



## **SAFEGUARDING POLICY 2025/26**

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

Austin Friars is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

### **GLOSSARY**

<b>CAF</b>	Common Assessment Framework
<b>CSCP</b>	Cumbria Safeguarding Children Partnership
<b>CAE</b>	Children Absent from Education
<b>CSE</b>	Child Sexual Exploitation
<b>CSAM</b>	Child Sexual Abuse material
<b>DBS</b>	Disclosure Barring Service
<b>DH</b>	Deputy Head
<b>DSL</b>	Designated Safeguarding Lead
<b>EYFS</b>	Early Years Foundation Stage
<b>FGM</b>	Female Genital Mutilation
<b>KCSIE</b>	Keeping Children Safe in Education
<b>LADO</b>	Local Authority Designated Officer
<b>PSHE/PSCHE</b>	Personal Social Health and Economic Education/Personal Social Citizenship and Health education
<b>SC</b>	Social Care
<b>WT</b>	Working Together to Safeguard Children
<b>HBV</b>	Honour Based Violence
<b>TRA</b>	Teaching Regulation Agency

**In producing this policy, we have referred to the following publications:**

- **Keeping Children Safe in Education (Sept 2025)**
- **Working Together (WT) to Safeguard Children (August 2024)**
- **Prevent Duty Guidance for England and Wales (July 2015, updated April 2021 - Prevent).**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)**
- **UK Council for Internet Safety – Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020) and how to respond to an incident (update March 2024)**
- **The Charity Commission Guidance Safeguarding and protecting people for charities and trustees (June 2022)**
- **This policy also considers the procedures and practices of Cumberland Safeguarding Children’s Partnership and Cumberland County Council.**

**All key telephone numbers are summarised at the end of this policy.**

## Key School Safeguarding Contacts

- Claire Holmes (Designated Safeguarding Lead, DSL - Deputy Head)  
01228 550725 [claireholmes@austinfriars.co.uk](mailto:claireholmes@austinfriars.co.uk)
- Chris Hattam (Head and Deputy Designated Safeguarding Lead, (DDSL))  
01228 528042 [Chrishattam@austinfriars.co.uk](mailto:Chrishattam@austinfriars.co.uk)
- Jonathon Clark (DDSL) - Head of Junior School  
07535087675 [jonathonclark@austinfriars.co.uk](mailto:jonathonclark@austinfriars.co.uk)
- Katherine Quinn (DDSL) - Head of Lower School  
01228 550 787 [katherinequinn@austinfriars.co.uk](mailto:katherinequinn@austinfriars.co.uk)
- Jeremy Tiffen (DDSL) – Head of Middle School  
01228 550721 [jeremytiffen@austinfriars.co.uk](mailto:jeremytiffen@austinfriars.co.uk)
- Stuart Parry (DDSL) – Head of VI Form  
01228 550709 [stuartparry@austinfriars.co.uk](mailto:stuartparry@austinfriars.co.uk)
- Abby Simpson (DDSL) - EYFS  
01228 550 722 [abigailsimpson@austinfriars.co.uk](mailto:abigailsimpson@austinfriars.co.uk)

The Trustee with responsibility for Safeguarding and Chair of Trustees:

- Michelle Byrne [Michellebyrne@austinfriars.co.uk](mailto:Michellebyrne@austinfriars.co.uk)

## Definitions of Safeguarding

### **Safeguarding and promoting the welfare of children is defined as:**

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

**Children in Need** are defined in law as children who are aged under 18 and:

- Need Local Authority services to achieve or maintain a reasonable standard of health or development
- Need LA services to prevent significant or further harm to health or development
- Are disabled

**Child at Risk** is a term used to describe children who are considered to be at risk of abuse. Thus, endangering their physical or emotional health or development.

## **Safeguarding Information for all Staff**

**Safeguarding** is the action that is taken to promote the welfare of children and protect them from harm.

**Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children and child protection applies to all children up to the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

### **Aims**

The aims of this policy are to formulate guidelines and procedures which will protect all children, including Early Years Foundation Stage, from all forms of abuse whilst in School, and to set up processes to help children who may be suffering abuse from sources outside School. It also aims to protect members of staff who may be the subject of an allegation, by offering guidelines to be followed. The School aims to fulfil its responsibilities in this area under the Children's Act of 2004 and the guidance offered in 'Keeping Children Safe in Education' Sept 2025.

### **Principles**

The health, safety and well-being of all of our children are of paramount importance to all members of the School. Our children have the right to protection, and to feel that the School is a place of safety.

Staff are made aware of their responsibilities with regard to child protection and receive training in child protection issues either through regular INSET, and/or by means of cascaded information from the School's DSL.

Staff must be cognisant of the **Safeguarding Policy** (which includes the safeguarding response to children who have unexplainable and/or persistent absences, are at risk of alcohol misuse, serious violence, radicalisation and reacting to consensual and non-consensual sharing of nudes and semi-nudes and the role of the DSL), **Behaviour and Discipline Policy, Staff Code of Conduct Policy, ICT Acceptable Use Policy, Whistleblowing Policy, Anti-bullying Policy** and **Social Media Policy** (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which can all be found in the staff handbook and **KCSIE Part One and Annex B (at least) all of which** detail how staff must behave when working with children. They detail in particular inappropriate relationships between staff and pupils and state that it is an offence for an adult to have a relationship with a child under the age of 18 where the adult is in a position of trust. These policies explain the consequences of these actions for staff.

All Trustees will receive appropriate safeguarding and child protection training induction – this will be updated regularly and are aware of their obligations under the Human Right Act 1998 (HRA), the Equality Act 2010 and Multi Agency Service arrangements.

The School ensures that the Headmaster, staff (including all supply teachers) and all volunteers are aware that they can be the subject of allegations. They must do all in their care to minimise the risk to themselves by ensuring that their behaviour or actions do not place pupils or themselves at risk of

harm, or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car and engaging in inappropriate electronic communication with a pupil).

#### **Guidance for staff involved in one-to-one contact of any kind:**

- Where possible staff should try to avoid one-to-one teaching situations
- No staff member should teach one-to-one in a room which does not have a glass window in the door.
- Wherever possible in a one-to-one situation the door should be wedged open
- Staff should ensure that where one-to-one teaching takes place it does so in a busy/public part of the School.
- When dealing with a one-to-one situation, staff should allow a friend to accompany the child where possible.
- It is inadvisable for staff to take a child in a car in a one-to-one situation. This can only be done with the express permission of the Headmaster or Deputy Head and/or the parents. Wherever possible the parents should drive the child. Staff are encouraged to be accompanied by another adult if driving a child.
- Peripatetic staff must take every precaution when teaching one-to-one. e.g. doors being wedged open if possible and conducting lessons in a public area of the School.
- It is inadvisable for sports coaches to coach one-to-one. Wherever possible there should be an accompanying adult and the coaching should take place in a public area.

#### **When a child makes a disclosure**

**Children who allege that they are being abused should feel that they will always be believed in the first instance. The victim should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. All allegations (against a member of staff, a supply teacher or volunteer at the School or by a child against another child) should be treated in the same way as any allegation made by a child.**

**Absolute confidentiality cannot be guaranteed. Any information will need to be passed on to the appropriate person and all details recorded accurately.**

#### **Our support of children will be evidenced in the following ways:**

1. There are three main elements to our Safeguarding Policy.
  - a. **Prevention** (e.g. positive School atmosphere and an attitude of **'it could happen here'**)
  - b. **Protection** (by following the procedures outlined below)
  - c. **Support** (to pupils and School staff and to children who may have been abused)
2. The programme of PSHE/Enrichment delivered in School is designed to enable children to make decisions for themselves, and to be aware of the effects of those decisions on other people including their peers. With the help of external agencies at times, we teach the children how to recognise different risks in different situations and how to behave in response to them. Issues of Safeguarding/ RSE are taught as part of the PSHE/EP programme, likewise the issues of Prevent form part of that curriculum. Cyber-bullying and Online Safety are core topics of IT in 1<sup>st</sup> and 2<sup>nd</sup> Form and all pupils complete at least 6 online safety "badges" as part of their Bronze IDEA award in those two years. The School computer

system uses an internet filtering package that filters inappropriate sites with both known “Blocked pages” and page analysis for unknown sites. ‘Sites of concern’ are flagged to DSL/ DDSLs as soon as they are searched/ requested. Parents will be regularly updated/informed of online safety particularly when ‘blended learning’ (both in School and online) is necessary.

