



**SOUTH WESTMORLAND
MULTI ACADEMY TRUST**

Safeguarding, Child Protection and Procedures Policy

Committee:	MAT Board
Date of adoption:	20/05/2019
Date of next review:	Autumn Term 2026

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	Original – approved by the MAT Board	20/05/2019
1a	Covid-19 addendum (appendix B) – approved by LAC	01/07/2020
2	Updated for KCSIE 2020 guidance – approved by MAT Board	24/09/2020
3	Updated for KCSIE 2021 guidance - approved by MAT Board	14/09/2021
4	Updated for KCSIE 2022 guidance - approved by MAT Board	27/09/2022
5	Updated for KCSIE 2023 guidance approved by MAT board	23/09/2023
6	Updated for KCSIE 2024 guidance approved by MAT board Updates to the Prevent Duty guidance, which came into effect on 31 December 2023 and Working Together to Safeguard Children, updated on 15 December 2023	01/10/2024
7	Updated for KCSIE 2025 guidance approved by MAT board	23/09/2025

Designated Safeguarding Lead – Mr R Surtees

Deputy Designated Safeguarding Lead – Miss S Hilton (Milnthorpe)

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Designated Teacher for Children Looked After – Mrs R Knipe (Milnthorpe)

Local Advisory Committee Champion – Mrs J Wren

SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

1.1 Dallam School is committed to safeguarding, child protection and promoting the welfare of students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place to identify, assess and support those students who are suffering harm and to keep them safe and secure whilst in our care, both in the school building and at the boarding residential facilities. In this policy 'Dallam School' refers to both the school and the boarding facilities unless otherwise stated.

1.2 Staff and visitors have an important and unique role to play in safeguarding and child protection both in school and contextually (Keeping Children Safe in Education 2025). The responsibilities in this policy apply to all members of Dallam School community, including students, staff, SWMAT trustees, Local Advisory Committee members visitors, contractors, volunteers, and trainees.

1.3 Dallam School staff should be prepared to identify children who would benefit from early help to ensure their needs are being met.

1.4 This policy is written in conjunction with Dallam School policies that promote the welfare of students, including:

- Anti-bullying Policy
- E-Safety Policy
- Educational Visits
- Behaviour for Learning
- Health and Safety Policy
- Safer Recruitment Policy
- Equality objectives
- Whistleblowing Policy
- Attendance Policy
- Supporting students with medical needs Policy
- Accessibility Policy
- SEND Policy

1.5 All professionals should make their approach child centred. This means that they should always consider the best interests of the child in accordance with Keeping Children Safe in Education (DfE September 2025).

1.6 This policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on Dallam School website and upon request. It should be read in conjunction with other relevant policies and procedures.

Dallam School professionals will fulfil local and national responsibilities as laid out in the following documents:

The [Children Act 1989](#) (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 age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). 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 a specific group of pupils (where we can show it's proportionate). This includes a duty to make 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

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

This policy also complies with our funding agreement and articles of association.

2. OVERALL AIMS

2.1. All students have the right to be protected from harm. The definition of Safeguarding in KCSIE 2025 was updated. It now reads as follows:

- 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 the 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
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is 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 of abuse.

Neglect is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

The chief officer of police for an area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Dallam School will contribute to the prevention of abuse by providing students with support which matches their individual needs, including those who may have experienced abuse. Students need to be safe and feel safe in Dallam School. This policy will ensure that

- Safeguarding and Child Protection policies and procedures are implemented
- Standards of behaviour are clear to all members of the school community
- Safeguarding concerns are addressed at the earliest possible stage
- Staff, SWMAT Trustees and LAC Members are aware of the causes of abuse

2.2. To contribute to the protection of students and contribute to the prevention of abuse by ensuring that:

- Students, parents/carers and external agencies participate in the process
- The curriculum includes appropriate work related to safeguarding, including that of online safety through a broad and balanced curriculum. Students are taught how to recognise risks and how to get help when they need it.
- All students feel safe, are treated as individuals and their rights, values and beliefs are respected
- Recognising that students with educational needs and/or SEND may have additional barriers when recognising abuse and neglect as well as those children with certain needs, medical or physical health needs.

2.3. Contributing to supporting our students in the following ways:

- Identifying individual needs.
- Designing plans to meet individual needs.
- Empowering students to identify concerns

- Empowering staff to manage concerns in partnership with students

3. IN-SCHOOL PROCEDURES FOR PROTECTING CHILDREN

3.1. All staff and visitors will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns
- Be familiar with Dallam School's Safeguarding and Child Protection Policy including issues of confidentiality.
- Understand that it is everyone's responsibility to safeguard students and that all students have the right to be protected from harm.
- Remember that student welfare and interests must be of paramount consideration at all times.
- Be alert to signs and indicators of possible abuse. (See appendix one for current definitions of abuse and examples of harm).
- Never promise to keep a secret or confidentiality, where a student discloses abuse.
- Record concerns and share with the safeguarding team via CPOMS
 - Safeguarding and child protection officers will record those concerns using Child Protection Online Monitoring (CPOMS) which conforms to The British Standards Institute (BSI) code of practice on legal admissibility (DISC PD. 008:2004) and Evidential Weight of Information Shared Digitally (ISBN 0 580 42774 9). Electronic records on CPOMS for safeguarding and child protection purposes should only be completed by designated safeguarding and child protection officers.
- Deal with a disclosure of abuse from a student in line with the recommendations in Appendix 2 These must be passed to one of the Designated Safeguarding Staff immediately, with a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates, for example via email and staff meetings/briefings, as required but at least annually. This will provide them with relevant skills and knowledge to safeguard students.
- Be aware that children may not be ready to talk about their experiences (KCSIE 2025), Paragraph 19) Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will 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.

- Be aware that a child or a young person may be LGBTQI+ is not in itself an inherent risk factor for harm. However, children who are LGBTQI+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQI+ (whether or not) can be just as vulnerable as children who identify as LGBTQI+.

Risks can be compounded where children who are LGBTQI+ lack a trusted adult with whom they can be open. At Dallam School we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to by running our QSA club that meets weekly and has an online support group. We also promote and celebrate equality and diversity at every opportunity, reminding students to speak to the pastoral and designated safeguarding lead should they feel unsafe.

