevent programme
DSL	Designated Safeguard Lead
DDSL	Deputy Designated Safeguard Lead
FGM	Female Genitalia Mutilation
CSE	Child Sexual Exploitation
DV	Domestic Violence
CCE	Child Criminal Exploitation
HBA	Honor Based Abuse
HSB	Harmful Sexual Behaviour
CME	Child Missing from Education

3. Our School Ethos

At Black Combe Junior School (hereinafter referred to as 'the school') the health, safety and wellbeing of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, sex, race, ethnicity, disability, religion or belief, or sexual orientation/identity (protected characteristics). They have a right to be safe in our school; this is achieved by implementing our Behaviour Policy and a robust Code of Conduct for Staff and other adults who work in school.

We are committed to establishing a child centred and coordinated approach to safeguarding and providing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004;

- Be healthy (physically, mentally and emotionally)
- Stay Safe (protection from harm and neglect)
- Enjoy and Achieve (via education, training and recreation)
- Make a positive contribution to the school community and general society
- Achieve social and economic well-being.

Black Combe Junior School regards child protection and safeguarding as an essential responsibility for all staff, Governors and visitors/volunteers who come into school. We are committed to protecting and safeguarding **everyone** in school.

There is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff, visiting adults, governors etc. or external sources - community, external agencies or individuals. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, where appropriate, dealt with.

Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency (TRA) for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

We encourage pupils to respect the fundamental British values of;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children.

The PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Relationships Education, RSE and Health Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

The school recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard and where they feel safe, secure and respected. We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

4. Aims

There are three main aims to our Child Protection & Safeguarding Policy 2024 - 2025:

- **Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils
- **Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support:** by providing support for pupils and school staff and for children who may have been or are being abused, exploited or neglected

We will achieve these aims by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'
- ensuring that members of the Governing Body have read, understood and follow the DfE statutory guidance [Keeping Children Safe in Education](#) and [Working Together To Safeguard Children](#)
- ensuring all staff and regular volunteers who work directly with children are aware of, understand and follow the DfE statutory guidance 'Keeping Children Safe in Education', and in particular Part one and Annex B. Those staff who do not work directly with children are aware of and understand either Part one or Annex A (a condensed version of Part one) of 'Keeping Children Safe in Education'. It is for the Governing Body, working with the School Leadership Team and DSL, to decide which staff/volunteers should be provided with the relevant literature appropriate to their role
- promoting good health and preventing the spread of infection
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to school Behaviour Policy and procedures for details)
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe
- being alert to any issues of concern in children's lives at home or elsewhere
- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as outlined in Part one of KCSIE
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns or suspected or actual cases of abuse
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with communication/language difficulties or who use alternative/augmented communication systems
- ensuring that staff have the skills, knowledge and understanding necessary to support 'looked-after and previously looked-after children' and to keep them safe
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with their agreed Child Protection Plan
- keeping confidential records, which are stored securely and shared appropriately with other professionals
- ensuring all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop
- ensuring staffing arrangements meet the needs of all children and ensure their safety
- ensuring that children are adequately supervised and decide how to deploy staff to ensure children's needs are met
- maintaining robust records, policies and procedures.

5. Legislation and Statutory Guidance

Principal safeguarding legislation

Children's safeguarding is underpinned by key legislation in which the welfare of the child is paramount. Children must be the central focus of all safeguarding practice.

Select the buttons below to find out about the main pieces of legislation that are relevant to safeguarding children:



Image taken from Virtual College Training - Cumbria CSCP

This policy is based on the Department for Education's statutory guidance;

[KCSIE](#)

[Working Together To Safeguard Children](#)

[What To Do If You Are Worried a Child Is Being Abused](#)

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

6. Equality

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs (SEN) or disabilities or health conditions (see section 10)
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after
- are missing from education
- whose parent/carers has expressed an intention to remove them from school to be home educated

Part 2 - Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility.

All Governors and staff have a shared responsibility to safeguard children. The Governing Body and the School Leadership Team, especially the Designated Safeguarding Lead and deputies, will make themselves aware of and follow the local partnership arrangements. Locally, the three safeguarding partners (Cumberland County Council; Cumbria Constabulary; North Cumbria Integrated Care NHS Foundation Trust) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of children, including identifying and responding to their needs.

7. The Governing Body

The Governing Body will ensure they facilitate a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

The Chair of Governors will liaise with the Local Authority Designated Officer (LADO) and partner agencies in the event of a concern or allegation made against the Head teacher. In the event of a concern or allegation being made against the Head teacher and/or where a conflict of interest is clear, the allegation will be reported directly to the LADO.

The Governing Body is accountable for ensuring that it and the school:

- promotes and embeds a culture and environment of openness, trust and transparency so that staff feel comfortable to discuss matters of concern both within, and where appropriate, outside of the workplace which may have implications for the safeguarding and welfare of children
- has a senior board level lead to take leadership responsibility for the school's safeguarding arrangements
- ensures that all Governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated
- ensures that all Governors read and understand their responsibilities described in Part two and Annex C (responsibilities of the DSL) of Keeping Children Safe in Education
- ensures that all Governors understand their responsibilities under the Human Rights Act 1998 and the Equality Act 2010 (and public Sector duty)
- has appointed an appropriate senior member of staff, from the School Leadership Team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The role of Deputy DSL is not a legal requirement but will enable the statutory requirement to have a member of staff with Safeguarding Lead responsibilities always available to staff during school hours should the DSL be unavailable for any reason. The DSL will have appropriate status and authority within the school to carry out the duties of the post, will take lead responsibility for safeguarding and child protection and be given the time,

funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with local multi-agency safeguarding partners and other agencies. This responsibility is explicit in the role-holders' job descriptions

- contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' and HM Government 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'
- has provided the means to ensure that all staff in their school has read at least Part one of Keeping Children Safe in Education and has mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education
- has effective Policies and procedures in place for child protection and staff behaviour (part of the Behaviour Policy and procedures and the Staff Code of Conduct) and Online Safety which are provided to staff and volunteers on induction and which are transparent, clear and easy to understand
- ensures that safeguarding training for staff, including in relation to online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In doing so, the Governors will have regard to the Teachers' Standards
- has safeguarding arrangements which take account of the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Cumberland SCP
- actively promotes fundamental British Values as part of the school's broad and balanced curriculum to ensure pupils' spiritual, moral, social and cultural (SMSC) development
- assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- ensures that online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. As a result, consideration will be given as to how online safety is reflected, as required, in all relevant policies; how online safety is included in the curriculum and how to keep parents engaged in online safety
- has procedures in place for monitoring online safety and regularly monitors systems and practices to ensure their school leaders are keeping children safe online
- has carefully considered how pupils and students are being supported with regard to particular protected characteristics including disability, sex, sexual orientation, gender reassignment and race
- ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to confidentially report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- has a robust system of monitoring child protection concerns in place with appropriate child protection files which are appropriately maintained
- has arrangements in place for supporting pupils with medical conditions
- has a written Recruitment and Selection Policy and procedures in place
- prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised
- has at least one person on any appointment panel who has undertaken safer recruitment

- training
- has procedures for dealing with concerns or allegations against members of staff, supply staff, volunteers and contractors that comply with DfE statutory guidance 'Keeping Children Safe in Education', Cumberland SCP, LA and locally agreed inter-agency procedures
- has procedures for dealing with allegations against other children (child on child abuse). This will generally be in accordance with the school Behaviour Policy in the first instance
- has appointed a designated teacher to promote the educational achievement of looked-after or previously looked-after children ensuring that this person has appropriate training
- ensures that staff have the skills, knowledge and understanding necessary to keep looked-after or previously looked-after children safe and have the information they need in relation to a child's 'looked-after' legal status
- operates a Whistleblowing Policy and will remedy any deficiencies or weaknesses in relation to child protection arrangements that is brought to its attention without delay
- has appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future
- ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child
- has an annual child protection item on the Governing Body agenda
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis

8. All Staff

At Black Combe Junior School **ALL** staff;

- will understand their role in safeguarding at Black Combe Junior School
- will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the [Teachers Standards \(2011\)](#) (updated 2021)
- will be aware of and follow the school's safeguarding systems and protocols, including reading and understanding this policy and other related policies
- read, understand and act upon the Department for Education's statutory safeguarding guidance and review this guidance at least annually
- complete and understand statutory and additional training as requested by the school
- have a responsibility to provide a safe environment in which children can learn
- should be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may be in need of help or protection
- should know what to do if a child tells them he/she is being abused, exploited, neglected or otherwise at risk of harm. Always speak to the DSL or member of the Safeguarding Team. If in exceptional circumstances, the DSL or a deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member

of the School Leadership Team and/or take advice from the Local Authority (LA) Children's Social Care. In these circumstances, any action taken should be shared with the DSL (or member of the Safeguarding Team) as soon as practically possible

- should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk. Further information relating to other signs of harm are set out in Part One of [KCSIE](#)
- should be aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online. Staff should be clear on and understand the importance of their role in preventing and responding to it and be clear on the school policy and procedures
- should be able to reassure victims (regardless of how long it has taken them to come forward) that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect, nor should a victim ever be made to feel ashamed for making a report
- should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. The language/terminology staff use in individual situations may be critical and staff should be aware of how important it is to use appropriate language and terminology on a case-by-case basis
- should speak to the DSL or a deputy should they have a concern about the mental health of a child as this can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- should be prepared to identify children who may benefit from early help and understand their role in it. This includes identifying emerging problems, providing help for children, promoting children's welfare and preventing concerns from escalating, liaising with the DSL, sharing information with other professionals to support early identification whether this is when problems are first emerging or where a child is already known to Children's Social Care and, in some cases, acting as the lead professional in undertaking an early help assessment
- should be aware of the process for making referrals to the LA Children's Social Care and for statutory assessments under the [Children's Act 1984](#) especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- should be aware of and understand the school's safeguarding response to children who go missing from education. [Cumbria CSCP Children Missing from Education](#)
- should be aware that safeguarding incidents and/or behaviours can be associated with

factors outside the school and/or can occur between children outside of these environments. Staff, but especially the DSL (and deputy) should consider whether children are at risk of abuse, sexual abuse, serious youth violence, county lines or sexual/criminal exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with this Policy

- should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content
- know if they have concerns about a child who is suffering, or is likely to suffer from harm, they should act on them immediately. There should be a conversation with the DSL (or a deputy) to agree a course of action, although any staff member can make a referral to the LA Children's Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible
- know if, at any point, there is a risk of immediate serious harm to a child a referral will be made Cumberland Safeguarding Hub immediately - **anybody can make a referral**

9. Designated Safeguard Lead & Safeguarding Team

At Black Combe Junior School we have a designated Safeguarding Team.

DSL = [Catherine Dennison \(Headteacher\)](mailto:head@blackcombe.cumbria.sch.uk) contact: head@blackcombe.cumbria.sch.uk

Deputy DSL = [Nathan Dodd](tel:01229772862) contact: [01229 772862](tel:01229772862)

Safeguarding Team = [Denise King](tel:01229772862) contact: [01229 772862](tel:01229772862)

Safeguarding Governor = [Rachel Sheard](mailto:clerk@blackcombe.cumbria.sch.uk) contact: [via Clerk clerk@blackcombe.cumbria.sch.uk](mailto:clerk@blackcombe.cumbria.sch.uk)

The DSL takes lead responsibility for child protection and wider safeguarding in the school.