3. Through the curriculum and the pastoral care system we teach children respect for themselves, respect for others and an awareness of the importance of securing their own personal space. The ethos of the School encourages the sense of ‘community’ and therefore ‘caritas’ towards one another. The vertical house system helps to integrate those of all ages. Pupils are encouraged to work together and respect not only their peers but also the whole community.
4. Parents’/carers’ rights should be fully respected. Parents/carers should be involved in consultation and decision making unless it would act against the interests of the child. In relation to those international students, birth parents would be contacted directly should there be a welfare/safeguarding concern in relation to their child (for additional contact procedures see Behaviour and Discipline Policy Senior School point 14). The School respects court orders where they are in place.
5. We promote a School ethos which encourages children to feel valued as members of both the School community and the wider world. Staff recognise that children may find it hard to tell someone that they are being abused and try to ensure that pupils feel comfortable accessing support from whichever avenue they prefer (tutor, Head of School, Assistant Head of School, Deputy Head, Chaplain, First Responder, Mental Health Nurse, Head of House or any member of staff).
6. We work closely with outside professionals/agencies which support children and their families, this could include sharing special category personal data should that be necessary to safeguard the child.
7. We train our staff to be knowledgeable in issues of child protection.  
The School’s arrangements for the training required are as below:
  - All staff must read at least Part One OR Annex A, as appropriate, of KCSIE 2025. Teaching staff are also required to read Annex B. The School requires them to email the HR office to confirm that they have read and understood this in writing. The Single Central Register is then updated accordingly. This applies to all staff. The procedure will be repeated with each update to KCSIE.
    - For staff e.g. gap year Language assistants, who have English as a second language, the DSL will ensure, by asking them, that they understand the policy. This takes place as part of their induction to the School.
  - The Designated Safeguarding Lead receives updated child protection training at least every two years. This will include local inter-agency working protocols and training in the CSCP’s approach to *Prevent* duties.
  - All staff
    - Will be issued with regular safeguarding email updates as necessary, details of which are shared with the Trustees
    - Will receive annual safeguarding refresher sessions delivered by the DSL.
    - Will receive updated safeguarding training at least every three years (last completed September 2025).
  - Home Office e-learning training on Prevent awareness will be part of this. All current teaching staff and SMT have completed Prevent training, along with cybersecurity training.
  - All new staff, including temporary staff and volunteers, must be provided with induction training that includes:
    - the school’s child protection policy;

- the staff code of conduct/behaviour policy including the whistleblowing procedure, ICT Acceptable Use Policy and Social Media Policy;
- the pupil behaviour policy
- the identity of the designated safeguarding lead (DSL) as well as the safeguarding officer for EYFS and Trustee with the responsibility for Safeguarding.
- a copy of Part 1 or Annex A of KCSIE
- the awareness of contextual safeguarding i.e. external influences (families and /or children outside the School)
- *Staff are made aware of the Early Help Process (to identify emerging problems)*
- Training requirements specific to EYFS (As specified in the EYFS statutory framework 2025 – Appendix 12), which includes:
  - *level 2 safeguarding training for all staff (every 2 years, with consideration whether any staff need to undertake annual refresher training.)*
  - *Food hygiene training (every 3 years)*
  - *Prevent and cyber security (annually)*
  - *Paediatric 1<sup>st</sup> aid (Every 3 years)*
  - *safer eating – pupils are always supervised, and food is cut up. (working with the EYFS Foundation Stage Nutrition Guidance and following any updates in guidance and legislation).*
  - *All staff have read ‘What to do if you are worried a child is abused: Advice for practitioners’.*

The School trains all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the School will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
  - deterioration in children's general well-being;
  - unexplained bruising, marks or signs of possible abuse or neglect;
  - children's comments which give cause for concern;
  - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
  - Appropriate management of child on child sexual abuse/harassment.
8. When dealing with any issue, the child's wishes and feelings will be taken into account when determining the action to be taken.
  9. Parents/carers are informed of the statutory requirements the School has to adhere to with regard to Child Safety Awareness matters. The policy is made available to parents through the School's website.
  10. The School is committed to safer recruitment procedures, according to The Education (Independent School Standards) Regulations 2014 and the guidance in KCSIE Sept 2025. This helps to create a culture that promotes the welfare of children within the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment or volunteering within the school. All members of the SMT have completed safer recruitment in education training and update their training as deemed necessary. The School holds a separate safer recruitment policy which sets out from end to end the school's process of recruitment including the required checks. The safer recruiting policy details the protocols for allowing visiting speakers on site and these protocols must be

adhered to. The School also operates an open policy on Whistleblowing and this is detailed in a separate policy.

11. Where staff are organising a trip that involves homestay i.e. pupils visiting us from elsewhere that are being 'put up' by parents the School ensures all parents have undergone the necessary checks as detailed in the Educational Visits Policy.
12. DSL and appropriate pastoral staff will attend all core groups, statutory meetings and case conferences as necessary.
13. Where a child is the subject of a child protection plan, Cumbria Children's Services (Isobel Graham – Access and Inclusion Officer) will be informed immediately if the child should cease to be on the School roll.

## **Procedures**

### **Responsibilities for DSL**

1. The DSL is the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child. Should the DSL be unavailable the Deputy DSL should be contacted and if not available the Head of the Junior School. If all are unavailable the Headmaster should then be contacted.
2. They have a higher level of safeguarding training and knowledge than the rest of the staff and should have completed Safeguarding and Child Protection 'Working Together to Safeguard Children and Young People'
3. They assess information from staff regarding concerns about children and make decisions about whether staff concerns are sufficient enough to notify Children's Social Work Services or whether other courses of action are more appropriate, for example the completion of an Early Help Assessment (EHA). Early information is vital for effective identification of a potential problem. ANY concern should be shared (there should be no assumption that others are aware of all individuals concerns). Although it would generally be the DSL who would take the lead on Early Help Cases it is not necessarily exclusive.
4. They make formal referrals to the CSCP Hub and the Safeguarding LADO
  - 4.1 The DSL makes referrals to the CSCP and in cases of suspected serious harm this must be done immediately
  - 4.2 There should be no delays in forwarding details of disclosures to the LADO, they must also be reported immediately. The LADO deals with serious allegations made against adults working with young children
  - 4.3 The LADO is there to offer advice and help with regard to safeguarding issues
  - 4.4 They preside over any investigation involving safeguarding concerns.
  - 4.5 They advise on the strategy the School should adopted when investigating and issue e.g issues of suspension of staff.
  - 4.6 No investigation should be conducted by the School unless specifically authorised by the LADO.
  - 4.7 The LADO may inform other agencies in the partnership if they feel this is appropriate.
- 5 They have joint responsibility with the SMT and the Board of Trustees to ensure that the School's safeguarding policy and related policies and procedures are followed
- 6 They are responsible for promoting a safe environment for pupils and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and SMT.
- 7 They know the contact details of relevant statutory agencies
- 8 The DSL is responsible for ensuring that the School's safeguarding policy is kept up to date
- 9 The DSL will also ensure that the School complies with safer recruitment procedures for new staff members and their induction.

- 10 The DSL understands the risks associated with online safety. They are responsible for ensuring that the pupils stay safe online while they are in School.
- 11 The DSL should be the point of contact for the LA re a child who has a social worker. Where a child needs a social worker, this will inform decisions about safeguarding and promoting welfare.

Trustees should ensure that the following take place (with the help of the DSL);

- Take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- Make sure that appropriate safer recruitment policies are in place and are embedded and effective.
- Ensure child protection records are maintained.
- Where reasonably possible hold more than one emergency contact number for each pupil.

It is not the responsibility of the DSL to decide whether a child has been abused or not- that is the responsibility of investigative statutory agencies (CSCP). However, keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed.

As staff join the School they are informed of the names of the DSL, DDSLs and Safeguarding Officer for EYFS, receive copies of the policies and procedures. A hard copy (pocket size) card with the names and contact details as well as a condensed version of 'safeguarding information' is distributed to all staff annually.

The Headmaster and all staff (full time and part time) and regular voluntary staff receive safeguarding updates (termly). Trustees are made aware of the policies and procedures within the School and are encouraged to receive training. The DSL, DDSL and Safeguarding Officer for EYFS within the School should receive updates in training in child protection and inter-agency working every two years.

The School's Safeguarding policy is in accordance with the inter-agency procedures of the Cumbria Safeguarding Children Partnership. Any action taken by staff and the DSL must be in line with the procedures outlined on their website.

The Head of the Junior School takes responsibility for safeguarding children within the EYFS setting and liaising with the Headmaster, Deputy Head (DSL) (SS) and local statutory children's agencies as appropriate.

The School makes a commitment to confirm that child protection checks and procedures have been carried out on any staff employed by another organisation working with pupils on another site.

The School will report to the Disclosure and Barring Service within one month, any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because they are considered unsuitable to work with children. The School will also inform the TRA if a teacher is dismissed (or who would have been dismissed had she/he not resigned) and a prohibition order may be appropriate. Reasons for the order could be 'unprofessional conduct' 'conduct that may bring the profession into disrepute' or 'a conviction at any time for a relevant offence'.