- Be aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with designated staff and sharing information with other professionals to support early identification and assessment.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and inter-agency Child Protection and Child/Student Support Plans.
- Be prepared to identify students who may benefit from early help.
- Be subject to Safer Recruitment processes and appropriate checks whether they are new staff, supply staff, contractors, volunteers etc.
- Be expected to behave in accordance with the Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (Safer Recruitment Consortium October 2015).

4. THE DESIGNATED SAFEGUARDING STAFF

4.1. A list of the Designated Safeguarding Leads (DSL) and safeguarding staff in Dallam School and boarding site can be found in appendix 3

4.2. A list of designated safeguarding staff will be visible in the reception area of Dallam School/boarding facilities and on the visitor's information leaflet. Copies will be placed around the school and boarding site in offices and faculty areas, student and staff toilets and all classrooms will display copies of the safeguarding information, plus information for students to promote who they are able to talk to in school to ask for support.

4.3. The DSL is supported by appropriately trained designated staff. Along with the Headteacher, they are responsible for coordinating all child protection activity.

4.4. The DSL must ensure that all staff involved in direct case work with vulnerable students where there are child protection concerns/issues, have access to regular safeguarding supervision. The DSL must be aware of pupils who have a social worker and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff. The DSL is also the Prevent Lead in school and will ensure appropriate actions are taken should a referral need to be made.

4.5. Where Dallam School has concerns about a student, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

4.6. The DSL and designated child protection officers are responsible for referring all cases of suspected abuse to Cumbria CSCP and/or Lancashire LSCP. Whilst Keeping Children Safe in Education (DfE September 2024) dictates that anyone in Dallam School can make a referral, wherever possible this should be done by appropriately trained designated safeguarding staff.

4.7. The DSL and designated child protection officers will liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989/2004 and police investigations.

4.8. Child protection information will be dealt with in a confidential manner. A record/ electronic record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student and/or family.

4.9. Staff will record concerns using CPOMS using the metatag 'cause for concern'.

4.10. A CPOMS record must be created regardless of whether formal child protection procedures have been initiated. For some students, this single record may be the only concern held for this student over time at this establishment. For others, further information may be accumulated.

4.11. Designated Safeguarding Staff must keep detailed, accurate, secure records of concerns and referrals, which clearly reflect the wishes and feelings of the student.

4.12. If concerns relate to more than one child from the same family at the establishment, a separate record for each student should be created and cross-referenced to the records of other family members. Common records, such as child protection conference notes or Early Help Assessment (a plan that engages the student and their family) should be duplicated for each record. Child protection records will not be kept in one central family record.

4.13. Child protection records will be stored securely in a central place separate from academic records. Individual CPOMS records/records will be kept for each student; Dallam School will not keep family records. Original records will be kept for at least the period during which the student is attending Dallam School, and beyond that in line with current data legislation.

4.14. Access to these records by staff other than the designated safeguarding staff will be restricted, and CPOMS keeps an Audit of access to records which can be reported if required.

5. TRAINING FOR DESIGNATED SAFEGUARDING STAFF

5.1. The DSL should receive appropriate training annually. They should:

- Have responsibility for overseeing any Early Help Assessment and Early Help Plans, ensuring that the principles and responsibility in responding to emerging safeguarding concerns, namely, recording of children's wishes and feelings confidentially, Planning, and secure record keeping are applied consistently with these assessments and plans.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term availability as agreed by the Local Safeguarding Partnership (CSP)
- Ensure each member of staff and volunteer has access to and understands Dallam School's Safeguarding and Child Protection Policy and procedures, including new and part time staff.

- Remain alert to the specific needs of students, including those with special educational needs or disabilities, young carers and looked after students.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

6. RAISING AWARENESS

6.1. The DSL should ensure Dallam School's policies are known and used appropriately in order to:

- Ensure Dallam School's Safeguarding and Child Protection Policy is reviewed annually or in line with changes in government legislation. The procedures and implementation of the policy are updated and reviewed regularly by the SWAMT safeguarding committee.
- Ensure the Safeguarding and Child Protection Policy is available publicly, on the website and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Dallam School in this.
- Link with the Local Authority and Local Safeguarding Partnership (CSP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

All staff members should undergo child protection training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring) that is regularly updated and considered as part of the whole-school approach. They should also receive regular safeguarding and child protection updates as required, and at least annually

Staff should also be familiar with the school's child protection policy and procedures

7. CHILD/STUDENT PROTECTION RECORDS

7.1. Child/student protection files/records and Early Help Plan records/records should be held securely in CPOMS with only designated officers or Headteacher having access, or in cases of Early Help the nominated lead professional if this is not a child protection officer.

7.2. Child protection records should be held securely, with access being restricted to a designated officer or Headteacher. The information must be kept securely with restricted access, whether paper or electronic.

7.3 The required information includes the following specific items:

- Chronology or CPOMS chronological record;
- All completed Cause for Concern forms;
- Any child protection information received from previous educational establishments;
- Records of discussion, telephone calls and meetings with colleagues and external agencies or services;

- Professional consultations;
- Letters sent and received with regards to child protection matters;
- Referral forms (sent to CSC or/and other external agencies or education-based services);
- Child protection reports/disclosures;
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, to be copied to the record of each student and family as appropriate;
- Formal plans for or linked to the student, e.g. child protection plans, Early Help or CAF plans, risk assessments etc.
- Minutes of child protection conferences;
- A copy of the child/student protection plan;

7.4 Each child/student protection record should contain a chronological summary or CPOMS chronology of significant events and the actions and involvement of Dallam School.

7.5 When students leave Dallam School or Alternative provision the child/student protection record must be transferred securely and separately from the main student record to the receiving educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

7.6 There is no need to keep copies of the child/student protection record, apart from the chronology summary except for:

- Where a student/child transfers out of area or abroad, the original record should be retained by Dallam School and a copy sent.
- Where a vulnerable young person is moving into a further education establishment, consideration should be given to the student's wishes and feelings about their child/student protection record.
- Where the destination school is not known, the original record should be retained by Dallam School.
- Where the student has not attended the nominated school, the original record should be retained by the Dallam School.
- There is any on-going legal action the original record should be retained by Dallam School and a copy sent.

7.7 If there is an existing risk management plan/assessment in place for behaviours that are deemed to be potentially harmful to the student or others (for example, self-harm) or harmful sexual behaviours this must be shared with the destination provision prior to the student starting. This will ensure that appropriate care and control measures and risk management can be put in place to mitigate any risk of harm occurring.