The DSL will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as the LA Children's Social Care. The DSL (and any deputies) is most likely to have a complete safeguarding picture of an individual child or family background. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description and includes the roles outlined in Annex C - Role of the designated safeguarding lead in Keeping Children Safe in Education.

During term-time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding allegation, or concern (no matter how small). Arrangements will be made to ensure that access to the DSL or a deputy will be available to staff during off-site visits or other extra-curricular activities taking place outside normal school hours. There will always be cover for this role and the deputy DSL's will be trained to the

same standard as the DSL. The role of the deputy DSL is explicit in the role-holder's job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection (including in relation to online safety), as set out below, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated. The DSL will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training.

The DSL is also the 'Prevent Single Point of Contact' (SPOC).

Liaison and Referrals:

The Designated Safeguarding Lead will:

- act as a source of support, advice and expertise for all staff
- will ensure all staff receive and understand the appropriate statutory and recommended training
- act as a point of contact, liaise with and, where requested, supply information to local statutory children's services agencies and the three safeguarding partners which make up Cumberland SCP in line with Working Together to Safeguard Children
- discuss with Police and LA Children's Social Care colleagues the local response to sexual violence and sexual harassment between children so that they are confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) and how to access this support when required
- refer to Police individual incidents or issues, where deemed necessary. The NPCC guidance ['When To Call The Police'](#) will help DSLs understand when they should consider calling the Police and what to expect when they do. This will include being aware of the requirements for children to have access to an 'appropriate adult' (both on and off-site) who can support them when the Police or other agency professional requests to see, question or search a child. In all such cases, the school remains legally responsible for the child in their care and it may be necessary to seek clarification from the agency on their reasons for the request to ensure the child is properly supported and where required
- refer all cases of suspected abuse or allegations to Cumberland Safeguarding Hub in accordance with the [Cumbria CSCP Multi-agency Threshold Guidance](#)
- make a referral to Cumberland Safeguarding Hub immediately if, at any point, there is a risk of immediate serious harm to a child - anybody can make a referral
- where required to do so, liaise with the Local Authority Designated Officer (LADO) in the case of a concern or allegation made against a member of staff or other adult
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not voluntarily left the school/setting.
- refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Children's Services Children Missing Education (CME) Officer
- ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary
- ensure that any child currently on a Child protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team

- understand and support the school in relation to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- be aware of the local procedures for making a 'Prevent' referral [Cumbria Prevent](#)
- inform Ofsted of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations
- liaise with staff (especially pastoral support staff, school nurses, IT technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and act as a source of support, advice and expertise within school when deciding to make a referral using the Cumberland Safeguarding Hub Single Contact on-line form
- liaise with the Headteacher (where this is not one and the same person) to inform him or her of issues especially ongoing enquiries under Section 17 (child in need) and Section 47 of the Children Act 1989 and Police investigations

10. Training

All school-based staff are required to undertake an appropriate level of safeguarding and child protection training (including in relation to online safety) at induction. This training will be updated regularly. We will train all staff and volunteers (where appropriate) to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular safeguarding and child protection updates (including online safety) (for example, via email, staff meetings/briefings etc.), as required, but at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in a child's behaviour
- deterioration in a child's general wellbeing/mental health
- unexplained bruising, marks or signs of possible abuse or neglect
- a child's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- internal school procedures, roles and responsibilities
- dealing with a report of abuse or neglect from a child
- whistleblowing procedures as they refer specifically to Child Protection
- general health, safety and welfare issues.

Training is organised by the Safeguarding Team in line with Cumberland SCP guidance. All staff have undertaken whole school Safeguarding training which will be refreshed annually and updated on a regular basis by the DSL or other external source.

All staff and regular volunteers working directly with children are provided with;

- Part one of [KCSIE](#)
- DfE guidance [What to do if you are worried a child is being abused](#)
- [CSCP Summary of Management of Allegations Flow Chart](#)
- Black Combe Junior School Child Protection & Safeguarding Policy 2025 - 26
- Code of Conduct for Staff and Other Adults 2024

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.

The Safeguarding Governor will receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Governing Body. The Safeguarding Team will attend the required safeguarding training when they first take up the role which will provide them with the knowledge and skills required to carry out the role effectively. The training will be updated every two years.

In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role. Both the DSL and the Deputy have attended the required level of training as stated by the Cumberland SCP and this will be updated in line with recommended good practice. The Safeguarding Team will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistleblowing. This will also be a regular agenda item at staff meetings.

The Safeguarding Team will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained and to what level.

11. Safer Recruitment, Selection & Pre-Employment Vetting

Black Combe Junior School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children.

The Governing Body will act reasonably in making decisions about the suitability of prospective employees, supply staff, volunteers and contractors based on checks and evidence including: criminal record checks (DBS checks), barred list checks, Childcare Disqualification declaration (where relevant) and, in the case of teaching staff, prohibition checks together with references

and interview information. The school will also inform short-listed candidates of any publicly available material from an online search.

The Governing Body and Safeguarding Team are responsible for ensuring;

- the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education'
- the school follows its Recruitment, Selection and Pre-Employment Vetting Policy and procedures
- at least one person on any appointment panel has undertaken safer recruitment training and that the training is updated as necessary
- accurate maintenance of the Single Central Record
- an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role
- we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour
- staff feel comfortable to discuss matters both within and outside of the workplace which may have implications for the safeguarding of children
- staff understand the process and procedures to follow if they have a safeguarding concern about another staff member.

[Cumbria CSCP Safe Recruitment for Staff and Volunteers](#)

Part 3 - What Adults Should Do If They Have Concerns

12. When a child may be at risk or in immediate danger

Disclosing abuse



Children may disclose abuse when you least expect it, especially around people they trust and feel safe with. If a child discloses abuse, you should follow the process outlined below.

