



**SEDBERGH SCHOOL
AND
CASTERTON, SEDBERGH PREPARATORY SCHOOL**

Policy and Procedures for Safeguarding and Child Protection	
Known as the Safeguarding Policy	
Version	2021.2
Effective from	September 2021
Extent of Policy	Sedbergh School Casterton, Sedbergh Prep School The Mulberry Bush, Casterton SSDL
Policy Owner	Headmaster, Sedbergh School
Review by	September 2022
Authorised by	Audit & Compliance Sub-Committee
Auditing Governor	The Venerable Nick Barker
Frequency of Audit	Annual
Circulation	Governors SLT All Employees Parents by request
Publication	Website Staff Hub

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1 Scope of the Policy

Sedbergh School, Casterton, Sedbergh Prep School, The Mulberry Bush Nursery & Sedbergh School Developments Limited (SSDL) recognise their primary responsibility to safeguard and promote the welfare of the children and young people in their care. We strive to minimise risk through the rigorous implementation of this Policy but are aware that vigilance is always necessary in order to reduce potential risks to children.

In formulating these policies and procedures and tailoring them to the needs of the School full account has been taken of the inter-agency procedures agreed by Cumbria Safeguarding Children Partnership (CSCP), statutory guidance *Keeping Children Safe in Education* (KCSIE2021), *Working Together to Safeguard Children* (WT 2018), 'Prevent' Duty Guidance for England and Wales (2015), The Education (Independent School Standards) (England) Regulations 2014 and the Independent Schools Inspectorate Handbook including National Minimum Standards for Boarding Schools (2015). Further relevant legislation which is referred to within these documents is listed in [Appendix 3](#). Safeguarding within the EYFS setting is determined by the EYFS (welfare requirements) Regulations 2019, Section 40 of the Childcare Act 2006.

This policy applies to all staff, Governors, volunteers and visitors working for and on behalf of the School. It is available to parents on the School website and by request.

Safeguarding is defined as, "protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes", this applies to all young people under the age of 18. (KCSIE2021)

All pupils have the right to protection, regardless of age, gender, ethnicity or racial heritage, disability, sexual orientation, religious beliefs or identity. The School recognises its legal duty to work with and in accordance with locally agreed inter-agency procedures and the Governing Body acknowledge their collective responsibility to ensure that Safeguarding duties are carried out carefully, thoroughly and in accordance with their obligations set out in *Keeping Children Safe in Education (2021)* and *Working Together to Safeguard Children (2018)*. In effect, safeguarding is everyone's responsibility.

This responsibility is underpinned by the following aims:

- a. To effectively promote the welfare of children;
- b. To protect children from harm (maltreatment) and to understand the many and varied definitions of harm;
- c. To prevent impairment of children's health and development;
- d. To ensure children grow up in circumstances consistent with the provision of safe and effective care;
- e. To take action to enable all children to have the best outcomes.
- f. To be a dynamic document able to respond to changing world events (eg the Covid-19 pandemic)

The School addresses its commitment to these aims through:

1.1 Prevention

By ensuring all reasonable measures are taken to minimise the risk of harm to children's welfare, including:

- a. appointing a Designated Safeguarding Lead (DSL) (in accordance with WT2018) who sits on the Strategic Management Teams to oversee all aspects of Safeguarding and a Deputy Designated Safeguarding Lead (DDSL) in each section of the School (see list in [Appendix 1](#) and Job Descriptions [Appendix 4](#)).
- b. establishing a positive, supportive, secure environment in which children can learn and develop, together with a School ethos, which promotes, in all pupils, a sense of being valued.
- c. ensuring we practise safer recruitment in checking the suitability of all staff, volunteers and contractors to work with children and carry out appropriate checks on staff with any different employer who is looking after the School's pupils on a site other than the School.
- d. ensuring that all staff are aware of and fully implement the Policy and Procedures for Safeguarding and Child Protection, in line with the Cumbria Safeguarding Children Partnership's procedures, and providing timely, informal updates to staff on such specific safeguarding issues as Prevent and online safety.
- e. teaching pupils about safeguarding through assemblies, the curriculum, PSHE which includes RSE and extra-curricular opportunities including online safety (e-safety) and how to build resilience to the risks of radicalisation.
- f. protecting pupils from inappropriate online material through the deployment of appropriate monitoring and filtering systems through the School's robust technical infrastructure and provision to safeguard against and monitor inappropriate content. (See E-Safety Policy)
- g. listening to children's wishes and feelings and ensuring these are given weight in any decisions regarding welfare or protection or when developing safeguarding strategies and providing training or teaching.
- h. developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- i. providing pastoral support that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns both within and beyond School.
- j. in accordance with the agreed child protection plan, we will support pupils who have been abused.
- k. implementing risk assessment procedures which include emotional and psychological risk management as well as physical risk.
- l. holding emergency contact information for all children beyond immediate family.

The Governing Body will ensure that the School contributes to the full implementation of the child protection policy and procedures in accordance with the requirements of Part 8 Independent School's Standards and specifically to 'actively promote the welfare of pupils'. Additionally, the school seeks to establish good working relationships with local agencies including Children's Services of the local authority, the Local Authority Designated Officer (LADO) and Police. If there has been a substantiated allegation against a member of staff, the

School will always work with the LADO and follow their advice particularly to determine whether there are any improvements to be made to the School procedures or practice to help prevent similar events in the future. The role of the LADO is described in [Appendix 4](#).

1.2 Protection

We recognise that because of the day-to-day contact with children, the staff are well placed to observe any worries or concerns children may have including any specific signs of harm or abuse. Sedbergh School will therefore:

- a. Establish and maintain an environment where children feel secure, are encouraged to talk, and are actively listened to.
- b. Ensure children who may have a worry or concern can always approach staff and volunteers at the School who are fully trained in safeguarding and will act sensitively in listening and responding to any concerns. That information is provided as follows:
 - i. Sedbergh School: Pupils are provided with quick reference cards about safeguarding and what to do if they are worried. The details of the following telephone helplines are published:

a. ChildLine	0800 1111
b. Kidscape	020 7730 3300
c. The Children’s Commissioner	020 7783 8330
d. NSPCC Child Protection Helpline	0808 800 5000

The Brown Book, given to every pupil every year, contains guidance on where to turn for advice, including the name of the DSL and DDSL, details of confidential help lines for external specialists, contact details of the Independent Listener and the School Doctor.

Pupils in Year 7 and above will also have access to an online platform in which to share concerns anonymously should they find the nature of the topic difficult to articulate.

- ii. Casterton, Sedbergh Prep School: information is displayed on a notice board, in classrooms and on prominent noticeboards around the School.
- iii. Casterton, Sedbergh Pre-Prep and Mulberry Bush Nursery: children are encouraged through PSHE (including RSE) and assemblies to speak to their teacher or any member of the Pre-Prep staff if they have any worries or concerns.
- g. Ensure every member of staff (including temporary staff, supply staff and volunteers) and members of the Governing Body knows the name of the DSL responsible for child protection and their role and how to contact her.
- d. Ensure all staff (including temporary staff, supply staff and volunteers) and Governors understand their individual responsibilities in being alert to the signs of abuse and responsibility to refer any concerns to the DSL.
- e. Ensure that all appropriate actions are taken to address concerns about the welfare of a child or children, working with agreed local policies and procedures in full partnership with other local agencies, especially Cumbria County Council’s Children’s Services, the LADO (or designated officer or team of officers), and Police. This may include:
 - i. Sharing information about concerns with agencies that need to know and involving children and their parents/carers appropriately.

- ii. Working with other agencies to secure services to support children who are in need.
- iii. Monitoring children known or thought to be at risk from harm and contributing to assessments of need and support packages for those children.

Appendix 1 shows the names and contact details of Staff with specific safeguarding duties.

1.3 Reporting and Communication

The School will develop and maintain effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. In addition, the School will adhere to local and inter-agency procedures to report Safeguarding issues, without the need for parental consent, by:

- a. reporting matters which come to its notice through observation, information or disclosure to Cumbria County Council's Children's Services, (in the case of concerns about children, the LADO (in the case of concerns about staff/volunteer conduct towards children and/or the Police where it is considered that a criminal offence may have been committed. Note: In the event that the Designated or Deputy Safeguarding Leads and the Headmaster, Sedbergh School are unavailable anybody can make a referral by making contact with the Cumbria Safeguarding Children Partnership Hub (Tel: 0333 240 1727). Full procedures are set out on the CSCP website ([Cumbria Safeguarding Children Partnership : Cumbria County Council](#)). This also applies where staff feel that appropriate steps are not being taken to promote the welfare of children or to safeguard them.
- b. notifying Children's Services if there is an unexplained absence of more than two days of a pupil who is in receipt of a child protection plan, or absent from School without explanation.
- c. following procedures set out in this Policy where an allegation is made against a member of staff, including agency staff. These procedures deal with allegations against visitors, volunteers, the Headmaster, Sedbergh School and the Designated Safeguarding Lead, as well as staff.
- d. reporting to Ofsted, the Independent Schools Inspectorate and the Charity Commission on Serious Incidents of any serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Ofsted registered providers must also inform Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with the requirement commits an offence. (EYFS welfare requirement 2.8.)
- e. notifying the DBS (and the TRA where appropriate) within one month of any person leaving the School (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

[For the purposes of this section, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by

contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Independent schools are also under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the TRA website.]

- f. ensuring, where necessary, that records are passed on to the receiving school if a pupil transfers or where this is not known, reporting the child as 'missing in education'.

The central principle of WT 2018 is the requirement that schools and agencies work together in order to identify children at risk and protect them from harm. In this respect, the welfare of the child is paramount, meaning that considerations of confidentiality which might apply to other situations will not be allowed to override the right of children to be protected from harm. However, this does not negate the right of the individual to be protected when an allegation has been made and is being investigated, during which time every effort will be made to ensure that confidentiality is maintained.

1.4 Recording

Records are essential in order to identify patterns, explain decision-making and promote accountability. The School will:

- a. keep written chronological records of concerns about children. This will include concerns which fall below a referral threshold to ensure that an accumulation of such events does not cause harm to children.
- b. ensure all records are kept securely, separate from the main pupil file, and in locked locations.

The School is also mindful of the Independent Inquiry into Child Sexual Abuse. All organisations working with children (including all schools) have been directed to preserve all documents relating to the care of children so that they are available for inspection should they need to be. In light of the Inquiry the School will suspend its routine destruction of pupil and staff files and old safeguarding policies.