7.8 Students/child records should be transferred in a secure manner, for example, by hand, recorded delivery and/or via CPOMS migration. When any transfers are made by hand or by recorded delivery, a proof of receipt letter will be included which requires a signature to be returned to Dallam School to record the transfer of files.

7.9 If sending by post, students' records should be sent special delivery with a note of the special delivery number recorded to enable them to be tracked and traced via Royal Mail.

7.10 For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format. This will include the student's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

7.11 If a student is permanently excluded and moves to an alternative establishment, child/student protection records will be forwarded onto the relevant organisation in accordance with The Education (Student Information – England) Regulations 2005.

7.12 If a parent/carer chooses to Electively Home Educate (EHE) their child, the child protection record must be forwarded to the Access and Inclusion team at Cumbria County Council.

7.13 When a DSL resigns their post/no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

7.14 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case records.

7.15 The DSL receiving current (live) records or closed records must keep all contents enclosed and not remove any material.

7.16 All receipts confirming record transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

8 ARCHIVING

8.1 Dallam School is responsible for retaining the child/student protection record securely.

8.2 The recommended retention period is 35 years from closure when there has been a referral to CSC.

8.3 If no referral has been made to CSC the child/student protection record should be retained until the 25th birthday of the student.

8.4 The decision of how and where to store these records must be made by Dallam School via the Local Advisory Committee. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. DSL, designated child protection officer or Headteacher.

9 ACCESS TO RECORDS

9.1 Under the GDPR 2018 a student or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

9.2 Student's and Parent's/Carer's Access to Child Protection Records

9.2.1 Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the student or another person.
- could reveal that the student or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interest of the student.
- is likely to prejudice an ongoing criminal investigation.

- if information about the student also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of Dallam School or the Local Authority.

9.2.2 It is best practice to make reports available to the student and their parent/carer unless any of the exceptions described above apply. If an application is made to see the whole record, advice should be sought from Cumbria or Lancashire CSP.

9.2.3 Dallam School report to any child protection conference should be shared with the student, if they are old enough and the parent/carer at least two days prior to the conference.

10 SAFE DESTRUCTION OF THE STUDENT'S RECORD

10.1 Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time).

10.2 Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the GDPR 2018 or they will contain information which is confidential to Dallam School or the Local Authority.

10.3 Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors.

10.4 For audit purposes Dallam School should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

11 INFORMATION SHARING

11.1 When there is a concern that a student is at risk of significant harm, all information held by Dallam School must be shared with CSC, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If Designated Safeguarding Leads are in doubt, they should consult Cumbria or Lancashire CSP

11.2 When information is shared with external agencies and CSC it should be ensured that data and information is shared in a confidential and secure manner. Where possible this should be shared verbally on the telephone or via a face-to-face handover. If information and data is shared via email or information technology this should be via Egress Switch or secure email servers.

11.3 On occasions when safeguarding concerns exist for a student in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Cumbria or Lancashire CSP.

11.4 In accordance with section 29 of the Data Protection Act, the police are allowed access to Dallam School records in certain circumstances such as criminal investigations.

11.5 It is good practice to seek consent from the student or their parent/carer before sharing information. Students over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the student is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

11.6 Consent is not always a condition for sharing and sometimes we do not inform the student or their family that their information will be shared, if doing so would:

- places a person (the student, family or another person) at risk of significant harm.
- prejudice the prevention, detection or prosecution of a crime; or lead to unjustified delay in making enquiries about allegations of significant harm to a child, student or serious harm to an adult.

11.7 Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

12 THE SWMAT Safeguarding Governor

12.1 The SWMAT must have a nominated governor for child protection and safeguarding.

12.2 They are responsible for liaising with the Headteacher/designated safeguarding staff over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

12.3 The DSL and named Safeguarding Governor are responsible for providing an annual report to the SWMAT Trustees of child protection activity. The section 175 Audit of safeguarding for the local Authority should be sufficient as an annual report for the SWMAT LAC board and Trustees

12.4 The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority. The return must be signed by the Chair of the SWMAT LAC to confirm that it is an accurate reflection of the safeguarding arrangements of Dallam School.

12.5 The SWMAT LAC are responsible for ensuring any gaps in safeguarding practice arrangements identified in the local authority annual review monitoring return are addressed appropriately and in a timely manner.

12.6 The SWMAT LAC should have child protection training every 3 years, on their strategic responsibilities to provide appropriate challenge and support for any action to progress areas of weakness or development in Dallam School's safeguarding arrangements.

12.7 In the event of allegations of abuse being made against the Headteacher and/or where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO) within 1 working day.

12.8 Under no circumstances should the SWMAT members or trustees be given details of individual cases in accordance with Keeping Children Safe in Education (DfE, 2021). SWMAT members or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual students.

12.9 SWMAT trustees will ensure that appropriate internet filters and appropriate web use monitoring systems are in place. Students should not be able to access harmful or inappropriate material from Dallam School IT system.

12.10 Trustees of Dallam School ensures that:

- Dallam School has a Safeguarding and Child Protection Policy in place together with a behaviour policy and procedures in accordance with LA/CSP guidelines.
- Dallam School operates Safer Recruitment procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- Dallam School has at least one member of the Senior Leadership Team (SLT) designated to lead on child protection issues and at least one designated officer.
- The Designated Safeguarding Staff have appropriate refresher training every 2 years.
- The Headteacher and all other staff who work with students will undertake LA training at three yearly intervals. Temporary staff and volunteers are made aware of Dallam School's arrangements for child protection and their responsibilities.

12.11 It remedies any deficiencies or weaknesses brought to its attention without delay and has procedures for dealing with allegations of abuse against staff/volunteers.