Select each part of the process to find out more.



The NSPCC has some guidance on [how to have difficult conversations with children](#).

Image taken from Virtual College Training - Cumbria CSCP

Inform the DSL. Make a referral to Cumberland Safeguarding Hub and the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

- Cumbria CSCP website - to access the Cumberland Safeguarding Hub
<https://cumbriasafeguardingchildren.co.uk/professionals/hub/cumbriasafeguardinghub.asp>
- Telephone Cumberland Safeguarding Hub: 0333 240 1727
- Complete a Single Contact Referral online: <https://scformcmb.cumbria.gov.uk/>
- Inform the DSL as soon as possible if you make a referral directly.

13. When you have concerns about a child

If the DSL is not available, this should not delay action.

If staff have concerns about a child,

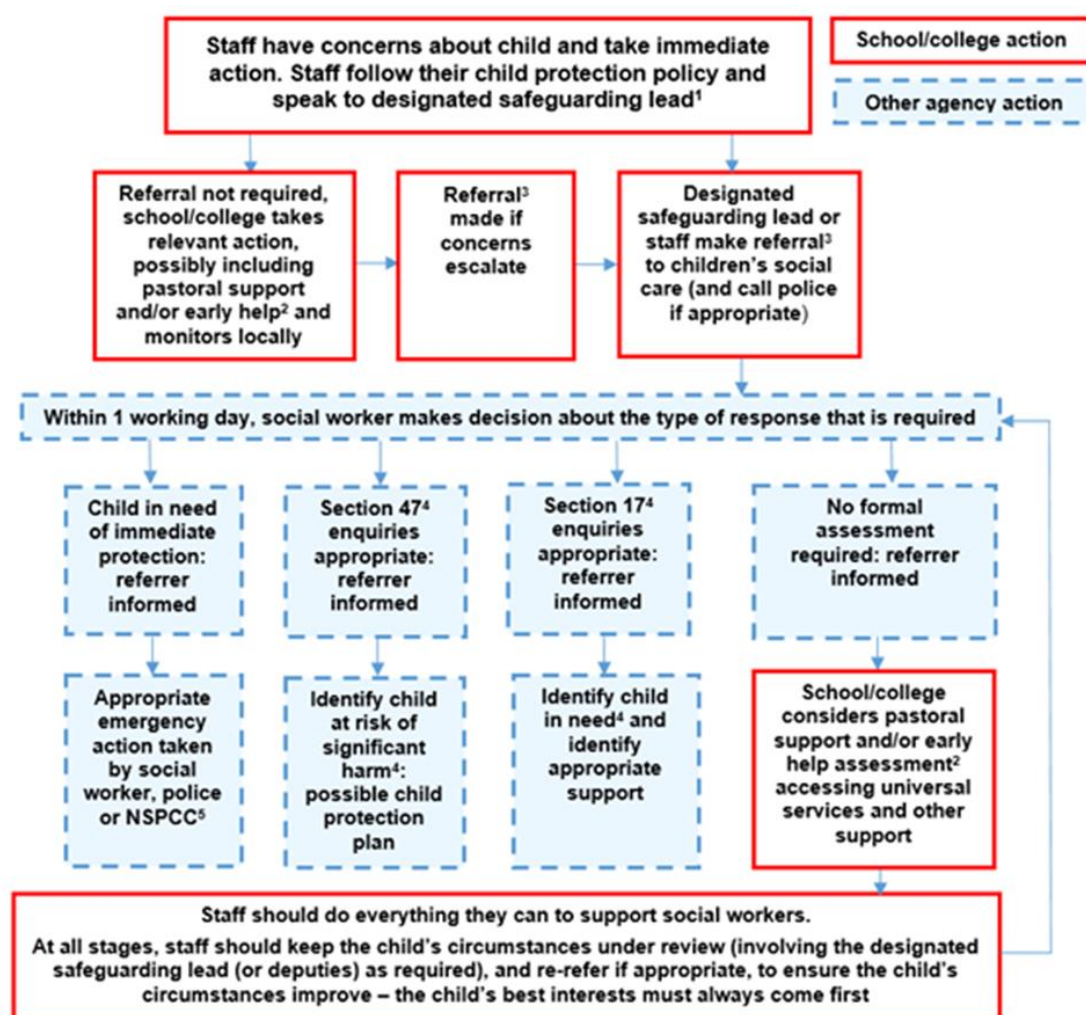
- record concerns on CPOMS (there may be multiple entries)
- they should raise these with the DSL or a deputy and a decision will be made what to next. Options will then include:
 - managing any support for the child internally via the school's own ELSA support
 - an early help assessment
 - a referral for statutory services.

On occasions, a referral is justified by a single incident such as an injury or report of abuse. More often however, concerns accumulate over time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The Safeguarding Team will decide whether to make a referral to Cumberland Safeguarding Hub. It is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Cumberland Safeguarding Hub directly.

The Early Help Assessment

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.



The Early Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Cumberland Safeguarding Hub immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)

Families at risk of significant harm

Families may be at an increased risk of significant harm if any of the following factors are present. Select each icon to find out why these factors may increase the risk.



Drug and alcohol use



Domestic abuse



Poor mental health



History of abuse



Little or no antenatal care and support



Lack of engagement with professionals/practitioners to discuss concerns about the child



Poverty

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Do not think 'What if I am wrong?' Think 'What if I am right?'

14. Ensuring the Voice of the Child is Heard

Children show that a child will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns and the importance of not guaranteeing complete confidentiality.

DfE statutory guidance Working Together to Safeguard Children describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those

- helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse and discrimination

Children need to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. Black Combe Junior School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk. Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. School staff will work with the child and their families collaboratively when deciding how to support the child's needs. Special provision will be put in place to support dialogue with children who have communication difficulties. Staff will record the discussion with the pupil as soon as possible and take action in accordance with the school's child protection procedures.