Should the School become aware of any deficiencies or weaknesses in child protection arrangements, they will be remedied without delay.

The Trustees undertake an annual review of the child Safeguarding policy and procedures, and of the efficiency with which the related duties have been discharged. The Chair of Trustees is the designated member of the board who is charged with liaison with the local authorities should there be an allegation against the Headmaster.

**Use of IT equipment by all members of the School community**, including staff, pupils, and visitors. In this policy 'staff' includes teaching and non-teaching staff, Trustees, and regular volunteers (but access to systems is not intended in any way to imply an employment relationship). 'Visitors' includes anyone else who comes to the School, including occasional volunteers. Access applies to the School's Wi-fi network and the use of personal devices whilst on the School site.

Staff should understand their roles and responsibilities in relation to filtering and monitoring the use of IT in school. Staff should consider the '4Cs' below when using the internet with the pupils.

**Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, **misinformation, disinformation (including fake news) and conspiracy theories.**

**Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

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

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

#### **Use of Cameras and phones which have a photographic function.**

The School has a specific view on the use of such devices in the Pre School, and the whole school in general. All parents are informed by letter of our policy with regard to photographing children and use of photographs in any publications, websites or the local media. Parents/pupils are asked to fill in the School's Media/Photograph consent form.

Key points are:

- **Mobile Phone and Camera Use by Parents – EYFS** - Cameras, personal mobile devices with camera function, and video recorders cannot be used when, on the school premises, or when on outings.
- **Mobile Phone and Camera use by Parents – Junior and Senior School** - Whilst the School would prefer the above rule to be implemented, we appreciate that parents may wish to record memories; however, parents are only permitted to take photographs/videos of their own child/children during events such as plays, concerts or sporting fixtures and solely for personal use. No one is permitted to share images of pupils other than their own children on social media platforms or electronic means.
- **Mobile phone and camera use by Staff in all areas of the School including EYFS** - To ensure that any images used to record and celebrate the achievements of the children within School are kept secure and in line with parent's wishes and with the School's duties under data protection.

- i. Permissions will be sought when each child is registered, and will be updated regularly, ensuring that permission remains current.
- ii. On reaching senior school age pupils are asked to renew these permissions themselves under GDPR guidance.
- iii. Any photographs or recordings of children in School will only be taken in line with the above written permissions.
- iv. If permission has not been given to take images of a pupil, these wishes will be respected and the School will find alternative ways of recording the pupil's learning, should that be necessary (for example EYFS learning journeys or public examinations coursework).
- v. Consent can be withdrawn at any time.
- vi. Students will seek separate written permission to take and use photographs of others as evidence in their coursework.
- vii. Staff are not permitted to take images of children using their own devices – only devices provided by the School should be used. Cameras/recording devices will only be used on EYFS outings with the permission of the Head of the Junior School, who will identify a person to be responsible for the security of the equipment while out of School.
- viii. The use of digital imaging equipment for any EYFS activities related to the School will be considered by the Head of the Junior School as part of the activities risk assessment.
- ix. Cameras/recording equipment will be stored securely when not in use.
- x. The School will ensure parents understand that their child may be on photographs which may be included in another child's learning journey. *(Parents will be asked permission for this and their child will not be the primary subject).*

#### **Mobile phone and camera use by pupils**

Pupils should not take photos of other pupils without consent, however, access to the internet means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. To minimise this, pupils are not permitted to use their phones in school without direct staff permission (excluding 5<sup>th</sup> and VI Form who are able to use their devices in their respective Common Rooms) and anyone who is in contravention of this will receive appropriate sanctions (see Use of ICT Policy).

- **Use of images** - Photographs and videos may be used to record pupil's works (for example EYFS learning journeys and for display purposes).
- Photographs used in any publications, websites, social media and local media will only be done where the School has current permissions.
- In group photographs a list of names may appear however we will take every step to ensure that individuals cannot be specifically named or identified. Should a name be required, only first names are used, in all but exceptional cases.

#### **Contractors**

Contractors or any employee of a contractor who is engaged in regulated activity (such as bus drivers and catering staff) are required to obtain an enhanced DBS certificate (including barred list information).

Any person on site during the school day, who has not been subject to any checks by ourselves or (to our knowledge) by their employer will be accompanied at all times during school hours. All visitors are required to sign in at Reception (SS or JS) on arrival at which point, the identity of any people

working on site will be checked and/or they will be met by a member of school staff if they need to be accompanied during their visit.

However, there are occasional exceptions to this such as on sports day or for carol services, when all School staff are out in force and direct parents/visitors to appropriate areas of the School.

Where services or activities are provided separately by another body the School will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The School will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

#### **Where concerns are raised**

1. If a member of staff has any concerns about a child's welfare or if a child makes a disclosure to a member of staff, that member of staff **must** document the information that the child gives them (concerns, discussions and decisions) and inform the DSL immediately (**anyone can make a referral to statutory agencies**). The document required for completion by the member of staff can be found on the School's intranet. A hard copy will be processed by the DSL and placed in the pupil file. The matter will be treated with the utmost seriousness. Staff should record everything in as much detail as possible. Staff should also be cognisant of the fact that the abuse can happen both inside and outside school and could be online.

#### **No reports in school does not mean that abuse is not happening.**

Staff should not just assume that someone else has raised a concern, or is dealing with it.

#### **ANY concerns should be reported to the DSL.**

2. (a) Where the concern relates to 'child on child' sexual violence and sexual harassment staff should avoid viewing or forwarding illegal images of a child unless unavoidable.  
(b) After a referral of child on child abuse the following will be considered:
  - Whether a section 47 enquiry should be made (where the perpetrator is continuously at risk of causing harm)
  - Whether the perpetrator poses any further risk
  - How to protect any child at immediate risk
  - What action to take in respect of the alleged perpetrator, e.g., arranging a risk management meeting in the first instance with a view to completing a risk assessment.
  - The parents of all children involved will be kept informed.
3. The DSL will document any evidence of suspicion of abuse (in the case of them being absent the Headmaster should be informed), this should include any additional contextual information. No investigation relating to allegations against staff should be conducted without prior consultation with the LADO.
4. The Headmaster will be informed and should receive copies of all recorded information on the same day.
5. The DSL should refer to Cumberland SCP immediately of a disclosure or suspicion of abuse or serious harm toward any child.

6. In the EYFS setting, the School must notify Ofsted within 14 days of any allegations of 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).
7. The School will share their concerns with the parents/carers, unless this action would place the child(ren) at further risk of significant harm. The referral will be followed up in writing, using the multi-agency child protection form within 48 hours.
8. The DSL should inform the child of all actions that are being taken and inform them that the information given will be shared with appropriate professionals. Children must be made aware that no guarantee of confidentiality can be given.
9. Where a member of staff, supply teacher, contactor or volunteer or the DSL, DDSL or Safeguarding Officer EYFS is the subject of an allegation, a report must be made directly to the Headmaster who will also inform a DSL (if appropriate). In the absence of the Headmaster, the allegation should be passed to the Chair of Trustees. If the Headmaster is the subject of an allegation, the matter must be reported to the Chair of Trustees, without notifying the Headmaster first. Where an allegation meets the harm threshold:
  - behaved in a way that has/ may have harmed a child
  - possible criminal offence against a child
  - behaved towards a child in a way that indicates they might pose a risk of harm
  - behaved in a way that indicates they might be unsuitable to work with children either in or out of school

The LADO should be contacted and asked for advice on whether or not suspension is an appropriate action until the investigation is completed.

The person who is the subject of an allegation will be kept informed of the process, unless there is an objection to this being the case from Children's Services or the Police.

From October 2012, there are restrictions on the reporting or publishing of allegations against teachers, or any other staff and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DFE/TRA referral criteria are met, that is, they have caused harm or posed risk to a child.

Staff should be aware that Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

10. Where there are '**low level**' concerns about a member of staff, these should be reported to the Head directly and logged on the secure safeguarding portal on the School's CPOMS system.

A 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, but does not meet the threshold or is otherwise not considered serious enough to consider a referral to the LADO.

'Low-level' concerns could include, but are not limited to: being over friendly with children; having favourites; taking photos of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language.

Staff are encouraged to self-refer in the event they have found themselves in a situation which may be misinterpreted and/or on reflection they have behaved in a way that may be considered to fall below the expected professional standard.

- **Prompt action:** The policy must ensure that any concern, no matter how small, is dealt with promptly and appropriately. (School aims to deal with this within 3-5 day).
- **Recording:** Concerns must be recorded on CPOMS, with clear, factual details including context, which is date stamped in CPOMS. (Is this enough in terms of signed and dated – Check DfE). The individual concerned should be given a copy. Copy and paste to them on return without complainant being identified.
- **Headteacher's role:** Concerns should be shared with the Headteacher (unless the concern is about the Headteacher themselves), who will ensure a policy is in place and implemented.
- **References:** Low-level concerns will **not** be included in references unless they relate to issues like misconduct or poor performance that would normally be included in a reference.
- **Contracted/Supply staff:** The policy should outline how to notify the employer of a supply teacher or contractor if a low-level concern is raised about them. By getting in contact with the contracted/supply agency by email.
- Allegations against a teacher who is no longer a teacher, will be referred to the police.