2 Roles, Responsibilities and Duties

2.1 Introduction

Child Protection is one very important aspect of Safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. The term 'significant harm' was defined by The Children Act of 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria on which to rely when judging what constitutes significant harm, the overriding consideration is that the physical and mental health and welfare of a child is being avoidably impaired or prevented, or the child is being ill-treated. Specifically, the following factors are used by the DSL and DDSL in assessing any case. Close liaison will also take place with Children's Services in order to obtain advice and guidance:

- a. The degree and extent of harm.
- b. The duration and frequency of abuse and neglect.
- c. The extent of premeditation.
- d. The presence and degree of threat, coercion, sadism.
- e. Sometimes, a single traumatic event may constitute significant harm (eg a violent assault, suffocation or poisoning), but often, it is the consequence of a compilation of significant events (both acute and long-standing) which interrupt, change or damage the child's physical and psychological development. (WT 2015).

The School is also aware of other important factors which can impinge on the welfare of children and will always take into account specific issues such as Female Genital Mutilation, Domestic Violence and substance misuse, child sexual exploitation, child criminal exploitation, honour-based violence, upskirting or peer-on-peer abuse (including sexual violence and sexual harassment) and bullying. These issues are only examples of the types of harm that might befall children. Consequently the School will always evaluate any emerging themes depending on the School demography, the local community and any emerging national issues. Please see Appendix 9 for the Sedbergh School 'Closed School' Safeguarding and Child Protection Policy.

Staff should be clear that they must not make judgements or carry out investigations. The only agencies that can carry out investigations are those authorised to do so under the law. This includes Children's Services (and LADO), or the police. The NSPCC is also a child protection agency but does not actually carry out investigations and will pass any information to Children's Services of the local authority. The information in these procedures must be read in the context of the specific advice offered herein, in terms of how to act in cases where safeguarding and/or child protection issues are suspected.

2.2 Responsibilities of all Staff (and where specified, volunteers)

All staff and volunteers must attend child protection training upon request, and at least annually or where specific updates are required, such as when there are changes to statutory guidance:

- a. All staff and volunteers who work with children are trained at least annually in accordance with the requirements of the Cumbria Safeguarding Children's Partnership, and must read Part 1 of KCSIE2021 including Annex A and

- subsequently, every time that document is updated. They must ensure their full understanding and sign to confirm that that they have read and understood that document. The School will offer support to staff whose first language is not English.
- b. The School may wish to take additional steps to satisfy itself that any member of staff, supply/agency staff or volunteer has understood Part 1 of KCSIE2021 including Annex A and their individual responsibilities.
 - c. All new staff, including temporary staff and volunteers, in accordance with the requirements of the Local Safeguarding Children's Board, are provided with induction training that includes:
 - i. the School's Safeguarding Policy
 - ii. the Staff Code of Conduct
 - iii. Whistleblowing Policy
 - iii. the identity of the Designated Safeguarding Lead and Deputy DSL
 - iv. a copy of Part 1 of KCSIE2021 including Annex A
 - v. pupil behaviour policy
 - vi. Safeguarding response to children who go missing from education (CME)
 - d. Training will include guidance on the duties of staff and volunteers in relation to both children in need of additional help and support and children at risk of harm. Training will include explicit teaching in the definition and signs of sexual abuse, as well as the actions to be taken in the event of a report or disclosure of sexual harassment or sexual abuse.
 - e. Staff development training will also include training on online safety and anti-radicalisation 'Prevent' training (including the online general awareness training module on the 'Channel' process.)

In order to protect pupils in its care, the School will maintain an ongoing assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, child criminal exploitation female genital mutilation, cyberbullying and mental health. It will also remain alert to any specific themes that may emerge either locally or nationally and on which additional training is required. During the Covid-19 pandemic, staff are specifically guided to Annex 9 – how to keep children safe whilst running a 'closed' school.

All staff and volunteers are required to follow the procedures outlined within this policy, in particular the steps outlined in [Appendix 2](#) which provide guidance about what to do if you have Safeguarding concerns about any child.

Staff who are pet owners should consider carefully the risk that an animal may present to pupils and other employees, or the discomfort that a pet may cause to someone who dislikes particular animals. It is always the responsibility of the owner to manage the animal which should never be allowed on site in an uncontrolled manner. Dogs must never be allowed on playing fields because of the health risk that fouling represents.

Staff who may wish to keep a pet in School accommodation should consult their line manager about the suitability of such a decision including the appropriateness of the breed before bringing it on site or into School accommodation. The School will not allow breeds of dog identified as "dangerous" to be brought onto site or to be kept in School accommodation and will make a Safeguarding referral of any injury to a pupil which is caused by any pet.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and that such concerns will be taken seriously by the Senior Management Team. If concerns remain please follow the Whistleblowing Policy.

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

This is an inescapable, personal and professional responsibility held by all staff for the promotion of welfare and protection of children from harm.

2.3 Role of the Designated Safeguarding Lead and supporting personnel

The School has appointed Dr Jenny Burns as Designated Safeguarding Lead (DSL) to be responsible for matters relating to Safeguarding and Child Protection in the School and to represent Safeguarding on the Strategic Management Team.

The DSL will be trained annually and to an appropriate level in:

- a. The role and responsibilities of the Designated Safeguarding Lead (NSPCC) and Safeguarding and Child Protection (Level 3)
- b. 'Prevent' training (Home Office certificated course)
- c. inter-agency protocols
- d. supporting children in need
- e. children at risk of radicalisation

The School role description of the DSL and DDSL is set out in [Appendix 4](#) of this document. The statutory responsibilities of the DSL are set out in Annex B of KCSIE2021 and reproduced in [Appendix 5](#) of this policy.

Deputy Designated Safeguarding Leads have been appointed in:

Sedbergh Senior School
Casterton, Sedbergh Prep School
The Mulberry Bush Nursery
SSDL

At all times of the year either the DSL, Deputy DSL or a member of SMT will be contactable for any Safeguarding issues, via the main School office, at either senior school or prep school, as appropriate.

The Headmaster and Senior Deputy Heads of the Senior School and Headmaster of the Prep School are trained to Safeguarding Level 3, in Safer Recruitment and have completed online 'Channel' training.

The Governor with special responsibilities for Safeguarding is the Venerable Nick Barker.

The names and contact details of these adults with responsibility for Safeguarding at Sedbergh School are set out in Appendix 1.

The responsibilities of the DSL within Sedbergh School are:

- a. to be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any other in all matters of Safeguarding.
- b. to be the primary communicator with the Local Area Designated Officer (LADO), Cumbria County Council's Children's Services, CSCP and the Police on matters of Safeguarding. Communication will take place within 24 hours of a disclosure or suspicion of abuse. All paperwork will be held by the Designated Safeguarding Lead.
- c. to maintain all Safeguarding records in secure and confidential locations.
- d. to attend any meetings pertaining to an incident.
- e. to co-ordinate information for an Early Help Assessment and Referrals to external agencies.
- f. To maintain copies of current Safeguarding legislation (including Prevent Duty), national and CSCP guidance and advisory documents and be conversant with these.
- g. to ensure the School is compliant with Safeguarding and Child protection legislation and local requirements and to co-ordinate the safeguarding procedures in the School.
- h. to liaise with the Safeguarding Hub, Cumbria County Council's Children's Services and any other safeguarding officer appointed by Cumbria County Council's Children's Services.
- i. to review incidents on a termly basis in order to determine the emergence of patterns and to advise the Headmaster, Sedbergh School on the perceived risks of harm to individuals or groups of pupils.
- j. To work with the Safeguarding Governor to undertake a full review of all aspects of Safeguarding and Child Protection in accordance with Part 8 The Education (Independent School Standards) Regulations 2014 to ensure that they comply with the requirements and to enable her to provide a comprehensive written report for the Governing Body.

2.3.1 Training Responsibilities of the Designated Safeguarding Lead

In order to discharge these responsibilities the DSL, supported by DDSs and SMT will arrange or provide training to all staff, Governors, volunteers and visitors working for and on behalf of the School. Through the DSL, the School undertakes to provide training in accordance with the LSCB recommendations and in particular:

- a. to ensure that all DDSs receive training to Level 3, including inter-agency working, at two yearly intervals. This training covers inter-agency working, participation in child-protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.

- b. to ensure all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training in accordance with the CSCP's recommendations.
- c. to ensure all staff who work with children know how to access and be conversant with the School's Child Protection procedures.
- d. to ensure that all staff and volunteers are provided with Induction Training regarding the School's arrangements for safeguarding children within seven working days of their commencement of work via the HR Manager. This training will include provision of this document, the Staff Code of Conduct, the Whistleblowing Policy, the name and contact details of the DSL and the requirement that they read 'Keeping Children Safe in Education 2021: information for all school and college staff' (Part 1; all staff), KCSiE Annex A (staff in leadership positions and those who work directly with children) and complete the online form to indicate that they have done so.
- e. 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.
- f. 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 effectively to these when required to do so.

2.3.2 Effective implementation of the role of Designated Safeguarding Lead

In order to ensure that these duties are carried out, the School will ensure that:

- a. sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussion and other inter-agency meetings, and contributing to the assessment of children.
- b. all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to safeguarding children. The School undertakes to treat such concerns sensitively and effectively in a timely manner in accordance with the School's Whistleblowing Policy.

2.3.3 Action and Referrals by the Designated Safeguarding Lead

The School, through the DSL, undertakes:

- a. to develop effective working relationships with other agencies and services.
- b. to decide upon the appropriate level of response to specific concerns about a child, whilst operating within the legislative framework and recommended guidance in accordance with locally agreed inter-agency procedures and thresholds. Further considerations will include:
 - i. immediate safety of pupil(s), staff or the public
 - ii. welfare implications for all involved.
 - iii. the nature and seriousness of the suspicion or complaint
 - iv. the child's wishes or feelings when determining what action to take and what services to provide to protect individual children by ensuring children are able to express their views and give feedback.
 - v. duties of confidentiality, so far as applicable.