[CSCP Guidance To Ensure The Voice of The Child is Heard](#)

15. If A Child Makes A Disclosure

If a child chooses to disclose/report, the member of staff or other adult in the school **WILL:**

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that this information must be passed on
- make a careful record of what was said and record on CPOMS as soon as possible

Staff or other adults will **NEVER:**

- investigate or probe aiming to prove or disprove possible abuse - never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody; • confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the person/s allegedly involved
- forget to record what has been said
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the report.

16. Record Keeping - CPOMs

At Black Combe Junior School we use CPOMs to record any welfare concern that they have about a child. Records must be completed as soon as possible after the incident/event. Staff must be aware that their records may be used as evidence in court and must therefore be mindful of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves.

Child protection records are kept centrally and securely on CPOMs and are shared on a 'need to know' basis only. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- any attachments of relevant notes / documentation
- careful consideration of category on CPOMs

A record will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept. All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head teacher. Confidential files that must be posted (e.g. for out of County moves) are marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

17. Allegation or Concern Involving A Member Of Staff, Volunteer, Visitor or Contractor

It may not be clear whether an incident constitutes an 'allegation' or a 'concern'. It is important to remember that to be an allegation, the alleged incident has to be sufficiently serious as to suggest;

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Allegations are managed in accordance with [CSCP Manual Allegations Against Staff or Volunteers](#) using the [CSCP Allegation Flow Chart](#)

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

- Looking after the welfare of the child - the DSL (or a deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the LA

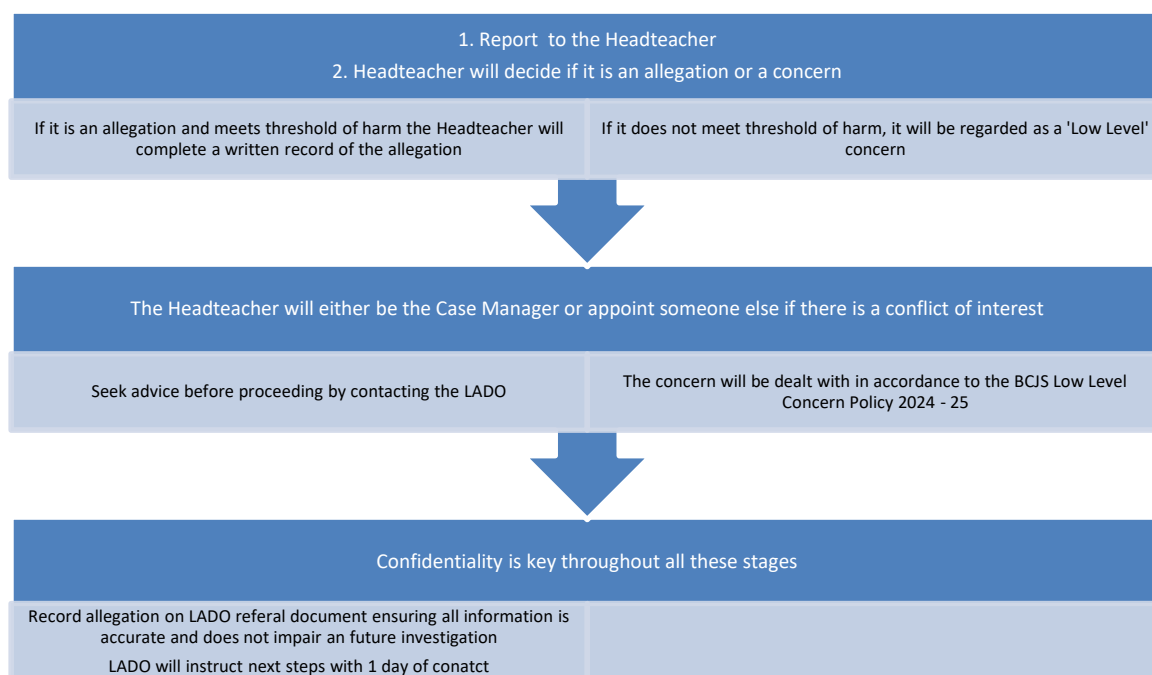
Children's Social Care.

- Investigating and supporting the person subject to the allegation - the Case Manager will discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently
- provide effective protection for the child and support the person subject to the allegation.

The Case Manager will contact the LADO if an allegation is made against a member of staff or another adult (including supply staff, volunteers and contractors) where their actions may have met the 'harm threshold' and the individual is alleged to have:



Statutory Guidance and legislation relating to managing allegations is directed at the employer. It is the employer's duty to adhere to the guidance and to seek the advice of the LADO. Where there is no direct employer, the allegation should be brought to the LADO by the person given the information.

If an allegation is made against a Governor, the school will follow the same procedures.

Where the Headteacher is the subject of a concern or allegation, or in a situation where there is a conflict of interest in reporting the matter to the Headteacher, the concern or allegation will be reported to the Chair of Governors.

The advice of the LADO can be sought;

- if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children, this is known as transferrable risk.
- when to involve Children's Social Care and the Police
- when to inform the person involved (unless advised not to by LADO)

To report a concern in writing to the LADO form: [LADO Position of Trust Referral](#)

Completed forms must be sent to the LADO, Cumbria Safeguarding Hub, using any of the following method: lado@cumberland.gov.uk

To speak to a LADO for advice: Phone: 0300 303 3892

Or you can email; lado@cumberland.gov.uk (Please note: if sending by e-mail the document must be password protected)

Suspension

Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on a case-by-case basis, taking into consideration factors such as;

- the seriousness of the allegation
- the potential risks to children
- whether it is possible to investigate the allegation whilst the person is still at work

The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Case Manager. The decision to suspend will be taken having undertaken a risk assessment about whether the person poses a risk of harm to children.