### **Ceasing to use a Persons services**

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 be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation (consideration **must** be made as to whether a referral to the Secretary of State, via the TRA). 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. Schools will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

**The Cumbria Safeguarding Hub which should be the first point of contact for any Safeguarding concerns involving children is 0300 303 3892.**

**The LADO will be contacted within one working day in the event of allegations against staff.**

*Other useful contact details are: the DfE dedicated telephone helpline on 020 7340 7264 and [www.counter-extremism@education.gsi.gov.uk](mailto:www.counter-extremism@education.gsi.gov.uk)*

KCSIE now requires schools to consider reporting historical abuse allegations to the police.

Child Protection files must be securely transferred between schools, separate to the pupil file and the DfE recommends that School's obtain a confirmation of receipt.

KCSIE Sept 2025 refers to carrying out appropriate childcare disqualifications checks under the "Disqualification under the Childcare act 2009". These checks are now an inspection standard and as a School we regularly ask staff to declare that they are not disqualified. Any previously held documents relating to disqualification by association will be destroyed. Staff are reminded that if their circumstances change, they must inform the school. Due to the cross curricular links between JS and SS all teaching staff, Peripatetic staff and members of the SMT must sign a declaration as well

as any support staff that may work between both Schools, that they are not barred from working with children. As a school we will DBS check regular volunteers, and we would require them to register with the DBS update service.

In cases of serious harm, the police should be informed from the outset.

If there has been a substantiated allegation against a member of staff (including supply teachers), the school should work with the LADO 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 contact number for the **Cumberland SCP is 0333 240 1727**

All staff must abide by the expectation of the School as set out in the Staff Code of Conduct.

All staff and volunteers should feel that they are able to raise a concern, and that the concern will be taken seriously, with regard to what they might consider to be poor or unsafe practice and potential failures in the Schools Safeguarding regime (i.e. use the Whistleblowing policy).

### **Appendices**

- Appendix 1 Code of practice for adults working with young children
- Appendix 2 Early Help
- Appendix 3 Categories of abuse
- Appendix 4 Identifying signs of possible abuse
- Appendix 5 Children Absent from Education and Children Missing Education
- Appendix 6 Confidentiality
- Appendix 7 The role of the Designated Safeguarding Lead
- Appendix 8 Addendum to Safeguarding Policy re COVID-19
- Appendix 9 Mental Health and Well-being Statement
- Appendix 10 Key telephone numbers
- Appendix 11 Child on Child Abuse – the school's response
- Appendix 12 Early Years Foundation Stage Statutory Framework – Appendix C

Deputy Head Pastoral  
September 2025

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Reviewed and endorsed by Full Trustees Meeting on: Michaelmas Term 2025  
Next Review by Trustees: Michaelmas Term 2026

**A CODE OF PRACTICE FOR ADULTS WORKING WITH CHILDREN AND YOUNG PEOPLE**

Our School encourages a culture of listening to children and this guidance is to foster that belief.

If you suspect a child or young person is being abused or neglected:

1. Inform the designated member of staff.
2. Record and date any facts, which support your suspicions.
3. Do not ask any leading questions

Where a child discloses to you abuse by someone else:

- 1 Allow the child/young person to speak without interruptions, accepting what is said, but do not investigate.
- 2 Alleviate feelings of guilt and isolation, whilst passing no judgement.
- 3 Advise that you will try to offer support, but that you must pass on the information.
- 4 Inform the designated member of staff.
- 5 Record and date any facts, which support your suspicions.
- 6 Do not promise confidentiality.

If you receive an allegation about a member of staff or yourself:

1. Immediately inform the designated member of staff
2. Record and date the facts, as you know them.
3. Try to ensure no one is placed in a position, which could cause further compromise.

You must refer. You must not investigate.

Use of reasonable force:

1. There are circumstances where it is appropriate for staff to use reasonable force to safeguard children.
2. The term reasonable might range from guiding a child to safety by the arm to breaking up a fight where restraint might be required.
3. Reasonable means using no more force than needed.

You should:

- Treat everyone with respect;
- Provide an example for others to follow;
- Respect a young person's right to privacy;
- Provide access for young people to talk to others about any concerns they may have;
  - Pupils should be encouraged to speak openly and to staff that they are confident with
  - Staff should try not to talk to a sensitive child one to one but rather with another member of staff present (A female member of staff should be used whenever possible with young girls).
  - Wherever possible pupils should be spoken to away from other children but in rooms which have clearly defined windows in doors.
- Recognise, and allow for, the special needs of young people with disabilities and learning difficulties;
- Encourage young people and adults to point out attitudes or behaviour that they do not like;
- Avoid inappropriate physical contact;
- Remember that someone else might misinterpret your actions, no matter how well intended;

- Recognise that special caution is required in sensitive moments of counselling when dealing with bullying, bereavement or abuse;
- Respect the cultural, religious and ethnic backgrounds of those you work with.

You should not:

- Permit abusive peer activities (e.g. bullying, racial harassment, etc);
- Have any inappropriate physical or verbal contact with young people;
- Jump to conclusions about others without checking facts;
- Show favouritism to any individual;
- Be drawn into inappropriate attention seeking behaviour such as crushes or tantrums;
- Make suggestive remarks or gestures;
- Rely on your good name to protect you;
- Believe “it could never happen to me”;
- Attempt to diagnose mental health problems (unless you are a trained professional).

People working in schools are uniquely placed to notice signs and symptoms of abuse, and to support children subject to abuse and living in abusive situations.

For use of Social Media, Staff (and pupil) Code of Conduct, ICT Acceptable Use Policy and Whistleblowing procedures, please see separate documents.

### Early Help Assessment (Cumberland SCP)

Early Help is the response made when a professional identifies needs with a child/family and works with another agency or agencies to meet those needs.

At this level of need an Early Help Assessment (EHA) should be completed with the child and family to identify needs and agreed desired outcomes. A good assessment of needs and the establishment of achievable and measurable outcomes is an essential element of effective early help. Anyone working from a service that supports families can initiate this process.

An EHA can be carried out with any child or young person from pre-birth up to age 19 (up to the age of 25 if the young person has a learning difficulty or disability).

The CSCP website also includes the Early Help Directory, which provides information about agencies and organisations who can bring expertise and resources to Team Around the Family (TAF).

For a directory of services for children and young people within additional educational needs please refer to the CSCP.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home or from school;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems, a parent in prison (or is affected by parental offending) or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- has a mental health need.
- is experiencing or at risk of experiencing family ostracism.
- is at risk of honour based abuse or forced marriage.

Cumberland Early Help Team dedicated consultation advice and guidance.

Telephone: 0333 2401727

Mags Moorhead, Early Help Area Officer  
Email: [Mags.Moorhead@cumberland.gov.uk](mailto:Mags.Moorhead@cumberland.gov.uk)

Telephone: 07827 842631

Karen Ross, Early Help Area Officer

Email: [Karen.Ross@cumberland.gov.uk](mailto:Karen.Ross@cumberland.gov.uk)

Telephone: 07885 405708 (Microsoft Teams Calling telephone number 01946  
383698)

## CATEGORIES OF ABUSE / SAFEGUARDING ISSUES

Child abuse occurs in families from all social classes and cultures and it also occurs in agencies and organisations. Abusers come from all walks of life and all occupations and professions. The following definitions and descriptions are from KCSIE (Sept 2025). The only exceptions to this are the recently added 'Abuse through radicalisation' which is part of 'The Prevent Duty' and issues of Differentiation and Children Missing from Education and extracts from ISI regulatory requirements.

Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance or a stranger, who may be an adult or a young person (child on child abuse). The abuse may be the result of a deliberate act or of a failure on the part of a parent or carer to act or to provide proper care, or both. The abuse may be online or face to face and may take a number of forms, including:

**(NOTE: 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 issues will overlap with one another).**

**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 who know them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

**Domestic abuse:** this could be psychological, physical, sexual, financial and emotional. The child may blame themselves for the abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. The detrimental affect can impact their health and well-being, development and ability to learn long-term.

**Operation Encompass will normally inform School of households who have experienced domestic abuse.**

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

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

Sexual abuse also includes sexual violence and harassment (see over the page) between children of any sex.

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

**Extremism/Radicalisation:**

Children are vulnerable to extremist ideology and radicalisation.