12.12 A member of the SWMAT Trustees (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Headteacher.

12.13 It reviews its policies/procedures annually and provides information to the LA.

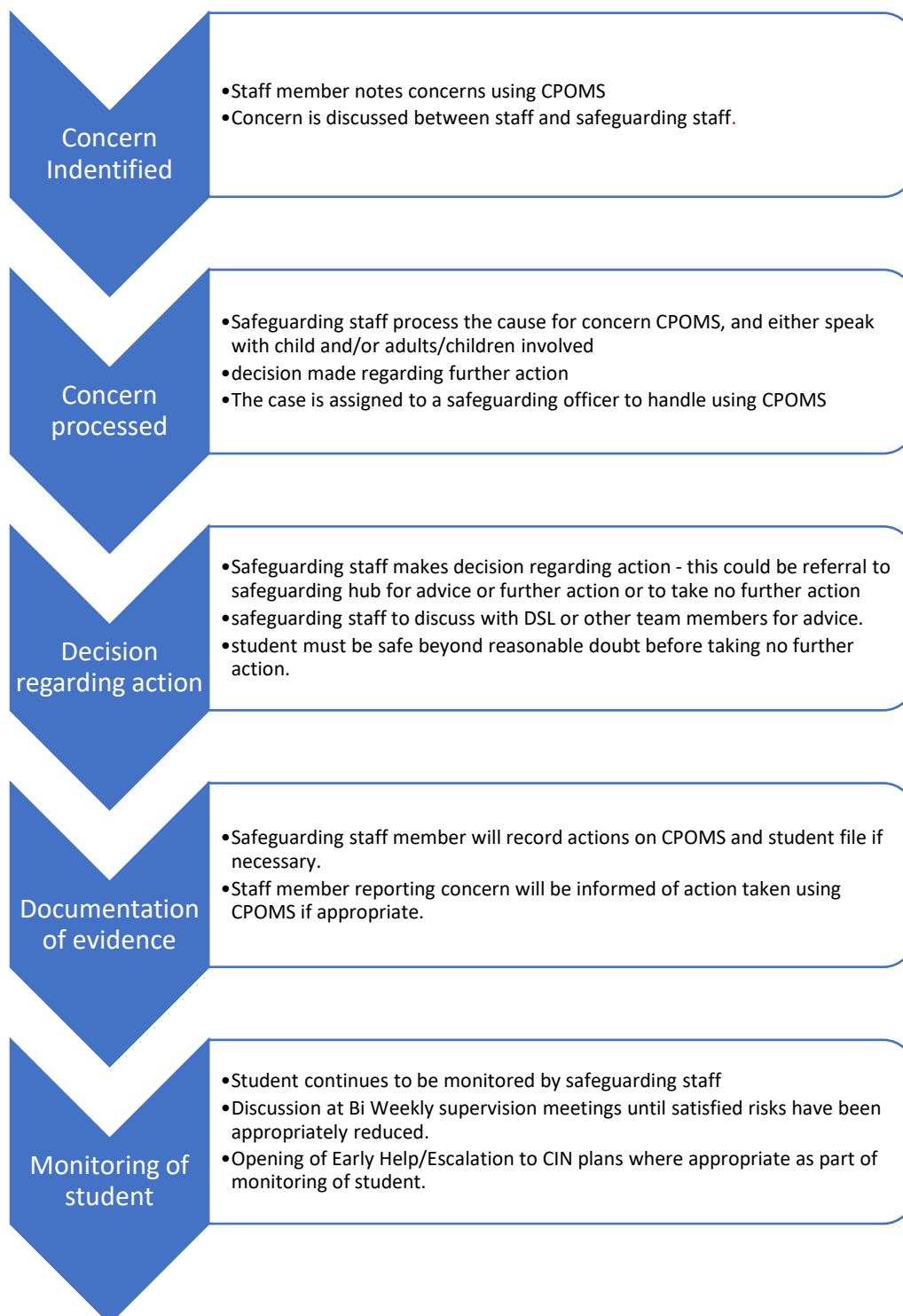
13 THE HEADTEACHER

13.1 It is the responsibility of the Headteacher to:

- Liaise with the DSL to share information with regards to vulnerable students and those who are subject to child/student protection plans, child in need plans, early help plans, children looked after and referrals to CSC.
- Work alongside the DSL to raise awareness of safeguarding, for staff through continuous professional development and for students through the curriculum.
- Ensure that there is a clear line of accountability in Dallam School for the management and supervision of safeguarding and child protection; to ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students and in order that staff members feel able to raise concerns about the welfare of students.
- Undertake training at least every 3 years in safeguarding and child protection.
- Ensure that Dallam School adheres to Safer Recruitment procedures in line with Dallam School Safer Recruitment Policy and ensure that appropriate checks (Childcare Act (2006) (as amended, 2018)) are carried out on all members of staff and volunteers.

13.2 Where there is an allegation investigation (unless the Headteacher is subject to this allegation) the Headteacher should appoint a case manager who will work alongside Human Resources and DSL to consider the nature, content and context of the allegation and agree a course of action with regards to the investigation.

14 SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A STUDENT



15 WORKING WITH PARENTS/CARERS AND OTHER AGENCIES TO PROTECT STUDENTS

15.1 Involving parents/carers:

15.1.1 Parents/carers should be aware that Dallam School will take any reasonable action to safeguard the welfare of its students. In cases where Dallam School has reason to be concerned that a student may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the CSP procedures and contact the Safeguarding Hub to discuss their concern.

15.1.2 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student/child.

15.1.3 Vehicles for informing parents/carers about our Safeguarding and Child Protection Policy are the parent/carers pages on Dallam School website and visitor leaflets. Parents/carers can also request to receive a paper copy of this policy for their reference.

15.2 Multi – Agency Work

15.2.1 Dallam School works in partnership with other agencies in the best interests of the students. Dallam School will, where necessary, liaise with health, other universal, targeted and specialist services, and make referrals to CSC. Contact should be made by the Safeguarding Designated Safeguarding Staff to the Cumbria or Lancashire CSP. Where a student already has a social worker, Dallam School will immediately contact the social worker involved, or in their absence the team manager of the social worker.

15.2.2 We will co-operate with CSC in accordance with the requirements of the Children's Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

15.2.3 We will provide reports as required for these meetings. If Dallam School is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

15.2.4 Where a child in Dallam School is subject to an inter-agency child protection plan or any multi-agency risk management plan, school will contribute to the preparation, implementation and review of the plan as appropriate.