All options to avoid suspension will be considered prior to taking that step. The decision on suspension/transfer to alternative duties of the staff member subject to the allegation is the responsibility of the Case Manager having consulted with their HR adviser and the LADO.

The Case Manager is expected to keep the LADO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the school's disciplinary process, the following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

A referral must also be made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults. If a member of staff or a volunteer is removed or dismissed because they have harmed a child or vulnerable adult, or the school would have done so if the individual had not left, the Disclosure and Barring Service must be informed. The school will also consider whether a referral to the Teaching Regulation Authority (TRA) is appropriate where decision to dismiss or cease to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Details of allegations that are found to have been malicious will be removed from personnel records and those allegations which were proved to be false, unsubstantiated or malicious will not be included in an employer reference. However, for all other allegations we will hold a clear and comprehensive summary of the allegation and how it was followed up and resolved. This will enable accurate information to be given in response to any future request for a reference, where appropriate.

Resignations and Settlement Agreements

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with Part four of the DfE guidance Keeping Children Safe in Education. 'Settlement or compromise agreements' will not be used in cases of refusal to cooperate or resign before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is deemed appropriate.

18. Low Level Concerns

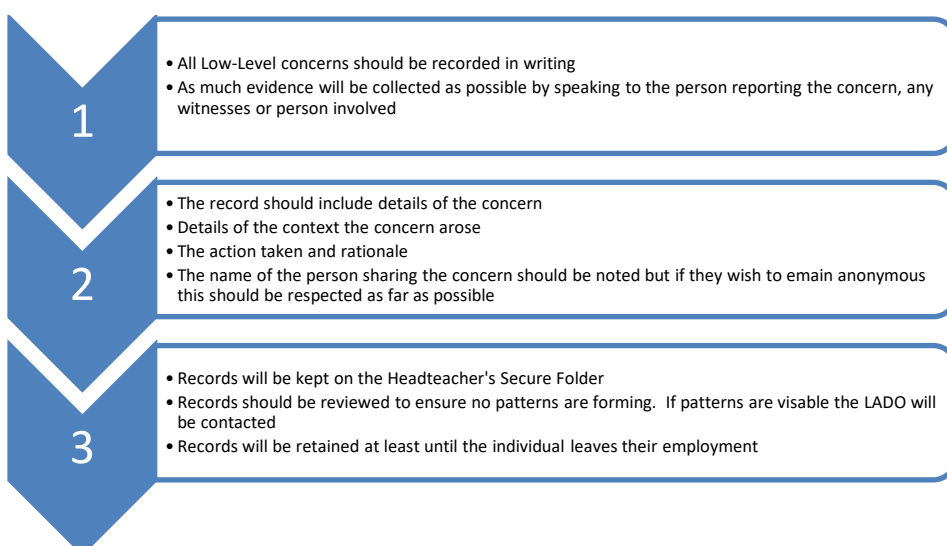
If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's 'Low-Level' concerns procedures and the school Staff Code of Conduct.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

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

Our 'Low-Level' Concerns Policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL/ Headteacher (or in the case of the concern being the Headteacher the Chair of Governors will be contacted). The Headteacher should be the ultimate decision-maker in respect of all low-level concerns. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Recording Low-Level Concerns



Support For Adults Involved

When an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. We will offer appropriate welfare support at such a time and recognise the sensitivity of the situation.

Information is confidential and will not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation. Parents of a child or children involved will be told about the concern or allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or Police or the LA Children's Social Care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents. Parents will also be kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member. Parents will be informed of the outcome where there is not a criminal prosecution, including the outcome (in confidence) of any disciplinary process.

Parents will also be made aware of the requirement to maintain confidentiality about any concern or allegation made against teachers or other staff whilst investigations are ongoing.

Record Keeping

We have an obligation to preserve records which contain information about concerns or allegations of sexual abuse for the term of the Independent Inquiry into Child Sexual Abuse (IICSA). All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the concern or allegation report if that is longer. Details of allegations following investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information. For all other allegations i.e. substantiated, unfounded and unsubstantiated, the following information will be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, and decisions reached, and the outcome i.e. substantiated, unfounded or unsubstantiated
- a copy provided to the person concerned, where agreed by the LA Children's Social Care or the Police
- a declaration on whether the information will be referred to in any future reference.

For more detailed guidance on how to respond to allegations against staff, supply staff, volunteers or contractors, please refer to the Cumbria SCP guidance - Whistleblowing - Part four of Keeping Children Safe in Education.

19. Whistleblowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management. Although this can be difficult this is particularly important where the welfare of children may be at risk. Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable child who is targeted. These children need adults they can trust to safeguard their welfare.

DON'T THINK WHAT IF I'M WRONG - THINK WHAT IF I'M RIGHT!

Reasons for whistleblowing:

- everyone has a responsibility for raising concerns about unacceptable practice or behaviour
- to prevent the problem worsening or widening
- to prevent or reduce risks to others
- to prevent becoming implicated yourself

What stops people from whistleblowing?

- fear of starting a chain of events which spirals out of control
- disrupting the workplace
- fear of getting it wrong
- fear of repercussions or damaging careers
- fear of not being believed

How to raise a concern:

- voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken
- try to pinpoint exactly what practice is causing concern and why
- approach the Headteacher. If the concern is related to the Headteacher the Chair of Governors should be contacted or, if it is felt that the issue needs to be reported to someone outside the school, contact Cumbria Safeguarding Hub
- concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible
- a member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the Cumbria Safeguarding Hub.

What happens next?