**Extremism** is the vocal or active opposition to our fundamental values including the rule of law, liberty and mutual respect and tolerance of different faiths and beliefs.

**Radicalisation** is defined in the Revised Prevent Duty Guidance for England and Wales as "the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups". It is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance.

**Terrorism** is an action that endangers or causes serious violence to a person/people; serious damages to property or seriously disrupts an electronic system. This is designed to influence a government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences (Taken from DFE Departmental advice for schools and childcare providers July 2015)

Any attempt to radicalise a child can be seen as a form of abuse. All staff are to remain vigilant towards those who may be thought to be in danger from this kind of activity, be it from parents or through the internet. Should a member of staff feel that a child is in danger, they must inform the

Designated Safeguarding Lead and the Headmaster; they in turn must inform the Police authorities and The LADO immediately: the notification and all relevant information should be reported as in all other cases of abuse (anyone can make a referral).

Radicalisation can take a variety of forms including:

- Radicalisation to extreme forms of Religious groups e.g Islamic State
- Radicalisation to extremist right-wing groups which promote Fascist viewpoints (of concern to the police in Cumbria)
- In the event of concerns re: radicalisation call the Safeguarding Hub
  1. Cumberland SCP 0333 240 1727 or
  2. Fill in the prevent Referral form on the Cumbria Police website
  3. The confidential Anti-Terrorist hotline 0800 789 321 or
  4. Local Police 101 or
  5. DfE dedicated telephone helpline for non-emergency advice for staff and governors 020 7340 7264 or
  6. Email [counterextremism@education.gsi.gov.uk](mailto:counterextremism@education.gsi.gov.uk)
  7. Further information/ advice from [mark.clements@cumbria.gov.uk](mailto:mark.clements@cumbria.gov.uk)

Channel is a voluntary support programme offering support for those identified at an early stage as being vulnerable to being drawn into terrorism.

**County Lines Exploitation** is an integral part of the county lines offending model, with children and vulnerable adults exploited to move (and store) drugs and money. Children can become trapped by this type of exploitation as the county lines gangs create drug debts and threaten serious violence. Children can be recruited in person or online.

County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

### **So-Called 'Honour based' abuse**

So-called 'honour based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled as such. If in any doubt, staff should speak to the DSL.

### **Female Genital Mutilation**

FGM is abuse, it is illegal and must be reported to the Police. From October 2015 it is mandatory for the School to do this immediately that knowledge of the abuse is obtained. FGM typically takes place between birth and around 15 years of age, it is believed that the majority of cases happen between the ages of 5 and 8.

Details, guidance concerning and descriptors of FGM can be found at the following DFE website.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

The authorities who should be contacted by the DSL, or a member of staff, in the case of reported FGM are:

**The Police** (there is no specified Police officer in charge of this yet in Cumbria therefore as this is a crime 101/999 should be called as appropriate) **or contact the Cumbria SCP on 03332 401727 or by email**

Crimestoppers – anonymously 0800 555111

[www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

NSPCC FGM helpline 0800 028 3550 [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

### **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. The Forced Marriage Unit has further guidance, contact 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

### **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 (males or females, children or adults) takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into a sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The imbalance of power may be related to age but could also be due to gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. The victim may have been exploited even if the activity appears consensual. Child exploitation can be physical but it can also occur through the use of technology. All suspected cases of CSE and CCE must be reported to the DSL who will inform the Police and SCP immediately. CCE might specifically involve children being forced or manipulated into transporting drugs or money through County lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening, committing serious violence to others. These children may still have been criminally exploited even if it appears they have agreed or consented.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact, penetrative (for example rape or oral sex) and non-penetrative acts (such as masturbation, kissing rubbing and touching outside clothing) and non-contact sexual activity (e.g. involvement in the production of or viewing of sexual images/ activities) or encouraging sexually inappropriate ways or grooming a child;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

- Both boys and girls who are subjected to criminal exploitation, may be at higher risk of sexual exploitation.
- The experience of girls who are criminally exploited can be very different to that of boys.

Some of the following signs may be indicators of child 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 do not take part in education.
- Children who are involved in consensual and non-consensual sharing of nudes and semi-nudes images or videos.

**Sharing nudes and semi-nudes – all members of staff should refer, to the DSL, any incidents involving the nudes or semi-nudes (these could be via social media (including snapchat), gaming platforms, chat apps or forums.**

**CCE may occur alone or may overlap with CSE and/or County Lines as well as other forms of abuse.**

#### **Children Absent from education**

A child who is absent from education is a potential indicator of abuse, neglect or possible exploitation such as ‘county lines’ or criminal activity. School staff should follow the School’s procedures for dealing with children that are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect (for details of the School’s procedure please see Appendix 5). Should the child be considered to have left the School and no formal record has been received of an ongoing school, a CME1 form will be submitted to Cumbria SCP (Isobel Graham).

#### **Child on Child Abuse (abuse of one pupil towards another)**

Where one or more pupils is carrying out abuse against another pupil. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory)
- Abuse in intimate personal relationships between peers
- upskirting
- gender-based violence/sexual assaults or harassment (including sexual comments, ‘jokes’, remarks)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party
- sharing of nudes or semi-nude images (sexting), consensual and non-consensual
- physical abuse such as hitting, biting, kicking, shaking, hair pulling or otherwise causing physical harm (may include threats and/or online abuse)
- initiation/hazing type violence and rituals.

**All reports and concerns of child on child abuse, whether they have happened in school or outside of it and face to face or online, should be treated equally seriously.**

It is not regarded as a reasonable line of defence to dismiss any abusive interchange as 'banter'.

Pupils with SEN face additional safeguarding challenges. Their disability should not be a barrier to recognising abuse.

Child on child abuse is more often, but not exclusively gendered, i.e. it is more likely that girls will be victims and boys the perpetrators.

All child on child abuse is unacceptable!

When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', any such abuse will be referred to the local agencies such as Cumbria SCP. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

Note: Upskirting is a criminal offence. Anyone of any gender can be a victim. Taking a picture under a person's clothing (not necessarily a skirt) without their knowledge or permission can cause the victim humiliation, distress or alarm (The Voyeurism Offences Act 12<sup>th</sup> April 2019)

### **Sexual violence and sexual harassment between children**

This can occur between two children of any age and sex, from primary to secondary. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online and offline (both physical and verbal) and is never acceptable. All victims must be taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk, e.g. girls, children with SEN and LGBT children.

Sexual violence and sexual harassment are never acceptable and will not be tolerated and is not an inevitable part of growing up. It should not be dismissed as 'banter' or 'boys being boys', 'just having a laugh' or 'just part of growing up'. This can lead to a culture of unacceptable behaviours, an unsafe environment for children and ultimately a culture that normalises abuse leading to children accepting it as normal and therefore not reporting it. All behaviours should be challenged.

Sexual violence (see Sexual Offences Act 2003) includes; Rape, Assault by Penetration and Sexual Assault. These offences are committed without mutual consent.

Sexual Harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity and/or intimidate, degrade, humiliate. This could include sexual comments such as telling stories, making lewd comments or remarks about someone's appearance, deliberately brushing against someone, showing sexualised pictures/images, unwanted sexual messages on social media, upskirting, this list is not intended to be exhaustive.

The School acknowledges that even if there have been no reported cases of child on child abuse within school, such abuse may still be taking place and is simply not being reported. Posters urging pupils to report incidents are displayed in each tutor room.

Harmful sexual behaviour can occur online and/or face to face. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Children can be coerced into sharing nude or semi-nude images. Advice about dealing with such incidents can be found in [“Sharing nudes and semi-nudes: advice for educational settings working with children and young people”](#).

Consent to sexual activity may be given to one sort of sexual activity but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn during a sexual activity and each time it occurs. A child under 13 can never consent to the sexual activity. The age of consent is 16 and sexual intercourse without consent is rape.

### **Serious Violence**

All staff should be aware that some children may be at risk from being involved in serious violent crime. Increased risk factors include; being male, having frequent absence or being permanently excluded, having experienced child maltreatment and having been involved in offending.

### **Self-harm**

This is when somebody intentionally damages or injures their body. It is usually a way of coping with, or expressing, overwhelming emotional distress. In most cases, there is no suicidal intention but a child's safety must always be kept in mind. In most cases, the School will seek to have the risk they pose to themselves assessed by a professional in order to inform a care plan. The School will inform parents of incidents of self-harm at the earliest appropriate opportunity.

### **Children with Family Members in Prison**

These children are at risk of suffering from stigma, isolation and poor mental health. School will liaise with support agencies for advice should this be necessary, e.g. NICCO (National Information Centre on Children of Offenders).

### **Children and the Court System**

The School will support children who find themselves in the position of having to give evidence in Court. A useful tool will be the online 'child arrangement information' created by the Ministry of Justice.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputy) will be aware of contact details and referral routes to the Local Housing Authority and will liaise with Children's Services.