- c. **that any likelihood of a serious criminal offence, including the identification of illegal terrorist-related activity, will always be referred to the Safeguarding Hub or the Police without further investigation within the School.**
- d. to consult with Children's Services or other appropriate professionals if there is doubt about whether a referral should be made.
- e. to make an immediate referral to Cumbria County Council's Children's Services in the event that a child is at risk and in accordance with the CSCP Plan, a multi-agency referral form will be completed and sent to Children's Services within 24 hours of a telephone referral.
- f. to make any necessary referral to the Local Authority Designated Officer (LADO). The LADO has overall responsibility for the management of allegations of abuse by adults who work with Children, provides advice and guidance, liaises with the Police, Social Care Teams, Regulatory Bodies such as Ofsted and other organisations as needed and ensures a consistent, fair and thorough process for both child and adult. The role of the LADO is set out in more detail at [Appendix 4](#).
- g. to co-operate with the 'Channel' Panel and the Police to provide relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.
- h. to submit reports and ensure the School's attendance at child protection conferences.
- i. to contribute to decision making and delivery of actions planned to safeguard the child.
- j. to ensure that the School effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- k. to ensure that accurate safeguarding records relating to individual children are kept separate from the academic file and are passed on securely should the child transfer to a new educational provider.
- l. to notify Cumbria County Council's Children's Services of any serious incident, injury or death of any child while in the care of the School, and to act upon any advice from those agencies. Contact details of the foregoing Agency may be found in [Appendix 1](#).

2.3.4 Alternate to the Designated Safeguarding Lead

If the DSL is unavailable, her duties will be carried out by a Deputy Designated Safeguarding Lead in the first instance, and, in their absence, by the Headmaster.

In the same way, if a DDSL is absent within one part of the School, another DDSL will be authorised to deal with matters in the relevant School.

2.4 Roles in EYFS

Within the EYFS settings, there are DDSLs for Early Years Provision in the Pre-Prep department of Casterton, Sedbergh Prep School. Names and contact details are set out in [Appendix 1](#). They will inform the DSL of any serious allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken

place on the premises. The DSL will follow the foregoing procedures in respect of these allegations.

There is a separate Safeguarding Policy for The Mulberry Bush Nursery which covers areas pertinent to the safeguarding of children of this age.

As a registered EYFS establishment the School has a responsibility to report any abuse to Ofsted within 14 days of awareness of an incident. Ofsted can be contacted in three ways.

- a. Telephone: 0300 123 1231 (Monday to Friday from 8.00am to 6.00pm)
- b. Email: enquiries@ofsted.gov.uk
- c. Letter: Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

All policies relating specifically to The Mulberry Bush Nursery may be found on the Sedbergh School Hub and are available on request.

2.5 Role of Governors

The Governing Body appoint a Designated Governor to have an overview of this area but recognise that the Safeguarding duties remain the responsibility of the whole Governing Body, including the Chairman of Governors. The Governing body also recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

The role description of the Designated Governor is found in [Appendix 4](#). The responsibilities of the Designated Governor include:

- a. ensuring that the School is adhering to current Statutory legislation, Local Authority, and inter-agency procedures.
- b. ensuring that the School has Policies and Procedures for Safeguarding and Child Protection which are known to all staff and governors and in accordance with Statutory legislation, Local Authority, and inter-agency procedures and that these are made available to all parents.
- c. Working with the Designated Safeguarding Lead and the Governing Body to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.
- d. The submission of any annual reports required by the Local Authority or agencies.

3 Risks faced by Children and their Indicators Types and Indicators of Abuse

3.1 Abuse and Neglect

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. In accordance with the requirements of the Local Safeguarding Children's Board and KCSIE 2021, all should be aware of:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an

institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. Particular types of abuse include:

- a. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- b. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development or mental health. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- c. **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 acts of sexual abuse, as can other children.

Abuse can take place wholly online or technology may be used to facilitate offline abuse.

The School recognises the different forms of abuse that can take place and makes it clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up" or "just having a laugh".

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

3.2 Specific types of abuse

In addition to these general types of abuse, the School recognises that Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), Honour Based Violence (HBV), Upskirting and Radicalisation are types of abuse which can happen in our community. All staff should be aware of the information on these areas. [Appendix 8](#) gives more detailed information from KCSIE2019.

3.2.1 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threat of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Harmful sexual behaviour (as defined by the NSPCC) includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others.

See <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Signs of CSE may include:

- a. Unexplained gifts and new possessions
- b. Association with other young people involved in CSE
- c. Children who suffer STI
- d. Children who suffer changes in emotional well-being
- e. Children who go missing for periods of time, regularly come home late and miss education.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Age differences and harmful sexual behaviour – sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years difference in age or if one of the children is pre-pubescent and the other isn't.

However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

The following tools may also be helpful when dealing with a possible case of CSE -

http://cumbrialscb.proceduresonline.com/files/app_1.1_cse_fc.pdf

<http://www.solihull.gov.uk/portals/0/socialservicesandhealth/csescreeingtoolkit.pdf>

3.2.2. Mental Health

All staff should be 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behavior suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behavior and education.

If staff have a mental health concern about a child that is also potentially a safeguarding concern, immediate action should be taken. Involvement of both the DSL and a medical professional should be sought (ordinarily through the duty nurse phone number or in an emergency, by calling 999).

3.2.3 Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annexe B of the Multi agency Statutory Guidance of Female Genital Mutilation April 2016. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance *Mandatory Reporting of Female Genital Mutilation - procedural information (October 2015)* for further details about the duty.

3.2.4 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office's 'Preventing youth violence and gang involvement' and its 'Criminal exploitation of children and vulnerable adults: county lines' guidance.

3.3 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The School operates IT systems which filter-out extreme and radical websites and online radicalisation and incitement. The School recognizes that Radicalisation and Extremism can be religious, political or focused around single issue groups. Whilst the overall risk is low in relative terms, awareness and vigilance are expected at all times, and staff receive on-going training and support, including Guidance about Visiting Speakers (see [Appendix 7](#)) and the importance of raising pupil awareness. Staff are referred to the School anti-radicalisation "Prevent Policy". In EYFS settings staff must be aware of the need to 'look beyond the setting' and to be sensitive to the behaviours of young children.

3.4 Further Specific Safeguarding Risks and threats of abuse

Children and young people may also be subject to specific threats to their safety. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Staff in schools and colleges can also access guidance on the issues listed below via the GOV.UK website and resources listed in [Appendix 3](#):

- a. child missing from home or care
- b. bullying including cyberbullying
- c. domestic violence
- d. drugs
- e. fabricated or induced illness
- f. faith abuse
- g. forced marriage
- h. gangs and youth violence

- i. gender-based violence
- j. violence against women and girls (VAWG)
- k. mental health
- l. private fostering
- m. sexting
- n. teenage relationship abuse
- o. trafficking
- p. upskirting

3.5 Sexting

Sexting can be defined as images or videos generated:

- a. by children under the age of 18 or,
- b. of children under the age of 18 that are of a sexual nature or are indecent.

According to statistics from the charity Beat Bullying (2009 and 2012), 38% of young people have received a sexually explicit text or email, whilst 85% of recipients knew the identity of the sender. 54% of teachers were aware of pupils creating and sharing sexually explicit messages and images via the internet or mobile devices. It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1998. Under this legislation it is a crime to:

- a. take an indecent photograph or allow an indecent photograph to be taken;
- b. make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- c. distribute or show such an email;
- d. possess with the intention of distributing images;
- e. advertise; and
- f. possess such images.

Any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, and whilst it is unlikely to be considered in the public interest to prosecute children, young people need to be aware that they may be breaking the law.

Staff should respond to any disclosure relating to sexting in the same way they would in any other safeguarding disclosure (See [Appendix 2](#)). However, the following points should also be noted:

Staff may confiscate an electronic device if they think there is good reason for doing so (see Behaviour Policy), however any search of that device should be conducted by the DSL, Senior Deputy Head (Pastoral), or Prep School Headmaster. Material should not be moved from one device to another (eg via email), printed out or saved.

An image that has been shared across a personal mobile device should not be viewed unless there is a clear reason to do so (such as a belief that a young person is at risk of physical or emotional harm).

If indecent images of a child are found, the DSL will agree a course of action, which will include some or all of the following:

- a. Store the device securely
- b. Assess the risk to the young person
- c. Contact the police (if appropriate)
- d. Make a referral if needed
- e. Put the necessary safeguards in place for the pupil (which may include counselling)
- f. Inform parents and/or carers about the incident and how it is being managed (although this will depend on the nature of the image and the family circumstances of the young person).

New guidance has been issued to schools on how police may respond to allegations of sexting. Advice for schools can be found here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2_939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Section 21 is new legislative guidance for the police in dealing with such matters meaning that children involved in sexting and sending or creating images of themselves may not be investigated at the first instance. This guidance is here:

[http://www.college.police.uk/News/College-news/Documents/Police action in response to sexting - briefing %28003%29.pdf](http://www.college.police.uk/News/College-news/Documents/Police%20action%20in%20response%20to%20sexting%20-%20briefing%20%28003%29.pdf)

3.6 Children missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse, neglect or CSE. Staff should follow the School's Pupil Supervision Policy (Missing Pupil Search Protocol) for dealing with children that go missing from education, particularly on repeat occasions, to help identify these risks and prevent the risks of their going missing in future.

3.7 Signs of abuse and neglect

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

- a. the pupil says he/she has been abused or asks a question or makes a comment which gives rise to that inference.
- b. there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries where there is a pattern to the injuries. This includes bruises in odd places, marks of slapping, biting, gripping, cuts in odd places and any unexplained injury which is considered to be of such severity that the child requires immediate medical treatment (ie Medical Centre or A&E).
- c. the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour.

- d. emotional isolation, an inability to sleep, thumb-sucking at an advanced age, “frozen watchfulness”.
- e. the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons or is reluctant to participate in PE, games or swimming.
- f. the pupil's development is delayed.
- g. the pupil appears neglected, eg dirty, hungry, inadequately clothed, shows marked weight fluctuations or there is a significant deterioration in the child’s general well-being.
- h. the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- i. inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- j. mental health deterioration

Staff should remember that these symptoms are ‘possible’ signs and do not automatically mean that abuse has or is taking place; there may be other explanations. In most cases it will be appropriate for staff to discuss observations with the pupil’s Housemaster or Housemistress, or Form Tutor in the Prep School, to decide whether it should be referred to the DSL.

3.7.1 Further information may be found at the following:

- a. Cumbria Safeguarding Children Partnership
[Cumbria Safeguarding Children Partnership : Cumbria County Council](#)
- b. NSPCC Child Protection factsheet
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects>
- c. DfE advice “*What to do if you're worried a child is being abused (2015)*”
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

3.8 Children at Risk and Children in Need

It is important to distinguish between children who have suffered, or are likely to suffer significant harm, and those who are in need of additional support from one or more agencies. This is the distinction between Children at Risk and Children in Need.