The individual reporting the concerns will be given information on the nature and progress of any enquiries. The employer has a responsibility to protect individual members of staff from harassment or victimisation. No action will be taken against an individual if the concern proves

to be unsubstantiated, unfounded or false and was raised in good faith. Malicious allegations may be considered as a disciplinary offence.

Self-Reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Part 4 - Specific Safeguarding Concerns

All staff have an awareness of specific safeguarding issues - some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk.

The Cumberland SCP Procedures Manual provides specific guidance on a range of safeguarding issues which settings may have to address.

The DfE statutory guidance 'Keeping Children Safe in Education' provides additional information on the following:

Child-on-Child Abuse - All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear on the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, 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 to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- 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 also include an online element).

Child Sexual Exploitation (CSE) - CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can affect any child (who has been coerced into engaging in sexual activities), under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent CSE.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Like all forms of child sex abuse, child sexual exploitation:

- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults
- the abuse can be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media, or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources
- may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator

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

Sharing nude and/or semi-nude images and/or videos (formerly known as sexting) - All incidents involving youth produced sexual imagery will be responded to in line with our Child Protection policy. Any direct report by a pupil (male or female) will be taken very seriously. A child who reports they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that reporting in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to a school's attention the school will follow the guidance as set out in the UK Council for Internet Safety (UKCIS). When considering appropriate action regarding the sharing of inappropriate images, the Safeguarding Team will take the age of the child involved and the context into account.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and the sharing of nude and/or semi-nude images and/or videos will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic or harmful sexual behaviour (HSB).

The [UKCCIS Advice](#) outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared including:

- risk assessing situations
- safeguarding and supporting children and young people
- handling devices and images
- recording incidents, including the role of other agencies
- informing parents and carers

The types of incidents which this advice covers are:

- a person under the age of 18 creates and shares nude and/or semi-nude images and/or videos of themselves with a child under the age of 18
- a person under the age of 18 shares nude and/or semi-nude images and/or videos created by another person under the age of 18 with a child under the age of 18
- a person under the age of 18 is in possession of nude and/or semi-nude images and/or videos created by another person under the age of 18.

Serious violence – All staff should be aware of indicators, which may signal that a child is at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. There are a number of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Child Criminal Exploitation (CCE) including county lines – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards

victims (and their families) if they attempt to leave the county lines network. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.

The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Where the potential victim is under 18, a National Referral Mechanism (NRM) referral should be considered. This is usually undertaken by the Police or Local Authority. Child victims do not have to consent to be referred into the NRM and a safeguarding referral should also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve the use of coercion, intimidation and weapons to ensure compliance of victims
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse who are, or have been, intimate partners or family members including teenage relationship abuse and child/adolescent to parent violence and abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home.

The abuse can encompass, but is not limited to:

- psychological/emotional (including coercive and controlling behaviour)
- physical/sexual
- economic/financial (access to basic resources like food and clothing)

Children can be victims of, and be adversely affected by, domestic abuse in the context of their home life where they may see, hear, or experience the effects of abuse at home between family members and ex-partners. Exposure to domestic abuse can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

When identifying children who are or may be affected by domestic abuse/violence, we take account of the Domestic Abuse advice provided by [Cumbria CSCP Domestic Abuse Advice](#)

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to any deputy DSL's.

'Honour based' abuse (HBA) - Honour based abuse includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage (some perpetrators use perceived cultural practices to coerce a person into marriage), and practices such as breast ironing. This type of abuse in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called HBA are abuse (regardless of motivation) and will be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Since October 2015, teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) have been under a mandatory duty to report personally to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's DSL and involve the Cumberland Safeguarding Hub as appropriate. [CSCP Honor Based Abuse Information](#).

Preventing Radicalisation - Protecting children from the risks of radicalisation, extremism and terrorism is seen as part of this school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Since July 2015 schools have been under a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty.

Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- **Risk Assessment** - we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation
- **Working in Partnership** - we will ensure that our procedures take account of the policies and procedures of Cumberland SCP
- **Staff training** - we will ensure that staff have access to Prevent awareness training to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate
- **Online Safety** - we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the Online Safety Policy.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and

voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism. This school uses resources taken from the Government sponsored website [Educate Against Hate](#). The Home Office statutory guidance [Prevent Duty Guidance 2024](#) provides further information for those responsible for assisting in the reduction of all forms of extremism, radicalisation and terrorism. We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub [Cumbria CSCP Radicalisation and Violent Extremism](#)

Children absent from education & Children missing from home, care or education - Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The school's response to persistently absent pupils and children missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. A child going missing from home, care or education can also act as a vital warning sign of a range of safeguarding possibilities including abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation - particularly involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage.

Black Combe Junior School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and to help prevent the risk of their going missing in future. These procedures are shared with all staff and other relevant adults, and new starters on Induction. We follow and adhere to Cumberland SCP guidance and procedures on [Cumbria CSCP Children Missing in Education](#) and DfE statutory guidance [Children Missing in Education](#). School staff are aware of the school's unauthorised absence and children missing from education procedures.

In line with current best practice, we will request from parents at least 2 emergency contacts for each pupil which will allow us to contact a responsible adult in the event of a child missing education. It is our legal duty to inform the Local Authority of any pupil who is removed from the school roll or who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes in

to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Cumberland Council have a list of contacts for local district council housing support.

Upskirting - The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Harmful sexual behaviour- Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the umbrella term "harmful sexual behaviour" (HSB). Children displaying HSB have often experienced their own abuse and trauma. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. Our DSL has a good understanding of HSB and all reports will be made to the DSL and/or a deputy.

Female Genitalia Mutilation (FGM) - Female Genital Mutilation (FGM) is a procedure where the female genital organs are deliberately cut, injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act and can cause harm in many ways. The practice can cause severe pain, and there may be immediate and/or long-term health consequences, including pain and infection, mental health problems, difficulties in childbirth and/or death. FGM is a deeply rooted practice, widely carried out among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women's sexual and reproductive rights.