### **Differentiation**

The School must be aware of the need to differentiate between safeguarding children who may be abused and other children who need support from the various agencies that exist within Cumbria. These agencies can be contacted through Children's Social Care. Staff must inform the DSL in School who will then report the abuse to the CSCP and, if felt appropriate, the Police.

### **SEN**

Additional barriers can exist when recognising abuse and neglect in pupils with SEN or specific health issues. Inaccurate assumptions can be made. Pupils with SEN or specific health issues can be more prone to isolation or abuse/ bullying.

**Children who are lesbian, gay bi or trans (LGBT)**

The fact that a child may be lesbian, gay bi or trans (LGBT) is not a risk factor. However, children who are LGBT can be targeted by their peers. The School endeavours to provide a safe space for LGBT children to speak out or share their concerns with trusted members of staff.

**Modern Slavery**

This encompasses human trafficking and slavery, servitude and forced or compulsory labour and may include sexual exploitation.

**Cybercrime**

Criminal activity using computers or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Pupils about whom there are concerns, may be referred to the Cyber Choices programme, which is supported by the Home Office led by the National Crime Agency. The NSPCC also offers advice.

**Mental Health**

Staff need to 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. Staff are not expected or trained to diagnose mental health conditions or issues, but many notice behaviours that may be of concern. Any concerns should be raised in the normal way through the safeguarding referral portal on the intranet. For further information see Mental Health Policy – Appendix 9.

### IDENTIFYING SIGNS OF POSSIBLE ABUSE

It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Because of their day-to-day contact with individual children, school staff - especially teachers, but also support staff, including lunch-time supervisors and ancillary or auxiliary staff are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse. For example, the following may be noticeable:

- Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks or burns, particularly when children change their clothes for physical education, swimming and other sports activities, or when very young children or children with special educational needs are helped with toileting;
- Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition;
- Possible indicators of emotional abuse, such as excessive dependence, or attention-seeking;
- Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour;
- Serious violence, possible indicators may include increased absence; changes in friendships; a decline in performance; signs of self-harm or significant change in well-being; signs of assault or unexplained injuries.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Any or any combination of the above may be accompanied by or solely manifested in marked deterioration in performance and/or increased absenteeism.

No list of symptoms can be exhaustive. Also, it must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms described above.

Pupils who are the victims of abuse often display emotional or behavioural difficulties. In cases of children or young people who are felt to have long term behavioural problems, the school may wish to seek advice from local support services, for example on the availability of counselling or other systematic therapy, or indeed the need for a statutory assessment, the outcome of which may be the maintenance of a statement of special educational needs. In any event, the school should also monitor and review the child's needs, having due regard to the Special Educational Needs Code of Practice.

Children with SEN and disabilities can face additional safeguarding challenges and we should not merely assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Pupils with SEN and disabilities can be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and this could be compounded by communication barriers and difficulties in overcoming these barriers.

Signs such as those described above and others can do no more than give rise to concern. They are not in themselves proof that abuse has occurred. But teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are regularly repeated.

The NSPCC website <https://www.nspcc.org.uk/> has detailed information regarding signs, symptoms and effects for different types of abuse.

## CHILDREN ABSENT from EDUCATION and CHILDREN MISSING EDUCATION

**Children being absent from education** for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Austin Friars holds this as a priority.

Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the students safe at all times. This includes the importance of effective information sharing to ensure our children are safe and receiving suitable education.

- Parents are contacted daily (or they contact the school) to ascertain the reason for absence.
- Written requests for absence are on occasion received by the Head who considers their suitability for authorisation
- There should be no unaccounted-for absence (Reception emails SMT twice daily with details of any pupils who have not signed in/accounted for). These are followed up (in the first instance by Reception and then HOS as necessary) until a resolution is found.
- If concerns The tutor would raise this with the HOS in the first instance. The HOS receives a fortnightly record of pupil attendance to review the situation anyway
- For pupils whose attendance is less than 90% (regardless of the reason), the parents are made aware of the potential impact that this degree of absence can have on the academic progress of their child. This takes the form of a formal letter from the HOS.
- If this does not improve another letter will be set from Head of Junior School or Deputy Head Pastoral.
- Then Parents' will be invited into school with warning that this could be referred to Cumberland LA.
- Should there be further concern, then the DSL will contact CSCP and dependent on the situation, an Early Help process might be initiated, or the Access and Inclusion Officer will be contacted.

When a pupil leaves the School

- The School will notify Cumberland LA within five days of removing a pupil's name from the school admission register (unless it is at a standard transition point). Where there is a concern for a pupil's welfare, a referral will be made by the DSL to the Access and Inclusion Officer.

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

- The school will inform the LA if a pupil fails to attend fifteen or more consecutive school days without permission. This will be flagged by Reception/tutor/reports given to HOS.
- The school will make a referral to the child's local authority CME team as soon as possible if CME is suspected.

Should a child go missing on site

- The signing in/out book will be checked
- There will be an attempt to contact the pupil on their mobile phone
- A search of the school grounds will take place
- If a child does not appear at the change of the next lesson, parents will be notified

- In exceptional circumstances, it might be necessary to call the police.

## CONFIDENTIALITY

The relationships which teachers, other education professionals and other staff in education have with the children in their charge are based on trust, and often on confidentiality: such relationships are an integral feature of a secure, caring environment which fosters learning and personal development. Staff have however, a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and, where physical or sexual abuse is suspected, a legal duty to report this.

- All staff should recognise, therefore, that, in order to protect children from harm, cases may arise where confidentiality must be subordinated to the need to take appropriate action, by informing and involving others, in the child's best interests. Staff are not permitted to promise confidentiality to any pupil who is making a disclosure
- If a child confides information in a member of staff which gives cause for concern about possible abuse, and requests that the information be kept secret, it is important that the member of staff should tell the child, sensitively, that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.
- Staff must not ask any leading questions
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. The seven golden rules for sharing are necessary, proportionate, relevant, adequate, accurate, timely and secure (WT). These should be considered when working with external agencies.
- No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse.
- Some victims of abuse find it impossible to talk about their problems to any familiar adult, and signs giving rise to concerns, which might prompt gentle questioning, are not always apparent. It is important, however, that children and young people feel able to share their concerns, whatever they may be, with staff. Their concerns may be about abusive behaviour, but equally they may be, for example, about their schoolwork, or something else that is happening to them or to someone they know which worries them.
- While staff should try to encourage children to share their concerns with parents where that is appropriate, there may be circumstances where pressure to pass the information on may result in the child keeping the problem to him- or herself and so allowing it to become worse; or the child may become reluctant to share concerns in the future.

It is important that parents know that it is the aim of the school always to act in the best interests of the child and to encourage the fullest possible involvement of and consultation with parents; but it is also important that children and young people know that there is someone they can talk to.

## The Role of the Designated Safeguarding Lead (DSL)

The Trustees of the School have appointed Mrs Holmes DH to be the DSL in School to take responsibility for Child Protection. As the Deputy Head, this person has the authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL (Deputy DSLs – Katherine Quinn, Jeremy Tiffen, Stuart Parry and Safeguarding Officer EYFS – Abby Simpson) are most likely to have a complete safeguarding picture.

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

### Managing referrals

- Refer all cases of suspected abuse to the local authority children’s social care (including referring cases to the Channel programme where there is a radicalisation concern, as required) and by gathering as much detail as possible, contribute to the contextual safeguarding of the individual concerned:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headmaster to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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 (including those who wish to make a referral to Channel). This would most likely the three safeguarding parties although there are others.

### Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- 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 or college’s child protection policy and procedures, especially new and part time staff.
- Help support any ‘looked-after’ or previously looked after children and work with external agencies to help safeguard these vulnerable children, not least, liaising with virtual school heads to manage pupil premium and the individual’s Personal Education Plan (PEP).
- Prepare risk assessments, should that be necessary, following allegations of abuse such as those that are ‘child on child’
- Have an understanding of GDPR
- Understand the requirements of the Prevent duty
- Understand and be confident that children can be kept safe whilst they are online at School, ensuring that the filtering and monitoring of the internet is robust.
- Be particularly mindful of the additional risks that children with SEN and disabilities face especially online.

### Addendum to Safeguarding Policy re COVID 19/ pandemic

*This Addendum was originally written during lockdown, but remains relevant in the event of a bubble closure or indeed, School closure during a pandemic.*

During a pandemic, Keeping Children Safe in Education remains the statutory guidance, however, there are additional considerations that must be taken into account to ensure the safety of our staff and pupils.