Children at Risk should be reported to Cumbria County Council’s Children’s Services, or in the case of Radicalisation, Channel, immediately. In the case of FGM, it is mandatory for the teacher to contact the Police.

In cases where it is felt the child requires assistance from other agencies that support pupils such as Cumbria Safeguarding Children Partnership (CSCP), Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service. The School will liaise with these agencies and inter-agency assessment using local processes such as the Early Help Assessment and Team Around the Child approach as appropriate. The School also provides access to an independent counsellor.

Please be aware of the following:

- a. Concerns or a Child in Need require immediate action to the DSL for early help, pastoral support or children's social care, as appropriate.
- b. A child at risk requires immediate action ideally to the DSL in the first instance who can pass on to children's social care or the police if a perceived crime has been committed. This must happen as soon as is practically possible and always within the 24 hour referral window.
- c. Referrals can be made directly by any member of staff.

3.8.2 Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect or complex family circumstances. A child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behavior and mental health.

The school keeps a record of those pupils who have allocated social workers and necessary extra pastoral support is in place for each of these children.

3.8.3 Thresholds for Support

Each child or young person has different needs and will need different support in order to ensure their needs are met and they meet their potential in life and thrive. Cumbria County Council's Children's Services uses the "Wedge model" which describes four different levels of additional need and support that children, young people and families within Cumbria might experience.

Each separate level in the Wedge is described in more detail in the guidance to assist professionals in identifying and assessing where a child or young person lies on this spectrum and understanding the subsequent actions expected of them at each level in order to ensure that the child's needs are met.

Some children have greater needs and may require additional support or support from more than one agency. Where this is necessary, Cumbria County Council's Children's Services focus on early intervention and prevention services in order to ensure that children, young people and their families receive the most appropriate support to meet their needs at the earliest opportunity.

In summary, the four levels of need are:

- early help;
- early intervention;
- targeted intervention;
- intensive intervention.

Only a small proportion of children and young people in the county will need targeted and intensive intervention.

4 Safeguarding Procedures

4.1 Introduction

Safeguarding procedures are tightly controlled in order to ensure the best outcome for all concerned. Those that follow are detailed requirements which should be adhered to in all foreseeable circumstances. In the event that a member of staff believes that circumstances warrant an alternative response, they should discuss it with the DSL in advance of committing to, or enacting it. For the avoidance of doubt, it follows that the procedures which follow are prescriptive to all staff.

In the event that the DSL or DDSL and the Headmaster, Sedbergh School are unavailable anybody can make a referral by making contact with the Cumbria County Council's Children's Services Safeguarding Hub (Tel: 0333 240 1727). Full procedures are set out on the Cumbria Safeguarding Children Partnership website ([Cumbria Safeguarding Children Partnership : Cumbria County Council](#)). Professionals from the Police, Health agencies, Children's Social Care and Youth Justice Services work together to ensure high quality and proportionate support is offered at the earliest opportunity to children, young people and their families. The County Hub (LSCB) will also offer advice to agencies and professionals: for example where they:

- a. are not sure at which level the child is within the definition of 'need', as defined by the Multi Agency Threshold Guidance;
- b. feel they would benefit from advice whilst undertaking an Early Help Assessment;
- c. need guidance and consultation in respect of a child with whom they are working, having completed an Early Help Assessment which has identified the child's needs but consider that insufficient progress is being made in addressing these needs.

Referrals that suggest an immediate risk to a child/children will be taken by phone but professionals who wish to refer a child/children should follow up the referral with the Children's Services Single Contact Form which can be downloaded from the website.

4.2 Safer Recruiting

The Recruitment, selection and vetting procedures of the School are outlined in the Recruitment & Selection Policy held by the HR Manager and follows guidelines given in the "safer recruitment" training developed by the National College for Teaching and Leadership.

The School practices safer recruitment in checking the suitability of all staff (engaged in regulated or non-regulated activities), supply staff and volunteers (including members of the Governing Body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (2021) and the Education (Independent Schools Standards) (England) Regulations 2014 (as amended). This ensures due regard to the protection of our children by ensuring the eligibility and suitability of all staff before appointment and that the School is compliant with the Independent School Standards Regulations, the National Minimum Standards for Boarding Schools and the Statutory Framework for the Early Years Foundation Stage.

The Head of HR ensures that DBS checks/Vetting and Barring procedures are followed for the appointment of all staff and assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation who will work with our pupils.

This includes a medical questionnaire, references and qualification checks as outlined in the recruitment policy. Checks also include Prohibition from teaching (applies to teachers, instructors and coaches appointed since May 2012) and Prohibition from Management and Leadership (applies to the Headmaster, members of the SLT/SMT, those in senior positions (as defined by HR) and Governors appointed since August 2015).

In addition to the HR personnel, the Headmaster of Sedbergh School, the Headmaster of the Prep School and the DSL are all trained in Safer Recruitment. Pre-approved Safer Recruitment questions form part of all formal interview procedures.

Appropriate childcare disqualification checks are carried out in line with Disqualification Under the Childcare Act 2006. This is carried out at recruitment stage by the HR department.

Staff should note that DBS checks are a required for recruitment of volunteers who have unsupervised contact with children. The School has registered with the DBS update service.

4.3 Support for Children

The School recognises that:

- a. A child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.
- b. A child in these circumstances may feel helpless and humiliated and may feel self-blame.
- c. The School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- d. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggression or withdrawal.

The School will support all pupils by:

- a. Listening to children's wishes and feelings when determining what action to take and what services to provide to protect individual children.
- b. Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- c. Promoting a caring, safe and positive environment within the School.
- d. Liaising and working closely together with all other support agencies involved in the safeguarding of children.
- e. Notifying Children's Services as soon as there is a significant concern.
- f. Providing continuing support to a pupil, about whom there have been concerns, who leaves the School (other than at the end of Y13) by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Children with Special Educational Needs and/or disabilities (SEND) can provide additional safeguarding challenges. The School recognises that additional barriers can exist when recognising abuse and neglect in this group of children and will take steps to ensure that the appropriate level of attention is given to this group. This can include:

- a. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- b. children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- c. communication barriers and difficulties in overcoming these barriers.

4.4 Support and Guidance for Staff

Teachers are expected to fulfil many roles in and out of the classroom and will work with large and small groups of pupils. In addition, the teacher may often find themselves 'in loco parentis'. Particular care must be taken when dealing with pupils on a one-to-one basis (such as individual lessons in performing arts and sports)

The law is weighted in favour of the child, applying a burden on staff to safeguard children's welfare and providing for the child's protection rather than protecting the adult. Because of the requirement for schools and agencies to share information about allegations, there is little anonymity once an allegation has been made, even if it turns out to be false in the end. The burden of evidence is to disprove rather than prove the allegation. Given the risk of false alarms and even deliberate hoaxes on the part of pupils, staff are advised to think carefully about the setting and nature of their varied relationships with their pupils so as not to lay themselves open to undue suspicion or accusation. (See Staff Code of Conduct.)

Coping with concerns about the possible abuse of a child can be very stressful for all involved, however the first responsibility is to the child. The member of staff/volunteer should therefore, consider seeking support for him/herself and discuss this with the relevant Senior Deputy Head or Prep School Headmaster.

Pastoral interaction between teachers and pupils is an intrinsic part of the School's educational provision and covered in greater detail in the Staff Handbook, "Guidance to staff with respect to risk of harm or allegations of harm to pupils". The following points are worth bearing in mind:

If engaging with pupils in a non-public setting, it is prudent to take some of the following steps:

- a. meet with at least two pupils at any one time
- b. advise Housemaster, Housemistress or Prep School Headmaster in advance
- c. keep the door open.

Inappropriate physical contact should be avoided and teachers should be particularly aware of the risk of over-familiarity and physical contact. However, this does not remove the need for occasional contact and the following is a (non-exhaustive) list of examples of appropriate physical contact and 'non-abusive' actions:

- a. Applying restraint to prevent a pupil self-harming or harming another person.
- b. Removing, with reasonable force, potentially dangerous items from a pupil's possession, or a pupil from a dangerous location.
- c. Upon obtaining permission from the pupil, an instrumental teacher may at times need to aid the pupil in the playing of an instrument or a sports coach demonstrate a body position or skill.
- d. Shepherding pupils, for example with a hand on back or shoulder.
- e. Comforting, for example with a hand on shoulder, back or arm; and

- f. Securing attention by tapping a pupil's shoulder.

It is always unacceptable to harm a pupil.

4.5 Action where abuse may have been caused outside School

Suspicion or knowledge of abuse must be reported immediately to the DSL who will take action in accordance with this policy. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Cumbria County Council's Children's Services immediately.

4.5.1 Action by Staff who have concerns about a child

Staff who notice unexplained indicators of abuse (see Section 3.7) or who are told anything significant related to child protection by another pupil, must report their concerns immediately to the DSL or DDSL who will determine what action to take according to this policy. If a member of staff has concerns about any pupil which may indicate any type of abuse they must discuss them with the relevant DSL or DDSL immediately. It is better to act on such signs early and thereby minimise risk to any child.

4.5.2 Action where abuse is reported

Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, not ask leading questions, not guarantee confidentiality and subsequently to record the pupil's statements.

Detailed guidance can be found in [Appendix 2](#) "What to do if a child makes a Disclosure".

All staff are particularly reminded:

- a. Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s.
- b. Normal referral processes must be used when there are concerns about children who may be drawn into terrorism.

4.6 Action where abuse may be peer on peer

It is important to recognise that abuse may be perpetrated by one, or several pupils on one or more pupils. Suspicion or knowledge of such abuse must be reported immediately to the DSL where there is reasonable cause to suspect that a child is suffering harm. The DSL will take action in accordance with this policy which may include referral to local agencies. It should be noted that in these circumstances the alleged victim and alleged perpetrators will be regarded as being in need of help and support and treated accordingly. (Please see the School's Counter-Bullying Policy.) Action regarding the prevention of Peer on Peer abuse as well as statutory response to reported incidents forms a critical part of staff training and pupil/parent understanding.

It is also important to distinguish between abuse and bullying or adolescent behaviour. The School uses a Threshold Analysis document to aid it in making this decision which has been endorsed by CSCP. Key determinants in this document include:

- a. Risk of, or actual physical or mental harm
- b. Inappropriate sexualised behaviour

- c. Violent, threatening and aggressive behaviour
- d. Disparity of age in cases of peer-on-peer incidents
- e. Involvement of adults
- f. Degree of vulnerability
- g. Use of alcohol, illicit substances or prescription medicine
- h. The inappropriate use of digital media
- i. Any potentially criminal act will be referred to Cumbria County Council's Children's Services or the Police.