16 OUR ROLE IN THE PREVENTION OF ABUSE

16.1 We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

16.2 The Curriculum

16.2.1 Students are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Relevant issues will be addressed through the Personal, Social, Health, Citizenship and Economic Education (PDEV) and Relationship and Sexual health Education (RSE) curriculum in PDEV lessons and Assemblies, for example, self-esteem, emotional literacy, assertiveness and power, sexual health and relationship education (including domestic abuse, consent and getting help and advice if needed), online-safety, online, bullying, sexting, Child Sexual Exploitation (CSE) Child Criminal Exploitation, Drug misuse and County lines, Female Genital Mutilation (FGM), Forced Marriage (FM), anti-bullying and Hate Crime, so Called Honour Based violence, Mental health, Domestic Abuse, Child-on-child abuse, Preventing radicalisation and teenage relationship abuse; Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Students are taught to recognise when they are at risk and how to get help when they need it. Students are taught explicitly about consent and how to get help if needed as part of a comprehensive approach to RSE, which is reviewed annually. Dallam School displays information for students around the school to explain how to ask for help. Students are taught explicitly in assemblies and in form periods how to use systems in Pastoral Care face to face, TEAMS online and the school CONFIDE system on every computer in the school building to ask for help.

16.2.2 In addition, relevant issues will be addressed through other areas of the curriculum.

16.3 OTHER AREAS OF WORK

16.3.1 All our policies which address issues of power and potential harm, e.g. Anti-Bullying and Hate Incidents, Equal Opportunities, Teenage Pregnancy and RSE, PDEV and Behaviour for Learning will be linked to ensure a whole Dallam School approach to harm and risk.

16.3.2 Our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the Dallam School, which should ensure that students are treated with respect and dignity, feel safe, and are listened to.

17 OUR ROLE IN SUPPORTING STUDENTS

All staff Dallam School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should immediately raise the issue by informing the designated safeguarding lead or a deputy using the Cause for concern procedures outlined in this policy. Rob Surtees is Dallam School's Senior Mental Health Lead and will be able to advise staff about the next steps when concerns are raised.

Dallam School Staff will support students to be safe online, whilst working at school and at home.

Dallam School staff will support those students who are subject to involvement or witness to Domestic Abuse as defined in the Domestic abuse Act 2021 by working with students and families to provide appropriate and timely intervention where necessary.

At Dallam School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker using the pastoral support structures outlined in this policy to ensure that their needs are met, and where necessary involving multi agency support to ensure that unmet needs are identified and planned for.

KCSIE (2025), paragraph 23 states: 'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

Staff at Dallam school will ensure that Extra-Familial harms are given importance when considering the wider needs of students and that environmental factors in a child's life may be a threat to their safety and/or welfare.

Dallam school will support students in managing safety online and virtually. We will teach through curriculum in PDEV ICT and collective assemblies about online safety. This will include aspects of content, conduct, contact and commerce to keep safe using the internet.

Dallam school has a clear policy on the use of mobile phones (see behaviour policy) and recognises that students may have unrestricted and unfiltered access to content via mobile devices. This means that whilst at school there is potential for students to sexually harass their peers via mobile and smart technology, share and distribute indecent imagery consensually or non-consensually and view and share pornography and other harmful content.

At Dallam school we manage this risk by;

Requesting that no student uses a mobile device at all in the vicinity of the school building;
Ensuring that when students access the school network to access the internet, they are protected by filtering software from a network and device level. We are live to students accessing content via personal devices and minimise the risk by encouraging students to only use devices during specified times set by teaching staff, and for specific tasks within lessons. We teach students through the curriculum to keep safe and encourage students to use devices responsibly.

Dallam School has a risk audit for our filtering and monitoring of the school network including devices that access the network which are not owned by the school. The network is appropriately filtered and monitored by our IMPERO software, and the network management system allows levels of filtering access to be designated by the Network Manager in consultation with the DSL. The audit of the network filtering and monitoring is checked by the MAT Board within the Safeguarding Committee.

17.1 Dallam School will offer appropriate support to individual students who have experienced abuse or who have abused others in the following ways:

- In cases where students/children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the student require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. mentor, key worker) and the student's wishes and feelings. A written outline of the plan will be kept in the child protection record.
- An individual support plan will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the student's wishes and feelings. A written outline of the Individual Support Plan will be kept in the student's student/child protection record.
- Where students have exhibited sexually inappropriate/harmful behaviour and/or exhibited sexually inappropriate harmful behaviour towards others and/or abused others, a record will be created for all incidents and contact made with CSC/police if appropriate. Good practice dictates that there should be a coordinated multi-agency approach, in way of a risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), CSC and health.
- We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.

17.2 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within Dallam School community through a multi-agency risk assessment.

17.3 In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. mentor, key worker) and the student/child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

17.4 When Dallam School is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is either subject to a S47 child protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Local Advisory Committee.

18 Students with Additional Needs

18.1 Dallam School recognises that while all children/students have a right to be safe, some children/students may be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

18.2 All professionals will consider the approach to students with additional needs and ensure that the voice of the child is heard first and foremost, and that the consideration of the additional need is secondary to any decision making regarding any disclosure or observation of a young person with an additional need.

18.3 When Dallam School is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is either subject to a S47 child protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Local Advisory Committee.

19.1 Children Going Missing from Education

19.2 Dallam School acknowledges that a student going missing from or prolonged and repeated absences from education is a potential indicator of abuse or neglect. Staff members must follow the attendance policy and report children going missing in education using the flow chart within the attendance policy.

The school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that students who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date.

Dallam School works closely with Westmorland and Furness access and inclusion team who support the school fortnightly to ensure that all students attend as well as they can.

Dallam school has adopted the 5 foundations to good attendance approach from Birmingham Local Authority to simplify the processes involved for families to access appropriate support and intervention for good attendance at school.

19.3 Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members should follow the Dallam School's procedures for dealing with students who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future.

19.4 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE 2018).

19.5 Where CSE, or the risk of it, is suspected, frontline practitioners should complete a Cause for Concern form and pass onto a member of designated safeguarding staff. The DSL or designated safeguarding lead officer should complete a CSE Checklist (RAT) and refer to the CSP, children's social care and the police, if appropriate, regardless of whether the student is engaging with services or not.

19.6 Dallam School will work in partnership with parents/carers and other agencies as appropriate. This may include facilitating return to home interviews as requested by police.