In unusual times, the following is even more pressing;

- The best interests of the child come first
- Action is taken immediately should there be a safeguarding concern
- The DSL or a Deputy is available at all times
- No unsuitable people will have access to those pupils who are on site
- Children should continue to be protected online

**DSL Designated Safeguarding Lead (DSL)** C Holmes 01228 550725 [claireholmes@austinfriars.co.uk](mailto:claireholmes@austinfriars.co.uk)

**Deputy DSL** C Hattam 07387 090735 [chrishattam@austinfriars.co.uk](mailto:chrishattam@austinfriars.co.uk)

**Deputy DSL** K Quinn 07716 107919 [katherinequinn@austinfriars.co.uk](mailto:katherinequinn@austinfriars.co.uk)

**Deputy DSL** J Tiffen 01228 550721 [jeremytiffen@austinfriars.co.uk](mailto:jeremytiffen@austinfriars.co.uk)

**Deputy DSL** S Parry 01228 550709 [stuartparry@austinfriars.co.uk](mailto:stuartparry@austinfriars.co.uk)

**Deputy DSL** J Clark 07535087675 [jonathonclark@austinfriars.co.uk](mailto:jonathonclark@austinfriars.co.uk)

- **Staff** should raise any safeguarding concerns in the usual way i.e. using the intranet. If it is considered that the matter is more urgent or speaking directly to one of the above members of staff is preferred, please do so. Staff will then be required to fill in the appropriate safeguarding record.
- **Parents** or **pupils** should raise any safeguarding concerns they have by contacting one of the above directly.
- In the unlikely event that you are unable to contact one of the above, and the child is in immediate danger, call the police (999) or if you believe there is a safeguarding concern which requires an urgent social work response call the Emergency Duty Team (EDT) on 0333 240 1727. Please be aware that there is likely to be additional strain on the Local Authority, see below;

#### Attendance

In the event of a bubble (or School) closure in the SS, the names of any pupils absent from a lesson are passed on to the Head of School and parents are contacted.

#### Mental Health

The ongoing pandemic will affect mental health of staff, pupils and parents. Appropriate online assistance will be signposted in addition to offering individual support. Also, staff will be mindful that some of those pupils who are engaging in remote school work, will find organisation and self-reliance much more difficult than others.

In school support can be accessed through any member of staff, but most likely tutors, Heads/ Assistant Heads of School, Chaplain, Mental Health Nurse, Health and Well-being Coordinator.

Every Mind Matters (<https://www.nhs.uk/oneyou/every-mind-matters>) is provided by the NHS and has advice on managing mental wellbeing during forced isolation and distancing due to the coronavirus.

Headspace (<https://www.headspace.com/>) and Calm (<https://www.calm.com/schools>) are meditation apps that provide timed meditation and more with a good level of content available free.

The below website is an excellent resource to a wide variety of online mental health organisations.

<https://www.camhs-resources.co.uk/websites>

### **Online Safety**

Pupils, parents and staff are to be reminded of the need to be vigilant with regard to online safety especially given the inevitable increase in screen time throughout any crisis, this includes the possibility of child on child abuse.

Pupils should contact their Head of School or DSL if they have any online exchanges that are causing concern, or have general concerns about another pupil.

Online tools used by the school are in line with privacy and data protection/GDPR requirements. Video lessons are only used where considered necessary for the delivery of lessons.

Staff must be mindful to safeguard themselves when delivering online lessons, especially where there is only one student in a class.

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

### **Parents using external agencies**

Parents should be reminded of the need to use reputable organisations or individuals should they be using any additional online pupil support or resources

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

### **Additional support**

Pastoral staff will contact pupils (and parents) who are not regularly logging into online sessions, along with those who might experience further difficulties.

As any situation develops the safeguarding policy will be amended with any up to date advice or recommendations.

## Austin Friars whole school Mental Health and Well-being Statement

### In Omnibus Caritas

*“Bad times, hard times, this is what people keep saying; but let us live well, and times shall be good. We are the times: Such as we are, such are the times.”*

*St. Augustine of Hippo*

***‘Safeguarding and promoting the welfare of children is everyone’s responsibility  
Safeguarding and promoting the welfare of children is defined (for the purposes of this guidance)  
as;***

- • providing help and support to meet the needs of children as soon as problems emerge
- • protecting children from maltreatment, whether that is within or outside the home, including online
- • preventing the impairment of children’s mental and physical health or development
- • ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- • taking action to enable all children to have the best outcomes

*(taken from KCSIE 2025)*

At Austin Friars we recognise that we have an important role to play in supporting both the physical and mental health of our community. We do this in a variety of ways, but the overriding vehicle is in the constant underpinning of our School values; Unitas, Veritas, Caritas. In addition, we recognise the need to also reinforce, and develop strategies to maintain, good mental health and general well-being. Prevention is better than cure. If we create the right climate, it becomes less likely that problems will develop, but of course, we can never rely on that alone.

#### What do we mean by Wellbeing?

This is not just about physical health, although clearly important, we also consider the pupil’s satisfaction with life, sense of purpose, optimism, opportunity and achievement as well as being valued and listened to.

By constantly reiterating and promoting our values, and encouraging the pupils to adopt them, we seek to establish a positive and supportive culture in our School. We also want to encourage the pupils to set their own high standards for themselves, building on their own talents and strengths, rather than comparing themselves to others. The point being, to enjoy learning and achieve personal goals. To achieve this, we try to;

- develop a whole school culture of general safety and wellbeing
- give appropriate and effective support to those pupils who need it
- prepare our pupils to have the skills and resilience to lead healthy lives now, and into the future

#### Supporting pupils

## Knowing the pupils

To give our pupils the best support and encouragement, we make sure that we know them. We have a number of avenues to ensure that we are in the best possible position to support the pupils as much as possible;

- parental communication – and the subsequent knowledge of home and history that affords us
- the Tutor, Head of School (and Assistants) and Head of House, Deputy Head and Chaplain – staff with a specific pastoral role to ensure direct contact with each pupil
- teaching staff – small class sizes, and an emphasis on ‘community’
- Health and Wellbeing Coordinator – approachable and there to help when needed
- Mental Health Nurse – a key member of the community, whose role is to advise and support staff and pupils throughout any emotional difficulty, in addition to supplementing preventative endeavours.
- intranet – records of reports and positive/negative incidents as well as concerns/ information available to all teaching staff.
- weekly staff meetings, fortnightly tutor meetings and monthly House meetings where specific pupil information is shared as required.

The above allows us to support the whole pupil and means that we are likely to have a much clearer picture of each individual, making any problems or issues easier to spot.

### **Direct support for the pupils**

- staff are perhaps the most significant aspect of establishing a culture of wellbeing in Austin Friars, through their actions and positive attitude; fairness, tolerance, kindness, support and interest. Every pupil should feel that there is an adult to whom they can talk if there is a problem. However, a member of staff cannot promise confidentiality.  
The School will always look to inform parents at an early stage of any issues affecting the wellbeing of a pupil, unless to do so would exacerbate the matter in which case the input of external agencies will be sought.
- Form Prefects (many of which have a mental health first aid certificate)
- time will be given to any pupil who needs it.
- education with regard to the difficulties and dangers of social media (IT, PSHCE/EP, external speakers, regular reinforcement by Heads of School)
- individual staff know to pass on any concerns they have with regard to an individual

### **Management of wellbeing**

- The Deputy Head (DSL), in conjunction with the Heads of School and Health and Wellbeing and EP coordinator are responsible for helping to promote healthy values throughout Austin Friars and ensure that appropriate records are kept up to date.
- staff receive regular training on mental health issues (recent ones include; Suicide Safer delivered by Papyrus, regular safeguarding updates from DSL, Mental Toughness training, Managing Issues around Adoption. All staff have undertaken the Government’s Prevent training and Anti bullying training through NSPCC) as well as updates on sexual harassment and abuse.
- wellbeing issues which are formally delivered through the EP programme are; diet and eating disorders, Relationship and Sexual Education, Mental Health, Self-harming, e-safety,

anti-bullying, drugs and alcohol and social, political and cultural issues (eg sexism, racism, homophobia, gender and British values)

- the sports programme is an integral part of healthy living and is overseen by the Director of Sport. Each pupil up to the 5<sup>th</sup> Form has at least 2 PE and 3 Games lessons in addition, almost all pupils take part in competitive sport at some level, either inter school or inter House.
- pupils are not permitted to use their mobile phones in School unless given permission by a member of staff. The 5<sup>th</sup> and VI Form are permitted to use their phones in their respective common Rooms. The School internet firewall is a robust defence against potentially harmful influences.
- for those students who attend Austin Friars as part of the International programme of Study, the Tier 4 Compliance Officer, in conjunction with the Heads of School, will help to integrate and oversee their wellbeing, being especially mindful that immersion in another culture can be a daunting experience.
- Austin Friars seeks to promote the confidence and resilience of pupils through celebrating individual achievement and collective success through the merit and credit system, at whole School and House assemblies, House events, Speech Days, through the School's facebook and twitter accounts as well as the School website. Pupils are encouraged to contribute to whole School and House events and take part in competitive sport.
- all staff know how to raise a safeguarding concern, through the School's intranet and where deemed necessary, CAMHS or other appropriate agencies will be contacted, most likely by the DSL.
- individual wellbeing is encouraged through; proper sleep patterns, time for exercise, healthy eating, knowing the importance of relaxation, developing an 'emotional resilience', a sense of humour and knowing where the boundaries of acceptable behaviour are and getting involved in an area where strengths lay (through the many and varied extra-curricular activities). This is emphasised through the EP programme but also through the individual support offered by tutors, Heads of School and their Assistants and all staff.