Peer on Peer Abuse Keeping Children Safe in Education, 2020 (amended 2021) states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with'.

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

It is important to be aware that safeguarding issues can manifest themselves via peer on peer abuse. Often there is a gendered nature of peer on peer abuse and it is more likely that girls will be victims and boys perpetrators, however all peer on peer abuse is unacceptable and will be taken seriously.

This is most likely, but not limited to:

- bullying (including cyber bullying),
- physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),,
- sexual violence (such as rape, assault by penetration and sexual assault),
- sexual harassment (such as sexual comments, remarks, jokes, online sexual harassment, which may be stand alone or part of a broader pattern of abuse),
- Upskirting (which typically involves taking a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim),
- initiation type violence and rituals and
- sexting.

Such abuse will never be tolerated or passed off as "banter" or "part of growing up" and will be treated as a safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm.

All children involved whether victim or perpetrator will be treated “at risk” and supported. Signs that a child is being abused by their peers All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out School related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age; and
- abusive behaviour towards others. Abuse affects children very differently.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

4.6.3 If it is decided, in line with the School’s Counter-Bullying Policy, that an incident should be treated as a Child Protection concern (ie where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm), the School will discuss the matter with the appropriate local authority officer. Incidents of suspected bullying should be reported to the Counter-Bullying Officer (Mrs P Prall) who is responsible for the Counter-Bullying Policy at senior school, or the Headmaster (Mr W Newman) who holds this responsibility in the Prep School, and action will be taken in accordance with this policy if there is a Child Protection concern.

4.6.4 Where an allegation of peer-on-peer abuse is made the School may seek advice from Children's Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved. This will include the pupil or pupils accused of abuse who will be treated as being at risk alongside the victim.

Appropriate safeguarding procedures in accordance with this Policy will be followed and subsequent actions may include:

- a. The DSL or other senior staff may meet with the child to gain further insight into the matter.
- b. Provision of a medical examination or treatment for the pupil, if appropriate.
- c. Protect the pupil(s) who have been the victims of alleged abuse. This may include the suspension of the pupil(s) against whom an allegation of abuse has been made. The School's Behaviour, Rewards & Sanctions Policy will apply.
- d. To take steps to protect the informing pupil as appropriate, ensuring that the pupil is aware that confidentiality cannot be guaranteed but that the matter will be disclosed only to people who need to know, and the child will know who these people are. If the allegation involves abuse by other pupils, it is likely that the pupils against whom the allegation has been made will need to be told.
- e. The DSL or other senior staff may meet with any pupil(s) against whom an allegation has been made to gain further insight and understanding of the matter and to provide information to support these pupils too, in terms of further actions and involvement of others.
- f. Ensure the parents of any of the pupils involved are aware of the allegation.
- g. Refer the matter to CSCP for all of the children involved, as appropriate.
- h. Ensure that a reference is made on the child's main School file and that there is a record on the School Child Protection file.
- i. Ensure that appropriately detailed records are kept on iSAMS (Wellbeing Manager, Rewards and Sanctions Manager) such that any patterns of behaviour may be identified and addressed.

If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Cumbria County Council's Children's Services, the pupils' parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

4.7 Action where abuse may have been caused by staff or volunteers

4.7.1 Duties of the School as an employer

The School has a duty of care to their employees. It will provide effective support for any employee facing an allegation and a named contact if they are suspended.

An allegation of abuse may be made against a teacher or member of staff and volunteers (including Governors and visitors or agency staff working for and on behalf of the School) if he/she has:

- a. behaved in a way that has harmed a child, or may have harmed a child.
- b. possibly committed a criminal offence against or related to a child.
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm by working regularly or closely with children.

The School will endeavour to ensure that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child whilst at the same time supporting the subject of the allegation.

4.7.2 Introduction

(For ease of reference, the Headmaster where mentioned in this section is acting in his capacity as Headmaster of Sedbergh School and Casterton, Sedbergh Prep School.)

In the case of an allegation against a member of staff or volunteer:

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the Headmaster in the first instance.

- b. Staff following procedures for dealing with allegations must be aware that they need to be applied objectively and with common sense but with the welfare of the child as the priority.
- c. Some cases may not meet the criteria set out above at all, or may do so but without requiring consideration of a Police investigation or enquiries by local authority Children's Services. In these cases the School's informal disciplinary procedures should be followed to resolve cases quickly and without delay. If the allegation relates to a member of agency staff, then the agency will be fully involved in the procedure.
- d. In borderline cases, the incident will be discussed with the LADO. This will be done without giving names in the first instance. What appears minor at first can later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the School will not do anything that may jeopardise a Police investigation such as asking a child leading questions or attempting to investigate borderline allegations of abuse without authority to do so.
- e. It may be the case that an allegation will be sufficiently serious as to require immediate intervention by Cumbria County Council's Children's Services and/or Police. The LADO will then be informed so that he/she can consult Police and local authority Children's Social Care Services, as appropriate.

4.7.3 The difference between a complaint or allegation against staff

It is important to draw a distinction between complaints and allegations against staff. The former suggest misconduct or unprofessionalism and the latter specifically raise child protection concerns.

Any concern which involves the possibility of physical, emotional or sexual abuse will always be discussed with the LADO and their advice taken. If Safeguarding procedures are needed, an investigation will be carried out by Cumbria County Council's Children's Services and the Police,

as happens with any other referral. The DSL and Governors must not carry out investigations themselves in these circumstances. An appropriate representative(s) of the School will be invited to a Strategy Meeting at a very early stage.

4.7.4 Procedure following an allegation against a member of staff

4.7.4.1 Initial investigation

- a. The DSL will discuss the allegation with the LADO immediately.
- b. The purpose of this initial discussion is for the LADO and the Headmaster/DSL to consider the nature, content and context of the allegation and agree a course of action. The DSL may need to provide or obtain additional information which may be relevant.
- c. If the allegation is against the DSL, the Headmaster will take on the role outlined above. If the Headmaster is unable to do this, the Chairman of Governors will take on the Headmaster's role in this procedure.
- d. If the allegation is against the Headmaster, the Chairman of Governors (or designated nominee in his/her absence), will take on the Headmaster's role in this procedure without informing the Headmaster of the allegation.
- e. If the allegation is against a member of the Governing Body then the Chairman of Governors would liaise with the Local Authority with guidance from the DSL/Headmaster.
- f. If the allegation is against the Chairman, the Vice Chairman would liaise with the Local Authority with guidance from the DSL/Headmaster.

In the unlikely event, it is not possible to report to the Headmaster, Sedbergh School, DSL or Chairman of Governors in the circumstances set out above, a report should be made immediately to the nearest Deputy Safeguarding Lead. The DDSL will take action in accordance with these procedures and will inform the Headmaster, DSL and/or Chairman of Governors as soon as possible and as appropriate according to the circumstances.

4.7.4.2 Further Investigation

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded by both the DSL and the LADO, and agreement reached as to what information should be put in writing to the member of staff concerned (and by whom).

The DSL should then consider with the LADO what action should follow in respect of the member of staff and those who made the initial allegation.

Where further investigation is deemed necessary, the DSL should seek guidance about that process from the LADO and agree how and by whom the investigation will be undertaken. This may include internal investigation by a senior member of School management. However, the nature or complexity of the allegation may require an independent investigator such as Children's Services or the Police.

4.7.4.3 Communications with parents

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or

the LADO, Police or Children's Services need to be involved, the Headmaster, Sedbergh School will not do so until those agencies have agreed what information can be disclosed to the parents.

Parents will be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

4.7.4.4 Suspension

The Headmaster, in consultation with the DSL, will consider carefully whether the circumstances of a case warrant the member of staff being suspended from contact with children at the School until the allegation or concern is resolved. Suspension is not the default position – an individual will only be suspended if there is no reasonable alternative, such as moving to another area of the School or removing them from specific types of duties which have contact with children. In the case of residential boarding staff, the School will ensure that the member of staff concerned will be accommodated elsewhere, away from pupils of the School.

Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the School organisation and provided with their contact details.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local inter-agencies.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police should take account of the fact that teachers and other School staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Where it becomes clear that an investigation by the Police or Children's Services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO will discuss the next steps with the DSL and the Headmaster. The Chairman of Governors will be kept informed.

In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available and may range from taking no further action to summary dismissal or a decision not to use the volunteer's services in future.

4.7.4.5 Timescales

The School recognises that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated as a priority so as to avoid any delay. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness and complexity of the allegation. It is hard to place a time limit on such investigations which may, in exceptional cases, take twelve months.

For any cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School, as the employer, to deal with. If there are concerns about Child Protection, the DSL will discuss action with the LADO.

If a disciplinary hearing is required and can be held without further investigation, the timescale will conform to the School's Staff Disciplinary Policy.

4.7.4.6 Supporting Staff

The School will act to manage and minimise the stress inherent in the allegations and disciplinary process.

The member of staff will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the Police, LADO or Children's Services.

The member of staff will be advised to contact their Trade Union representative, if they have one, and/or a colleague for support. He/she will also be given access to a senior member of staff as a named contact to provide information regarding the progress of the case and any current work-related issues.

Social contact with colleagues and friends will not be prevented unless there is an indication that such contact is likely to be prejudicial to the gathering and presentation of evidence.

4.7.4.7 Confidentiality

When an allegation is made the School will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out. Specific provisions are made to protect staff in:

Keeping Children Safe in Education 2021 states that "it is extremely important that when an allegation is made, the school or college makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered."

The Education Act 2002, Section 141F The Act makes it a criminal offence for a newspaper to publish any information which may lead to the identification of a teacher against whom criminal allegations have been made by a pupil prior to them being formally charged by the Police. The scope of Section 141F of the Act is wide and includes publishing any information that may lead a member of the public to identify the teacher in question. This could include identifying the School.

The School will take advice from the LADO, Police and Children's Services to agree the following:

- a. Who needs to know and, importantly, exactly what information can be shared.
- b. How to manage speculation, leaks and gossip.
- c. What if any information can be reasonably given to the wider community to reduce speculation.
- d. How to manage press interest if and when it should arise.

In accordance with the Association of Chief Police Officers (ACPO) guidance the Police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, eg an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.)