20. STUDENTS LIVING IN SPECIFIC CIRCUMSTANCES

20.1 Dallam School follows CSP online multi-agency procedures and will where necessary have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below:

- child sexual exploitation (CSE)
- child criminal Exploitation (CCE)
- hate incidents including online bullying
- bullying including cyberbullying
- domestic violence
- substance misuse
- drugs (and/or those involved in County Lines investigations)
- fabricated or induced illness (formally Munchausen's by proxy)
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Poverty
- Child carers
- Children witness or subject to domestic abuse
- Upskirting
- AI generated imagery
- Spread of misinformation and disinformation

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

21 CHILDREN LOOKED AFTER (CLA)

21.1 The most common reason for CLA is as a result of abuse and/or neglect. governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

21.2 In particular, they should ensure that appropriate staff have the information they need in relation to a student's CLA legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

21.3 The DSL or designated teacher should have details of the student's social worker and the name of the virtual school head in the authority for CLA. From June 2021, the Virtual Headteacher has responsibility to promote the education of children who have a social worker. At Dallam school the virtual Headteacher will liaise with the designated teacher for CLA and ensure that up to date PEP plans, and supporting documents are shared with the school and teaching staff to ensure excellent outcomes.

22 FEMALE GENITAL MUTILATION (FGM): THE MANDATORY REPORTING DUTY

22.1 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers/boarding staff to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by to discover that an act of FGM appears to have been carried out is used for all professionals to whom this mandatory reporting duty applies.

22.2 Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with Dallam School designated staff.

22.3 In order to make a report, staff should use the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

23 CHILD-ON-CHILD ABUSE

23.1 We recognise that children can abuse their peers and that child-on-child abuse can manifest in many different ways, including on-line bullying, sexting, Sexual abuse and violence, initiation/hazing and inappropriate/harmful sexualised behaviours. We recognise the importance of acknowledging that whilst incidents of child-on-child abuse may be low in numbers, that it does not mean it is not happening. Dallam school is committed to ensuring that students have the confidence and the methods in which to report any instances of abuse to staff and that they are confident that this will be dealt with in a timely and appropriate manner. Students and staff are clear that Dallam has a zero tolerance to abuse, staff and students should never pass off abuse as 'banter' and the culture and ethos of Dallam School centres around open and honest relationships where students feel safe and supported.

At Dallam school we teach and believe that all child-on-child abuse is unacceptable and will be taken seriously; and recognise the different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

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. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this advice. **HSB can occur online and/or face-to-face and can also occur simultaneously**

23.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others a risk assessment must be completed, and contact made with CSC if appropriate.

23.3 Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment to respond to their needs, which will include, parent/carers, youth justice (where appropriate), CSC and health.

23.4 We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims. Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

24.5 Dallam School ensures that students know and understand methods of reporting in confidence any instances of child-on-child abuse, these include but are not exclusive to; reporting directly to a member of staff in pastoral, or safeguarding teams. Providing a written report and handing to a member of staff. Using the school Confide system on each computer which notifies designated staff. Using ‘teams’ to contact staff members. Students are involved in ensuring that methods of reporting are current, reviewed and updated as result of student body feedback.

24.6 The victim may ask staff not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If

the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The designated safeguarding lead (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Staff at school will carefully consider the impact of these actions including that impact on siblings of the victim, and if necessary, set up support networks with other schools to ensure that they have support after a disclosure is made and during ongoing investigation and conclusions.

24 PREVENTING RADICALISATION

24.1 Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

24.2 The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff can recognise possible signs and indicators of radicalisation.

24.3 Dallam School acknowledges that students may be vulnerable to exposure or involvement with groups or individuals who advocate violence to a political or ideological end. In addition, students can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with groups and organisations or, increasingly, through the internet, including through social media sites. This can put students at risk of being drawn into criminal activity and has the potential to cause significant harm.

24.4 Our curriculum promotes the Modern British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

24.5 Students are encouraged to express themselves through discussions with staff, each other, and learn about other faiths; they are taught about how to stay safe when using the internet.

24.6 Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.

24.7 Potential indicators identified include:

- Use of inappropriate language
- Possession of or researching violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Graffiti/imagery of an extremist nature
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

24.8 Prevent is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. Prevent is not about ethnicity, religion or ethnicity, the programme is to prevent the exploitation of susceptible people. Responding to concerns.

24.9 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact the Local Channel Officer for advice.

24.10 Academies/colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

24.11 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Dallam School will ensure that, as far as possible all front-line staff will undertake Prevent awareness training/Workshop to Raise Awareness of Prevent (WRAP) and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

25. (SO – CALLED) HONOUR BASED ABUSE

25.1 So-called honour-based Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage (FM), and practices such as breast ironing.

25.2 All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

25.3 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.

25.4 If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place that requires a different approach (see previous section).

26. Upskirting – Students and staff could be subject to upskirting – the taking of images without permission under items of clothing. Any student or staff member victim to this will be supported via the behaviour policy and providing aftercare to negate the effects.

27. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. We have a weekly support club called the QSA (. Queer Straight Alliance) that our LGBTQ+ and allies can join to talk and be supported by trained staff.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

27. FILTERING AND MONITORING

- The DSL is responsible for ensuring that Dallam School and the Heversham boarding school sites are effectively filtered and monitored for internet traffic and keystrokes. The school uses IMPERO to filter and monitor the school systems and it is installed on all devices within the school facilities.
- Training is provided to all staff in cyber security at least annually.
- Risk management plans for vulnerable children are created with relevant staff and safeguarding team to share with wider staff and stakeholders.

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as 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; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

27.1 Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
 - Live software monitoring
 - Monitoring user logs
 - Monitoring individual devices
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
 - Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
 - All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns

27.2 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Dallam School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Dallam School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour/Anti Bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Where concerns are raised regarding the use of AI – staff will use the established routines to report concerns that will be investigated by the Safeguarding team.

28. A SAFER DALLAM SCHOOL CULTURE

28.1 SWMAT MAT trustees have agreed and ratified the policy.

28.2 Dallam School Whistleblowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

28.3 Safer Recruitment, Selection and Pre-employment Vetting

28.3.1 Dallam School pays full regard and commitment to following the Safer Recruitment, Selection and Pre-employment Vetting procedures as outlined in Keeping Children Safe in Education (September 2018) and in the Dallam School Safer Recruitment Policy.

28.3.2 Dallam School will maintain a Single Central Record which demonstrates the relevant vetting checks required including: identity, qualifications, barred check list including additions to checking section 20 barring lists for all senior and middle leaders, prohibition order and right to work in the UK. (See Safer Recruitment Policy).

28.3.3 Dallam School will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work.

28.3.4 All recruitment materials will include reference to the Dallam School's commitment to safeguarding and promoting the wellbeing of students.