Cumbria CSCP FGM Guidance

Online Safety - The use of new technologies presents challenges and risks to children both inside and outside of school and technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; online hoaxes and challenges - technology often provides the platform that facilitates harm. The DSL & Safeguarding Team will ensure they have full understanding of the filtering systems and processes in place;

- including performing due diligence regarding the effectiveness of those processes
- checking whether our school's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content)
- Monthly cyber security checks of staff computer IP addresses and browsers

Filtering and Monitoring Standards & Guidance -Black Combe Junior School will ensure our curriculum will enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Reference will be made to the DfE

advice [Teaching Online Safety In Schools](#). The breadth of issues classified within online safety is considerable and ever evolving but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Children and young people can be exploited and suffer bullying through their use of technology e.g. the internet, mobile phones and social networking sites. To minimise the risks to our children we will ensure that we have appropriate and reasonable security filters and monitoring systems in place. These filters and systems will, in part, be informed by the risk assessment required by the 'Prevent Duty'. Where it is suspected that a child is at risk from internet abuse e.g. being subjected to harmful online interaction with other users, peer pressure, commercial advertising such as online gambling and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (email; mobile phones; texting; social network sites) and must familiarise themselves with advice and professional expectations outlined in the school Code of Conduct for staff and other adults and the school's Online Safety Acceptable Use Agreement. When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. Pupils will be taught to recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

Appendix 1

Types and Indicators of Abuse



Image taken from Virtual College Training - Cumbria CSCP

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 where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting 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. Children may be abused by an adult or adults or by another child or children.

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in

danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

An Effective Child Protection Policy (Cross-referenced with KCSiE 2025)

Reference From KCSiE 2024 Page 29 Paragraph 98	Safeguarding Team	Governors
reflects the whole school/college approach to child-on-child abuse (see paragraph 159 and Part five)		
reflects reporting systems as set out at paragraph 96		
describes procedures which are in accordance with government guidance		
refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners (see paragraphs 106-113)		
includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 134), and special educational needs and disabilities (SEND) (see paragraphs 202-204)		
is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt		
is available publicly either via the school website		
a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)		
a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media		
appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods. More information is provided at paragraph 178).		

Date of Audit: _____

Safeguarding Team: _____

Governor: _____

Appendix 3

Effective Roles & Responsibilities Audit (Cross-referenced with KCSiE 2025)

Responsibilities of Governors to ensure:	Governor Review RAG
promotes and embeds a culture and environment of openness, trust and transparency so that staff feel comfortable to discuss matters of concern both within, and where appropriate, outside of the workplace which may have implications for the safeguarding and welfare of children	
has a senior level lead to take leadership responsibility for the school's safeguarding arrangements	
ensures that all Governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated	
ensures that all Governors read and understand their responsibilities described in Part two and Annex C (responsibilities of the DSL) of Keeping Children Safe in Education	
ensures that all Governors understand their responsibilities under the Human Rights Act 1998 and the Equality Act 2010 (and public Sector duty)	
has appointed an appropriate senior member of staff, from the School Leadership Team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The DSL will have appropriate status and authority within the school to carry out the duties of the post, will take lead responsibility for safeguarding and child protection and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with local multi-agency safeguarding partners and other agencies. This responsibility is explicit in the role-holders' job descriptions	
contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' and HM Government 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'	
has provided the means to ensure that all staff in their school has read at least Part one of Keeping Children Safe in Education and has mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education	
has effective policies and procedures in place for child protection and staff behaviour (part of the Behaviour Policy and procedures and the Staff Code of Conduct) and Online Safety which are provided to staff and volunteers on induction and which are transparent, clear and easy to understand	
ensures that safeguarding training for staff, including in relation to online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In doing so, the Governors will have regard to the Teachers' Standards	
has safeguarding arrangements which take account of the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Cumberland SCP	
actively promotes fundamental British values as part of the school's broad and balanced curriculum to ensure pupils' spiritual, moral, social and cultural (SMSC) development	
assesses the risk, taking local context into account, of children being drawn into	

terrorism, including support for extremist ideas that are part of terrorist ideology	
ensures that online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. As a result, consideration will be given as to how online safety is reflected, as required, in all relevant policies; how online safety is included in the curriculum and how to keep parents engaged in online safety	
has procedures in place for monitoring online safety and regularly monitors systems and practices to ensure their school leaders are keeping children safe online	
has carefully considered how pupils and students are being supported with regard to particular protected characteristics including disability, sex, sexual orientation, gender reassignment and race	
ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to confidentially report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback	
has a robust system of monitoring child protection concerns in place with appropriate child protection files which are appropriately maintained	
has arrangements in place for supporting pupils with medical conditions	
has a written Recruitment and Selection Policy and procedures in place	
prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised	
has at least one person on any appointment panel who has undertaken safer recruitment training	
has procedures for dealing with concerns or allegations against members of staff, supply staff, volunteers and contractors that comply with DfE statutory guidance 'Keeping Children Safe in Education', Cumberland SCP, LA and locally agreed inter-agency procedures	
has procedures for dealing with allegations against other children (child on child abuse). This will generally be in accordance with the school Behaviour Policy in the first instance	
has appointed a designated teacher to promote the educational achievement of looked-after or previously looked-after children ensuring that this person has appropriate training	
ensures that staff have the skills, knowledge and understanding necessary to keep looked-after or previously looked-after children safe and have the information they need in relation to a child's 'looked-after' legal status	
operates a Whistleblowing procedure and will remedy any deficiencies or weaknesses in relation to child protection arrangements that is brought to its attention without delay	
has appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future	
ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child	
has an annual child protection item on the Governing Body agenda	
undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis	