4.7.4.8 Privacy

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further information on sharing information can be found:

- In Chapter 1 of Working Together to Safeguarding Children, which includes a myth-busting guide for information sharing.
- At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information are particularly useful.
- At The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.
- In Data Protection: toolkit for schools – guidance to support schools with data protection activity, including compliance with the GDPR.

4.7.4.9 Resignations, Dismissal, Ceasing to Provide Services, 'Settlement Agreements' and References

If a member of staff tenders his/her resignation, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with these procedures.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; not continuing with the employment of a probationer, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial training, or volunteering.

Every effort will be made to reach a conclusion in all cases where allegations relating to the safety or welfare of children are concerned.

Wherever possible the member of staff will be given the opportunity to answer and make representations with regard to the allegation. However, the investigative processes outlined above will continue in cases where this does not happen for whatever reason.

A 'compromise agreement', by which a person agrees to resign if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, **must not be used** in these cases. No such agreement will prevent a thorough Police

investigation or override the statutory duty to make a referral to the Disclosure and Barring Service (DBS) and the Teacher Regulation Agency (TRA), where appropriate.

Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc will also not be included in any reference.

4.7.4.10 Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a member of staff's confidential personnel file, and a copy provided to the person concerned.

The purpose of this record is to enable accurate information to be given in response to any future request for a reference, where appropriate. (It could provide clarification in cases where future DBS Disclosures reveals information from the Police about an allegation that did not result in a criminal conviction and it could help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.)

The statutory requirement is for records to be retained on the School Child Protection file for a period of ten years from the date of leaving the employment of the School. This follows published guidance from the Information Commissioner in its Employment Practices Code. However, the School is also mindful of the Independent Inquiry into Child Sexual Abuse. All organisations which work with children (including all schools) have been instructed to preserve all documents relating to the care of children so that they are available for inspection should they need to be. In light of the Inquiry the School will suspend its routine destruction of pupil and staff files and old safeguarding policies.

5 Action on conclusion of a case

In the case of an incident of abuse which has been the subject of criminal prosecution, the Police or the Crown Prosecution Service (CPS) will inform the School and LADO straight away when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged.

In these circumstances the LADO will discuss with the Headmaster and Chairman of Governors whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the Police and/or the Children's Services can inform that decision.

The options will depend on the circumstances of the case and the consideration will need to take into account the result of the Police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the

LADO should discuss with the School and its HR Manager whether a referral to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists is required.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child.

In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The School will also make a referral to the DBS, TRA and Ofsted where a teacher or practitioner has been dismissed (or would have been dismissed had they not resigned) for reasons of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Referrals will be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work, the School will consider how best to facilitate this, bearing in mind that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The School will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the School.

6 Action in respect of unfounded or malicious allegations

If an allegation is determined to be unfounded or malicious, the DSL will discuss with the LADO whether to refer the matter to Children's Services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headmaster will consider whether disciplinary action is appropriate against the pupil who made it, or the Police could be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil of the School.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the Police to determine whether any action might be appropriate.

7 Learning lessons

At the conclusion of a case in which an allegation is substantiated the LADO will review the circumstances of the case with the Headmaster and DSL to determine whether there are any

improvements to be made to the School's procedures or practice to help prevent similar events in the future.

The Headmaster and DSL will report on recommendations to the Governing Body as a part of the Safeguarding Report and will confirm which actions have been enacted and completed.

8 Whistleblowing

In order to foster a culture of safety the School values the views of staff and volunteers who reflect on School practice. Staff and volunteers should follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (available from 8:00am to 8:00pm, Monday to Friday) and email: help@nspcc.org.uk.

9 Parents' Response

The School recognises that involvement in an allegation of abuse (as protagonist or victim) or involvement in child protection matters is amongst the most difficult and stressful situations a parent may encounter.

The School will do all that we can to minimise the distress suffered by parents, pupils, staff and anyone else involved, subject to the constraints under which we operate in accordance with statutory and local Safeguarding law and guidance.

The School will seek swift and clear outcomes with pupils' interests at the forefront of our decision- making.

Nonetheless, we recognise that there may be circumstances where parents may be dissatisfied with the outcome of our management of such a matter. In this instance, parents may complain to the School directly using the School Complaints Procedure or should contact Cumbria County Council's Children's Services to discuss with the social worker handling the case or their line manager.

10 Monitoring and review

The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The DSL will update the Headmaster and Strategic Leadership Team regularly on the operation of the School's safeguarding arrangements.

Any Child Protection incidents at the School will be followed by a review of these procedures by the DSL and included in a report made to the Governing Body. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any

improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

The full Governing Body will undertake an annual review of this Policy and the School's Safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School

- a. ensures that this Policy is kept up to date;
- b. staff training on safeguarding;
- c. referral information;
- d. issues and themes which may have emerged in the School and how these have been handled;
- e. the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies. The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.



Signed:

Date: 16 September 2021

Approved by the Headmaster on



Signed:

Date: 16 September 2021

The Policy will next be reviewed by: 1 September 2022

***(UPDATE POST-CIRCULATION)

APPENDIX 1

Important Contact Details: Names and contact details of post holders at Sedbergh School and Casterton, Sedbergh Prep School

Role	Name	Email	Phone	Organisation
Headmaster	Mr D Harrison	hm@sedberghschool.org	015396 20535	Sedbergh School & CSPA
Senior Deputy Head Pastoral and Designated Safeguarding Lead	Dr J M Burns	jmb@sedberghschool.org	07857 500268	Sedbergh School
Senior Deputy Head and Deputy Safeguarding Lead	Mr C D Gunning	gun@sedberghschool.org	07980 304041	Sedbergh School
Deputy Safeguarding Lead, CSPA	Mr N Goligher	ng@sedberghprep.org	07860 847903	Casterton, Sedbergh Prep School
Headmaster, CSPA, & Prep School Counter-Bullying Officer	Mr W Newman	wrn@sedberghprep.org	07860 847903	Casterton, Sedbergh Prep School
Deputy Safeguarding Lead	Mrs C Robinson	cecr@sedberghprep.org	07917 822395	Mulberry Bush Nursery
Deputy Safeguarding Lead, SSDL	Mrs N Millington	nam@sedberghschool.org	07857 500235	SSDL
HR Manager	Mrs A Thornton	abigail.thornton@sedberghschool.org	015396 20303	Sedbergh School & CSPA
Counter-Bullying Officer	Mrs P J F Prall	pjfp@sedberghschool.org	07967 873932	Sedbergh School
Designated Governor	The Ven N J W Barker	safeguardinggovernor@sedberghschool.org	015396 20535	Sedbergh School & CSPA
Chairman of Governors	Mr R J Gledhill	rg.gov@sedberghschool.org	015396 20535	Sedbergh School & CSPA
Clerk to the Governors	Mr P S Marshall	coo@sedberghschool.org	07791 228557	Sedbergh School & CSPA
Independent Listener, senior	Revd R Gilbert	becgilb@gmail.com	07527 728256	Sedbergh School
Independent Listener, prep	Revd R Snow	rector@therainbowparish.org	015242 72044	CSPA

APPENDIX 1 (continued)**Important Contact Details: Contact details of relevant agencies**

Cumbria Safeguarding Hub		T:	0333 240 1727
Out of Hours Duty Team		T:	0333 240 1727
Carol Holt	carol.holt@cumbria.gov.uk	T:	01768 812267
LADO referrals	lado@cumbria.gov.uk	T:	01768 812267
Channel Local Authority Chair:	prevent@cumbria.police.uk	T:	
DFE	Anti-radicalisation (non emergency)	T:	020 7340 7264
		E:	counter-extremism@education.gsi.gov.uk
Cumbria County Council's Children's Services	5 Brunswick Street, Carlisle (Conference and Review Team)	T:	01228 227023
Cumbria County Council's Children's Services	3 Alfred Street North, Carlisle, CA1 1PX	T:	01228 227002
		T:	0333 240 1727 (Out of hours)
Fiona Musgrave	Senior Manager, Local Safeguarding Children Board	T:	01228 226898
		E:	Fiona.musgrave@cumbria.gov.uk
Sharon Mitchell	Child Death and Case Review Co-ordinator, LSCB	T:	01228 226898
		E:	Sharon.mitchell@cumbria.gov.uk
NSPCC	Child Protection Helpline	T:	0808 8005000
NSPCC	Asian Child Protection Helpline	T:	0800 0967719
NSPCC	Whistleblowing advice line	T:	0800 0280285
NSPCC	FGM Helpline	T:	0800 0282550

NSPCC	Modern Slavery helpline	T: 08000121700
Disclosure and Barring Service	Customer Services	T: 03000 200 190
		E: customerservices@dbs.gsi.gov.uk
DFE	Non-Emergency Advice	T: 0370 000 2288
Police	Non-Emergency Reporting	T: 101
Ofsted		T: 0300 123 123
Advisory Centre for Education		T: 0808 800 5793
Children's Legal Centre		T: 0845 345 4345
Kidscape Parents helpline	Mon-Fri 10am -4pm	T: 020 7730 3300
Parentline plus		T: 0808 800 2222
Youth Access		T: 020 8772 9900
Bullying online	www.bullying.co.uk	
Young Minds		T: 800 0182 1138
Childline		T: 0800 1111
Children's Commissioner		T: 020 7783 8330

APPENDIX 2

What to do if a child makes a Disclosure

The following information is intended to assist you if you become involved in a potential child protection situation when a child or young person makes a disclosure.

- a. Listen, allow the pupil to finish without directly questioning or stopping them. Let them tell you what they want to and no more. Be careful to avoid asking leading questions and do not criticise any alleged perpetrator. They may need to disclose to a specialist later and too much detail now may interfere with later investigation.
- b. Staff should **never give children or adults an absolute guarantee of confidentiality**, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the pupil at the end.
- c. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.
- d. When the pupil has finished, make sure they feel secure, reassure them that anything which may have happened is not their fault and that they have done the right thing in telling you. Explain what you are going to do next.
- e. Stay calm and convey this through word and action; reassure the child or young person that you are taking what they have to say seriously.

After the interview with the pupil, the member of staff should make a written record of the disclosure including the following:

- a. Date, time and place of the interview
- b. Record as much as you can remember, as soon as possible and preferably immediately afterwards, using the pupil's own words. Record statements and observations rather than interpretations or assumptions.
- c. Record any significant non-verbal behaviour used or demonstrated by the child
- d. Use diagrams if appropriate to indicate positions of injuries or the positions of people or objects involved in the incident (eg within a room).