28.3.5 Dallam School will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

28.3.6 Dallam School will ensure that appropriate DBS risk assessments will be undertaken as required.

28.4 Procedures in the event of an allegation against a member of staff or person in Dallam School

At Dallam School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of the MAT board who can be contacted by email or telephone (insert number)

28.4.1 The process for dealing with an allegation made against a member of staff or person in Dallam School is set out in Dallam School Dealing with Allegations against Staff Policy.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

28.4.2 Where Dallam School host out-of-school providers on the premises, it should be noted that whilst the provider is responsible for their own safeguarding and child protection policies and procedures, the school may refer any concerns they have about the provider to the local authority via LADO.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools will keep records at least until the individual leaves their employment.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

28.4.2 A low level concern may be deemed more serious after investigation by the Headteacher and will become an allegation, or if a concern meets the following criteria at first report.

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, Dallam school will conduct basic enquiries in line with local procedures to establish the facts to help us determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

28.4.3 Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, Lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

28.4.4 A list of all those who have undertaken NCSL Safer Recruitment training is recorded. (One of them will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel).

28.4.5 A safeguarding complaint that meets the above criteria must be reported to the Headteacher (case manager) immediately. If the complaint involves The Headteacher then the next most senior member of staff must be informed and the chair of MAT Board.

28.4.6 The case manager should gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. The case manager must use the Local Authority Designated Officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration the case manager should consult with HR. The completed LADO notification form must be sent to lado@cumbria.gov.uk within one working day of the allegation being made. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

28.4.7 A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Headteacher/SLT of Dallam School staff/chair of MAT Board (where appropriate) must attend this meeting, which will be arranged by the Local Authority Designated Officer (LADO) within one working day. All issues must be recorded, and the outcome reached must be noted to ensure closure. If a meeting is not called, the LADO will write to all parties involved to notify them of the outcome based on the investigations.

28.4.8 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

28.4.9 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with Dallam School Disciplinary Policy.

28.4.10 Any staff/volunteers who are dismissed by Dallam School for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where Dallam School has a reasonable belief that the member of staff/volunteer would have been dismissed by Dallam School had they been employed at the time of the conclusion of investigations will be referred to the DBS. Dallam School will keep written records of all the above.

28.5 Training and Support

28.5.1 All staff members should be aware of systems within Dallam School which support safeguarding and these will be explained to them as part of the staff induction. This includes Dallam School Safeguarding and Child Protection Policy; Dallam School staff handbook, Dallam School Whistleblowing Policy by the DSL and their cover or nominated deputy. All Dallam School staff will undertake a safeguarding refresher provided by the DSL each year AND during the year be provided with updates and online courses provided by TES develop.

28.5.2 We recognise the stressful and traumatic nature of child protection work. Supervision for all members of staff working on child protection cases will be undertaken in school and regularly recorded.

28.5.3 Designated Safeguarding staff must have attended level 2 and 3 safeguarding courses. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness/WRAP training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

28.5.4 Dallam School will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to Dallam School. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education virtual school or face to face training provided during INSET activities via accredited partners.

28.5.5 All new staff and volunteers working within Dallam School will receive child protection training and guidance within the first week of their employment or placement. This will be undertaken by a designated child protection officer. At this time, staff members will also receive a paper copy of Dallam School Safeguarding and Child Protection Policy for their reference.

28.5.6 The Headteacher will attend training at least every 3 years.

28.5.7 SWMAT LAC and Trustee members, including the nominated governor, will attend specific training on their role, updated at least every 3 years. All governors will take part in mandatory training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in school are effective'

28.5.8 Training completed will be recorded by Dallam School on the Single Central Record.

28.5.9 Any training accessed through third party/independent providers must reflect the CSP protocols and the CSP minimum standards checklist. This training should be recorded by Dallam School on a separate training matrix.

28.6 Professional Confidentiality

28.6.1 Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of Safeguarding. Dallam School recognises that the only purpose of confidentiality in this respect is to benefit the student.

Appendix One

DEFINITIONS AND INDICATORS OF ABUSE

Reference: KCSIE 2022

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.'

NEGLECT

Definition: Neglect 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. Neglect may occur during pregnancy as a result 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 care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child/student dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

PHYSICAL ABUSE

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

SEXUAL ABUSE AND VIOLENCE

Definition: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

EMOTIONAL ABUSE

Definition: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders

- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation,
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis
- Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

CHILD SEXUAL EXPLOITATION (CSE)

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

What do we all need to do?

CSE affects thousands of children and young people across the UK every year. As professionals working with young people in an education, health or social care setting, we all have an important role to play in protecting children from exploitation.

We can do this by the following:

- Identification-We should all become aware of the risk indicators and factors to consider whether a child is at risk of sexual exploitation
- Acting-If someone identifies that a child may be at risk of CSE, they should complete a Cause for Concern and hand this to the Designated Officer at Dallam School. If they are not available contact the Duty and Advice Team to discuss this. If a child is at immediate risk of harm, ring the Police on 999.
- Vulnerability and Risk Management-where it has been recognised that a child is at risk, has been targeted or is being exploited, services should work together to manage vulnerability and risk.
- Disruption -Services should work in partnership to disrupt perpetrator activity. This will include sharing information between the police and services working with children and adults, the business sector and the wider community.

Key Factors to consider when assessing CSE:

- Chronic low self-esteem
- Mental health difficulties/self-harm
- Suicidal thoughts or intent
- Disengagement from school
- Behaviour, exclusion or anti-social behaviour
- Attendance, truancy and going missing
- Being in looked after care and especially residential care

- Bullying/aggressive behaviours
- Lack of communication with parents/carers
- Overly strict/relaxed boundaries
- Domestic abuse in the home
- Breakdown in family
- Lack of warmth/attachment and parental relationship

Examples which may indicate CSE (it is not designed to be used as a checklist):

- Truanting. Regular non-school attendance.
- Excluded, behaviour problems
- Missing/run away.
- Sexualised risk taking, inappropriate dress/change in physical appearance.
- Meeting unknown adults/getting into unknown cars.
- Older partner (+5 years)
- Unaccounted for money, expensive items such as new mobile phone, jewellery
- Contact with risky adults/environments
- Associating with other known sexually exploited children
- Extensive use of mobile phone.
- Evidence of vulnerability through the internet and/or social networking sites
- Coercion/control —Reported limited/reduced contact with friends, family or in placement.
- Disclosure of physical/sexual assault (later withdrawn).
- Sexual health, STI(s), miscarriage(s), termination(s)
- Substance misuse.
- Mental Health—Low self-esteem, self-harm, eating disorder. Attempted suicide.
- Violent behaviour, angry outbursts, offending