When you have completed writing the record you must sign and date the record.

Those in receipt of a disclosure from a child or adult need to be aware of the impact that sharing traumatic and personal information can have. This may help to inform the pastoral element of the response as regards support given to the individual.

The record must be passed to the Designated Safeguarding Lead. It will be retained in a secure filing system as part of the record-keeping to do with this specific incident and Safeguarding at Sedbergh in general.

Actions when there are concerns about a child

- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of Working Together to Safeguard Children.
- (4) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3**Sources of Information**

In formulating these policies and procedures, the School has taken due regard of the following legislation:

1. Keeping Children Safe in Education (KCSIE2021)
2. Working Together to Safeguard Children (2018)
3. Prevent Duty Guidance for England and Wales (2015)
4. The Education (Independent School Standards) (England) Regulations 2014
5. Disqualification under the Childcare Act (2006) (February 2015)
6. The Safeguarding Vulnerable Groups Act (2006)
7. The Children Act (2004) (Every Child Matters)
8. The Education Act (2002) (Sections 157 & 175)
9. The Protection of Children Act 1999
10. Data Protection Act (2018)
11. The Children Act (1989)
12. Mental Health and Behavior in Schools (2018)
13. When to Call the Police – NSPCC (2020)

In addition, these policies and procedures conform to:

1. The Prevent Duty: Departmental Advice for Schools and Childminders (Jun 2015)
2. The use of social media for on-line radicalisation (July 2015)
3. Independent Schools Inspectorate Handbook (2014)
4. National Minimum Standards for Boarding Schools. (2015)
5. Charity Commission: Safeguarding Children and Young People (2018).

Additional documentation which may provide guidance:

6. DfE: What to Do if You are Worried a Child is Being Abused (March 2015)
7. Information Sharing (March 2015)
8. The Framework for the Assessment of Children in Need and Their Families (2000)
9. The Common Assessment Framework (2005)
10. Sexual Offences Act (2003)

Additional information available from websites includes:

11. DfE: www.education.gov.uk/childrenandyoungpeople/safeguardingchildren
12. Cumbria Safeguarding Children Partnership Plan
13. CEOP www.ceop.gov.uk & www.thinkuknow.co.uk
14. UK Safer Internet Centre www.saferinternet.org.uk
15. NSPCC www.nspcc.org.uk T: 0844 892 1026
16. NSPCC Asian Child Protection Helpline T: 0800 096 7719
17. NSPCC Child Protection in Sport www.thecpsu.org.uk T: 0116 234 7278
18. ChildLine www.childline.org.uk T: 0800 1111
19. Kidscape www.kidscape.org.uk/

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| 20. The Children's' Commissioner | www.childrenscommissioner.gov.uk |
| 21. Domestic Abuse Help | www.actionaid.org.uk |
| 22. County Lines | www.childrenssociety.org |
| 23. Sexual Violence and Sexual
Harrassment | www.the-survivorstrust.org |

APPENDIX 4 (1)

Job Description

Designated Safeguarding Lead (DSL)

(and in her absence, the Deputy Designated Safeguarding Leads (DDSL))

Safeguarding the welfare of children

Safeguarding the welfare of children is of the highest priority to Sedbergh School including Casterton, Sedbergh Prep School. Every employee of the School has a responsibility to:

- a) Protect children from abuse
- b) Be aware of the School's safeguarding procedures
- c) Know how to access and implement the required procedures
- d) Keep a sufficient record of any significant complaint, conversation or event
- e) Report any matters of concern to the DSL
- f) Attend annual in-service training provided by the School

Duties

The Designated Safeguarding Lead has the main responsibility for managing child and vulnerable adult protection issues within the School. The role and responsibilities of the Designated Safeguarding Lead are detailed below. Specific responsibilities in relation to allegations against members are detailed in the Procedure for Managing Suspicions and Allegations of Abuse of a Child or Vulnerable Adult against Members within the Safeguarding and Child Protection Policies and Procedures document.

Key Functions

- a) Ensure there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children at School.
- b) Actively work jointly with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the protection of children.
- c) Ensure there are quality assurance mechanisms in place to monitor, review and evaluate arrangements for the protection of children.
- d) Work with the NSPCC document 'When to Call the Police' to follow through activity where a crime may have been committed.

Vision and Purpose

- a) Lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the School.
- b) Monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose.
- c) Promote good practice by encouraging and championing the policies and procedures.
- d) Receive and coordinate referrals, arranging action and reviewing services for children and families.

- e) Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
- f) Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
- g) Support the care of children where their living arrangements are at risk of breakdown (including local authority placements).
- h) Provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
- i) Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned to School from planning and intervention meetings are successfully carried out and monitored.
- j) Liaise with colleagues at School to support strategic development, share good practice and plan collaborative activities.
- k) Report to the Governors with regards to safeguarding and training.
- l) Raise awareness of the DSL role to parents/carers, adults and the children.
- m) Keep abreast of developments in the field of child protection by liaising with the CSCP, attending relevant training or events and reading relevant bulletins and publications.
- n) Ensure that the School is always presented positively within and beyond the School.
- o) Be responsible for the on-line safety of pupils in conjunction with the IT Department and in consultation with the PSHE (including RSE) curriculum.

Accountabilities

- a) Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
- b) Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between the child, family and commissioning worker to identify the support package required.
- c) Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the academy.
- d) Maintain confidentiality at all times.
- e) Contribute to service development, including responsibility of the delivery of safeguarding training and be the person responsible for 'Contact Point'. This is in relation to data protection for all young people within the School including assisting with all DBS checks at the School in line with the national procedures set up by the Independent Safeguarding Authority.
- f) Liaise and co-ordinate with colleagues and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the academy.

- g) From referrals, develop a register of pupils who are 'At Risk' and are Looked After Children with input from the Youth Offending Team and Early Help Assessment/CAF.
- h) Keep in mind that the option of a "professional consultation," with the Safeguarding Hub is always open. This can be done on an anonymous basis. The DSL would not disclose the names of individuals involved but should record that the conversation has taken place.

APPENDIX 4 (2)

Role Description

DESIGNATED GOVERNOR for SAFEGUARDING

Safeguarding of Children

Safeguarding the welfare of children is of the highest priority to Sedbergh School including Casterton, Sedbergh Prep School. Every employee of the School has a responsibility to:

- a) Protect Children from abuse
- b) Be aware of the School's safeguarding procedures
- c) Know how to access and implement the required procedures
- d) Keep a sufficient record of any significant complaint, conversation or event
- e) Report any matters of concern to the Designated Safeguarding Lead (DSL)
- f) Attend annual in-service training provided by the School

Purpose

As the Designated Governor, you will play an essential role in ensuring children in Sedbergh School & Casterton, Sedbergh Prep School are kept safe from harm. The Designated Governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full Governing Body. It is recognized that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our Schools but it should not be underestimated that your role is that of a 'senior manager' of a School with accountability befitting such a significant responsibility.

Role

Your role as Designated Governor for Safeguarding is to:

- a) Act as a 'critical friend' to the School, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- b) Monitor appropriate policies, including the safeguarding and Whistleblowing Policy.
- c) Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues.
- d) Ensure there is a suitably qualified, trained and supported Deputy Designated Safeguarding Lead (DDSL) who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- e) Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DDSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there are clear lines of accountability.
- f) Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- g) Liaise with the Headmaster, Sedbergh School about general child protection and broader safeguarding issues within the School and as such be able to provide reports to the Governing Body in respect of themes and issues within the

- School/locality to enable adequate oversight, understanding and development of solutions.
- h) Ensure that School staff training is up to date and recorded within the HR database.
 - i) Attend Basic Awareness Safeguarding training every three years and other training as appropriate to the role and relevant to issues within the School/locality.
 - j) Ensure other Governors attend appropriate safeguarding training.
 - k) Ensure appropriate members of the Governing Body complete training in respect of allegations against staff.
 - l) Ensure at least one member of every recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
 - m) Ensure interview panels are convened appropriately and safer recruitment practices and policies are followed.
 - n) Have oversight of the Single Central Record and ensure it is up to date and maintained in line with guidance.
 - o) Take account of how safe pupils feel when in School.
 - p) Ensure the voice of pupils is truly heard and appropriately acknowledged.
 - q) Ensure the School constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
 - r) Ensure the School does not operate in isolation and has an awareness of agencies available to support children and families
 - s) Ensure the safeguarding agenda is embedded in the ethos of the School.
 - t) Monitor progress against any outstanding actions by the Governing Body Safeguarding audit and any other local authority review.
 - u) Provide an annual report to the full Governing Body to include, amongst other relevant items detail pertaining to training, themes and issues.

APPENDIX 4 (3)

Role Description

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and Cumbria's Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

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

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist in deciding whether you need to make a referral and/or take any immediate management action to protect a child.

Contact details for the Cumbria LADO can be found in Appendix 1.

APPENDIX 5Designated Safeguarding Lead – Statutory Duties

Governing bodies, proprietors and management committees should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

1. **Managing referrals**

- Refer cases (in most instances) of suspected abuse to the local authority children's social care;
- Work with the "case manager" (as per Part 4) and designated officer(s) for child protection concerns (all cases which concern a staff member);
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refers cases where a crime may have been committed to the Police;
- Liaise with the Headmaster, Sedbergh School to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and
- 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.

2. **Training**

The designated safeguarding lead should undergo training (at least annually) to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills should be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- 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.
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.*
- Are 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 children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

3. **Raising Awareness**

- The designated safeguarding lead should ensure the school's safeguarding and child protection policies are known, understood and used appropriately:
- Ensure the school's safeguarding policy and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local CSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

* Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

APPENDIX 6**Guidance about Visiting Speakers**

(extracted from the “Preventing Extremism and Radicalisation Safeguarding Policy”)

“Teaching Approaches

We strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in lessons and Form Times with the children’s tutors. We ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- a) making a connection with children through positive engagement and a learner centred approach;
- b) facilitating a “safe space” for dialogue
- c) equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.
- d) actively promoting fundamental British Values and paying ‘due regard’ to the ‘Prevent’ duty.

Therefore this approach will be embedded within the ethos of our School so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our School’s approach to the spiritual, moral, social and cultural development of children.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes:

- a) Citizenship topics which take place throughout the School.
- b) Open discussion and debate.
- c) Work on anti-violence and a restorative approach to conflict resolution.

If necessary, we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism such as the Cumbria Safeguarding Children Partnership, the Cumbria Constabulary and the Cumbria County Council.

At Sedbergh School, we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

When inviting visiting speakers to our School we will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- a) any messages communicated to children are consistent with the ethos of the School and do not marginalise any communities, groups or individuals;
- b) any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children through extreme or narrow views of faith, religion or culture or other ideologies;
- c) activities are matched to the needs of children and
- d) Activities are carefully evaluated to ensure that they are effective.

We recognise, however, that the ethos of our School is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced programme, augmented by the use of external sources where appropriate, we strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate.”

APPENDIX 7**The Independent Inquiry into Child Sexual Abuse**

The Independent Inquiry into Child Sexual Abuse is not a part of safeguarding legislation, nonetheless the School is aware of its responsibilities to the Inquiry. The following is a summary of the remit of the Inquiry and the obligations placed upon Schools. That which follows is, inevitably, a precis of information received by the School, more information about the Inquiry may be found at <https://www.iicsa.org.uk/>.

Professor Alexis Jay OBE is leading the Independent Inquiry into Child Sexual Abuse set up in March 2015 by the Home Secretary. The purpose of the Inquiry set out in its terms of reference is “To consider the extent to which State and non-State institutions have failed in their duty of care to protect children from sexual abuse and exploitation; to consider the extent to which those failings have since been addressed; to identify further action needed to address any failings identified; to consider the steps which it is necessary for State and non-State institutions to take in order to protect children from such abuse in future; and to publish a report with recommendations.”

In its earliest phase, the Inquiry has identified twelve institutions to be investigated. Residential schools, as a whole, are one group of institutions to be investigated. This is not specific to Sedbergh School. The Inquiry will also pursue a series of thematic investigations which will include abuse facilitated by the internet and sexual exploitation of children by organised networks.

All institutions are required to co-operate with the Inquiry and Schools are required to them to preserve all documents and records relating to the care of children and safeguarding matters and to urge them to review current safeguarding practice.

As a result of this direction the School has taken to following actions:

1. The School has collated all records in a single secure area and has an ongoing record management procedure. The School will retain all records and personal information which might at any futures stage be required for use by the Inquiry.
2. The School has reviewed current safeguarding policies and procedures to make sure they are consistent with best practice in order to provide the safest possible environment for children.
3. The School and its Governors review Safeguarding policies and procedures every term to ensure they are effective.

The School has reviewed its historic safeguarding records in order to learn from the management of past incidents. All institutions have been asked to “self-report” past cases which were not addressed according to safeguarding law at the time, to the Inquiry. In the event that such cases come to light, the School will comply with this direction.

APPENDIX 8

Extract from KCSIE 2021 re CSE, FGM and Prevent

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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 don't take part in education.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators – There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pg42-44) focuses on the role of schools and colleges.

Actions – If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty – 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 (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining

See Appendix 1 for names and contact details of Safeguarding personnel and Agencies

See Appendix 2 for "What to do if a child makes a Disclosure"

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. Information and guidance can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out (although Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they know that another teacher has already reported the case). Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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

Honour Based Violence

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or deputy).

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under

section 29 of the CTSA 2015 (“the Prevent Guidance”). Paragraphs 57-75 of the Prevent guidance are concerned specifically with schools (but also cover childcare).

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

- Schools and 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. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools and colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the Prevent duty (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

APPENDIX 9

Child Protection and Safeguarding during the COVID-19 measures

Annex (Version 1.0) to Sedbergh School Child Protection and Safeguarding Policy

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2. Version control and dissemination
3. Safeguarding priority
4. Safeguarding partners' advice
5. Roles and responsibilities
6. Vulnerable children
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8. Attendance
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10. Staff training and induction
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12. Peer-on-peer abuse
13. Online safety
14. New children at school
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1. Context

The way schools and colleges are currently operating nationally in response to coronavirus (COVID-19) is fundamentally different from business as usual. Most children are no longer in a school setting, and staff numbers have been and will continue to be affected by the outbreak.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. The school sites are closed (other than for children of key workers) but our requirement to safeguard children has not changed and must adapt to our changing circumstances.

This Annex to our Child Protection and Safeguarding Policy and Procedures sets out details of our safeguarding arrangements for:

Sedbergh School
Casterton, Sedbergh Prep School

2. Version control and dissemination

This is version 1.0 of this Annex. It will be reviewed by the Sedbergh School Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) on a weekly basis as circumstances continue to evolve, and also in response to updated advice or guidance from the Department for Education and/or other regulatory bodies.

This Annex confirms that the School will seek to ensure that all its staff and volunteers will be aware, at all times during the period of site closure, of the names of the active (Sedbergh School and Casterton, Sedbergh Prep School) DSLs and DDSLs and how they can be contacted.

3. Safeguarding Priority

During these challenging times the safeguarding of all children at the School continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to be paramount
- if anyone in the School has a safeguarding concern, they will act immediately
- a DSL or DDSL will always be available
- unvetted person shall not have authorised access to children
- children should continue to be protected when they are online

4. Safeguarding Partners' advice

We continue to work closely with the Cumbria Safeguarding Partnership and other partnership agencies, and we will seek to that ensure this Annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, making referrals to the Local Authority Designated Officer (LADO) and children's social care, and reporting as necessary to the Police.

During the Covid-19 and current UK Government measures, Cumbria County Council have produced a website to provide services across Cumbria, including schools, with the most update to information, advice, temporary changes to guidance and services, and resources:

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/governorservices/covid19.asp>

5. Roles and responsibilities

The roles and responsibilities for safeguarding in our School remain in line with those in our current Child Protection and Safeguarding Policy.

The School will have a trained DSL or Deputy DSL available by phone and/or online video.

Named School DSLs and Deputy DSLs are available and contactable at all times (wellness permitting):

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jenny Burns	07857 500268	jmb@sedberghschool.org
Deputy Designated Safeguarding Lead (Senior)	Colin Gunning	07980 304041	gun@sedberghschool.org
Deputy Designated Safeguarding Lead (Prep)	Nick Goligher	07413 105271	ng@sedberghprep.org

Additional key safeguarding contacts are:

Role	Name	Contact Details
Chairman of Governors	Richard Gledhill	rg.gov@sedberghschool.org
Headmaster (Senior)	Dan Harrison	hmoffice@sedberghschool.org
Headmaster (Prep)	Will Newman	wrn@sedberghprep.org

The Sedbergh School Safeguarding Team continues to risk assess, take action and review potential safeguarding issues arising from the current changes to operational activity. The School will continue to log, respond to and monitor any concerns about the welfare of pupils via its existing processes. The DSL will continue to engage with appointed social workers and attend all multi-agency meetings (remotely).

Staff are reminded that they can make a referral in exceptional circumstances directly to Cumbria Children's Services.

6. Vulnerable children

Vulnerable children include those who have an appointed social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a child protection plan, and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to ascertain whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

We will continue to work with children's social workers and the local authority for looked-after and previously looked-after children.

7. Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home.

Our staff and volunteers will be aware of the mental health of pupils and their parents and carers and will contact the DSL or a DDSL if they have any concerns.

8. Attendance

Where a pupil is absent from remote education, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DH(P) and DSL will be informed.

The DSL will attempt to contact the parents or a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we may ask an appropriate agency to do undertake a home visit. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.

To support the above, when communicating with parents/carers, the School will confirm emergency contact numbers are correct and ask for any additional emergency contact numbers available.

Where a vulnerable child does not attend remote education, we will notify their appointed social worker.

9. Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection and Safeguarding Policy and Procedures; the DSL will be notified **without delay** of any concern about any child. Where staff are concerned about an adult employee of the School who works with children, the concern must be reported **without delay** to the Headmaster.

The modified arrangements which have been put in place as a result of the COVID-19 measures do not eliminate all risks to children. It remains extremely important that any allegations of abuse are managed in accordance with our Child Protection and Safeguarding Policy and Procedures.

10. Staff training and induction

For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, the School's trained DSLs and deputy

DSLs will be classed as trained even if they cannot receive scheduled refresher training at this time.

All current school staff who have received safeguarding training and have read Part One of Keeping Children Safe in Education 2019; those who work directly with children have also read Annex A.

11. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow the provisions of our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out of Keeping Children Safe in Education 2021. A volunteer who has not been checked will not be allowed to engage in regulated activity, nor have unsupervised access to children.

We will continue to maintain our Single Central Record (SCR) during these measures to ensure we have this awareness.

The School will continue to follow the legal duty to report to the DBS anyone who has harmed or who poses a risk of harm to a child or adult at risk. Full details can be found at paragraph 163 of Keeping Children Safe in Education 2021.

The School will continue to consider and make referral to the Teaching Regulation Agency (TRA) as per paragraph 166 of keeping Children safe in Education 2019 and the TRA's "Teacher misconduct advice for making a referral".

12. Peer-on-peer abuse

Peer on Peer Abuse Keeping Children Safe in Education, 2020 (amended 2021) states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with'.

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

It is important to be aware that safeguarding issues can manifest themselves via peer on peer abuse. Often there is a gendered nature of peer on peer abuse and it is more likely that girls will be victims and boys perpetrators, however all peer on peer abuse is unacceptable and will be taken seriously.

This is most likely, but not limited to:

- bullying (including cyber bullying),
- physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),
- sexual violence (such as rape, assault by penetration and sexual assault),
- sexual harassment (such as sexual comments, remarks, jokes, online sexual harassment, which may be stand alone or part of a broader pattern of abuse),
- Upskirting (which typically involves taking a picture under a person's clothing without their permission and or knowledge , with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim),
- initiation type violence and rituals and
- sexting.

Such abuse will never be tolerated or passed off as "banter" or "part of growing up" and will be treated as a safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm.

All children involved whether victim or perpetrator will be treated "at risk" and supported. Signs that a child is being abused by their peers All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age; and
- abusive behaviour towards others. Abuse affects children very differently.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

13. Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Sedbergh staff will follow the process for online safety set out in our Child Protection Policy and School Code of Conduct for Staff. Additionally, Sedbergh will respond promptly to any unanticipated contexts which may be discovered during the delivery of education via this new model, maintaining the principles that children must be protected from harm and concerns must be reported and acted upon in a timely manner.

Consequently, staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

14. New children at the school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH) is.

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

15. Supporting children not in school

Sedbergh recognises that school is a protective environment for children, and that the current circumstances can affect the mental health of pupils and their parents/carers. Teachers are aware of this in setting expectations for pupil work.

Jenny Burns
Designated Safeguarding Lead