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

FEMALE GENITAL MUTILATION (FGM)

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris and it can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out. Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have FGM. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman but it constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases

Long-term Effects

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

There is a low referral threshold for FGM and referrals need to be made at the point of suspicion. Examples which may indicate FGM (it is not designed to be used as a checklist):

- The student comes from or has family in one of the high-risk countries of origin (including that of parents/ grandparents)
- Mother/older sibling has been circumcised
- Family hold positive values about FGM
- Grandmother/elder female has a strong position in the family and is attending the family home or visiting
- The family plan to take the student on a long or extended holiday (key times are linked to school holidays)
- Student verbal clues, for example 'I am going on holiday and when I come back, I will be a woman'
- Student have difficulty walking, sitting or standing
- Student spending longer than normal in the bathroom or toilet
- unusual behaviour after an absence from academy or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

A girl is at immediate risk of FGM if:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

There are 3 main levels when risk assessing FGM:

Level 1 –Primary risk factor –country of origin (no referral to social care but awareness of other indicators is a priority)

Level 2 –Primary risk factor + 1 or 2 other risk factors identified (referral to CSC)

Level 3 –Explicit risk factors –child requests help or is travelling home or goes missing from education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines 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.

One of the ways of 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 and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an

intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

RESPONSES FROM PARENTS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation

- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

RADICALISATION

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

The Counter Terrorism Act, 2015

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Schools and colleges which are required to have regard to Keeping Children Safe in Education (DfE, September 2016) are listed in the Act as partners of the Channel Panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. The functions of a panel are:

- to prepare a plan in respect of identified individuals who the panel considers should be offered support for the purpose of reducing their vulnerability to being drawn into terrorism;
- if the necessary consent is given, to make arrangements for support to be provided to those individuals in accordance with their support plan;
- to keep under review the giving of support to an identified individual under a support plan;
- to revise a support plan, or withdraw support under a plan, if at any time the panel considers it appropriate;
- to carry out further assessments, after such periods as the panel considers appropriate, of an individual's vulnerability to being drawn into terrorism

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people;
- Identifying a range of interventions
- Taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.

- Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Examples which may indicate radicalisation (it is not designed to be used as a checklist):

- Use of inappropriate language;
- A student being vulnerable for example SEND and contacting unknown adults on social networking sites
- Possession of violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.
- Family members express radical ideals
- Being known to frequent places where radical ideologies are discussed

Appendix Two

DEALING WITH A DISCLOSURE OF ABUSE

When a student tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the student. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the student. Assure them that you will try to help but let the student know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Young people very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the student that it is not their fault.
- Encourage the student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the student that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the student may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Dallam School DSL or safeguarding team member without delay.

Using CPOMS staff should record the disclosure in as much detail as possible following training guidelines and metatag as a Cause for Concern.

Students making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from the Designated Lead or Headteacher.

Appendix Three

Designated Safeguarding Staff

Safeguarding Team

All Concerns about students should be recorded and logged on CPOMS as soon as possible that day.



Mr R Surtees
Designated Safeguarding Lead



Mrs S Hilton
Deputy Designated Safeguarding Lead



Mr S Henneberry



Mrs N Gilbert



Miss R Knipe



Mr C Pattinson



Mr P Ainsworth



Dallam School 'safeguarding@dallamschool.co.uk'

**Code of Conduct for
adults visiting or working
on a school site**

Produced by:

Observe this Code at all times.

Remember that your actions
could be misinterpreted however
well they are intentioned.

If you have any site concerns about
children and child protection then please
speak to your employer, or a senior
manager of the establishment that you are
working in.

Keep yourself and our children safe!

Child Protection



**Kym Allan Safeguarding
Health & Safety Consultants
3-4 Citadel Row
Carlisle
CA3 8SQ**



Keeping Who Safe?

Adults visiting or working on a school site play an important part in the life of a school, whether helping to build or maintain the building or visiting as part of the school's wider community.

We can all play a part in keeping children* safe whilst working on or visiting a school site, regardless of whether you are directly employed by the school, working as a contractor, sub-contractor or in any other role in school.



Keeping children safe is covered by the statutory DfE guidance 'Keeping Children Safe in Education'.

Our actions can sometimes be perceived in a way that was not intended. We want to promote safe working practices for everyone on a school site, whatever your job.

We must also take steps to keep ourselves safe. To keep yourself safe from possible allegations, please follow this Code.....

*Throughout this Code a child is defined as anyone under the age of 18.

Do

- ✓ avoid contact with children;
- ✓ be aware that verbal interaction with children may be interpreted by them as offensive or as harassment, even if this was not your intention;
- ✓ report any unacceptable behaviour from a child;
- ✓ be aware that contact made outside of the school environment as a result of you coming into contact with a child whilst you are on a school site, may have an impact on your employment;
- ✓ stay within the agreed work area and access routes and obtain permission if you need to go outside agreed areas;
- ✓ keep school staff informed of where you are and what you are doing;
- ✓ dress appropriately—shirts to be worn at all times;
- ✓ follow the establishments policies and procedures and the Contractors Safety Information sheet.

Don't....

- ✗ be in contact with children without supervision;
- ✗ instigate verbal or physical contact with children (this applies both on and off site) unless it is appropriate and a part of an agreed reason for your visit;
- ✗ respond to verbal or physical contact from children. If this occurs, or you have any other concerns about behaviour then report it immediately to your supervisor or a member of school staff;
- ✗ give any personal information to any child, for example your name, address, telephone number or e-mail address, this includes access to your social networking site;
- ✗ accept or respond to a child attempting to give you personal information, for example their name, address, telephone number, e-mail address or access to a social networking site;
- ✗ accept physical or verbal abuse from a child. **DO NOT** respond yourself, but report it immediately to your supervisor or a member of school staff;
- ✗ use any school facilities e.g. toilets, changing rooms etc. unless you have been previously authorised to do so;
- ✗ use profane or inappropriate language or express prejudicial or extremist views;
- ✗ use mobile phones or cameras to take or record images of children or others in school.