Through supporting the pupils during their time at Austin Friars, we hope that they are happy, that they know how to make friends, that they don't succumb to bullying or become bullies themselves, that they can balance the demands of their lives at school and, in summary, that they are enabled to get the best out of their education. Inevitably, contact with home and parents is a big part of this, and this is why we try to engage with parents as much as possible.

Pupils who are experiencing mental health problems, should never feel ashamed and need to feel listened to and supported. School should be a safe place for all pupils. Where it is felt necessary, a Care Plan or Early Help Assessment will be created to help identify those aspects that the school and parents can help with in order to maintain a manageable and positive outcome for the pupil. Key staff will be involved in its inception, as will parents and the pupil concerned, in addition to any external agencies that are involved. Collaboration will be an essential element to ensure a constructive outcome for all concerned.

If a member of staff has concerns around a pupil's mental health and believes that they could benefit from the additional support of the School's Mental Health Nurse, a referral should be logged in the safeguarding section of the school's internal system. The pupil's needs will be dealt with on an individual basis and an assessment made by the DSL, most likely in consultation with the Head of School, parents and the Mental Health Nurse, regarding the next step. **Austin Friars Mental Health Nurse's Privacy and Confidentiality Policy.**

### **Referral's for support**

Where possible these should come through Heads of Schools who will use the 'Emotional Wellbeing' referral portal on the intranet. If a pupil is to self-present for support. Claire Holmes (DSL) will be made aware of this initial contact and following assessment, Heads of Schools will also be informed.

### **Your personal data**

Your personal information is stored on the school's data base and is accessed by Rosie Bulman (School Mental Health Nurse) if necessary. The storage of such information is supported by the school's data protection policy.

### **Written notes taken in sessions**

All paper notes are transferred to electronic information and shredded following sessions.

### **Electronic stored Information**

Relevant information from written notes will be entered onto the pupil's Emotional well-being referral. Other therapeutic information will be stored electronically and only accessible to Rosie Bulman, this information allows Rosie to plan care effectively and refer to previous sessions.

### **Confidentiality**

Pupils are able to talk to Rosie in confidence and share with her how they think and feel. Rosie will maintain confidentiality and only share with pastoral staff information which is relevant to their safety in school or learning needs. Should there be a safeguarding concern raised, this will need to be shared with the DSL and following that, parents, police or other relevant agencies will be contacted as appropriate.

Rosie will endeavour to inform pupils if she has had to share their information with others.

### **Emotional Wellbeing Plans**

Every individual working with Rosie will be provided with an emotional wellbeing plan. This will outline the identified areas of concern and the proposed intervention to improve the young person's wellbeing. The plan will be agreed between the young person and Rosie and a timeframe documented to review the plan. Expectations will be highlighted within the plan, these are to help maintain boundaries and also to ensure effective engagement.

### **Parental Involvement**

Parents & carers of pupils under the age of 12 will automatically be informed of Rosie's involvement.

Pupil's over the age of 16, will be able to seek support without their parent's involvement, although this will be encouraged and supported when possible.

For pupils between the ages of 12-16 who are keen to access support but decline parental involvement, Gillick and Fraser guidelines ( <https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines> ) will be considered along with the severity of the identified concerns. Again, parental support will be encouraged.

### **Supervision**

Rosie will meet weekly with the DSL in school, to share relevant information which will assist in the safekeeping of the pupils in school.

Externally, Rosie receives monthly clinical supervision through the NHS. This allows her to discuss clinical experiences. Rosie does not share personal information during these interactions.

### **Staff Support**

All members of staff are able to access Rosie for support. They can contact her to arrange support via email. Support might be offered via; telephone, zoom or face-face, depending on circumstances.

Staff do not have to inform their line manager of their involvement with Rosie.

Rosie will record minimal electronic notes which are accessible only to Rosie.

Confidentiality will be maintained for staff receiving support and Rosie will only share information if she has significant concerns regarding; welfare, criminal activity or an individual's ability to work.

Updated Deputy Head 2025

[www.riseabove.org.uk/tag/mental-health](http://www.riseabove.org.uk/tag/mental-health)

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/](http://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/)

## Key telephone numbers/Websites

## Key School Contacts

- Claire Holmes (Designated Safeguarding Lead, DSL - Deputy Head)  
01228 550725 [claireholmes@austinfriars.co.uk](mailto:claireholmes@austinfriars.co.uk)
  - Chris Hattam (Head and Deputy Designated Safeguarding Lead, (DDSL))  
01228 528042 [Chrishattam@austinfriars.co.uk](mailto:Chrishattam@austinfriars.co.uk)
  - Jonathon Clark (DDSL) - Head of Junior School  
07535087675 [jonathonclark@austinfriars.co.uk](mailto:jonathonclark@austinfriars.co.uk)
  - Katherine Quinn (DDSL) - Head of Lower School  
01228 550 787 [katherinequinn@austinfriars.co.uk](mailto:katherinequinn@austinfriars.co.uk)
- Jeremy Tiffen (DDSL) – Head of Middle School  
01228 550721 [jeremytiffen@austinfriars.co.uk](mailto:jeremytiffen@austinfriars.co.uk)
- Stuart Parry (DDSL) – Head of VI Form  
01228 550709 [stuartparry@austinfriars.co.uk](mailto:stuartparry@austinfriars.co.uk)
- Abby Simpson (DDSL) - EYFS  
01228 550 722 [sbigailsimpson@austinfriars.co.uk](mailto:sbigailsimpson@austinfriars.co.uk)

The Trustee with responsibility for Safeguarding and Chair of Trustees: Michelle Byrne  
[Michellebyrne@austinfriars.co.uk](mailto:Michellebyrne@austinfriars.co.uk)

External Contact Details

- Cumberland Safeguarding Children’s Partnership Safeguarding Hub 03332 401727 or email CSCP@cumbria.gov.uk  
<https://www.cumbriasafeguardingchildren.co.uk/default.asp>
- Cumbria House, 117 Botchergate, Carlisle, CA1 1RD**  
Support and Protection 01228 226633 Email: [cafcebs@cumbria.gov.uk](mailto:cafcebs@cumbria.gov.uk)  
Children Looked After 01228 226633 Email: [cafcebs@cumbria.gov.uk](mailto:cafcebs@cumbria.gov.uk)  
Children with a Disability 0300 303 5440  
Inclusive Learning – SEND 01228 226843  
Conference and Review Team 01228 227023
- The Regent, Penrith, CA11 8ET**  
Penrith Children’s Cent 01768 812116 Email: [cafcebs@cumbria.gov.uk](mailto:cafcebs@cumbria.gov.uk)
- Local Authority Designated Officer (LADO) will deal with allegations against staff.  
Tel Number: **03003 033892** [LADO@cumbria.gov.uk](mailto:LADO@cumbria.gov.uk) or go to the website Cumbria SCP  
<https://www.cumbriasafeguardingchildren.co.uk/default.asp> where you will be required to fill out an online form.
- Cumbria Local Authority Designated Officers  
**[LADO@cumbria.gov.uk](mailto:LADO@cumbria.gov.uk) will reach the designated officer on duty contact Tel Number 0300 303 3892**  
Rebecca Wardlow [Rebecca.Wardlow@cumberland.gov.uk](mailto:Rebecca.Wardlow@cumberland.gov.uk) 01768 812267

- Early Help Team 0300 303 3896 [early.help@cumbria.gov.uk](mailto:early.help@cumbria.gov.uk)
- Rosamund Rowcroft (Carlisle &N Eden) [Rosamund.Rowcroft@cumbria.gov.uk](mailto:Rosamund.Rowcroft@cumbria.gov.uk) 07920 296122 (Microsoft Teams Calling telephone number Carlisle 01228 934845)
- Steven Kemp (Multi-Agency Safeguarding Hub) [Steven.Kemp@cumbria.gov.uk](mailto:Steven.Kemp@cumbria.gov.uk) 07557 210979 (Microsoft Teams Calling telephone number Penrith 01768 206015)

- Prevent – (in the event of concerns relating to terrorism) call the Confidential Anti-Terrorism Hotline 0800 789 321 or [prevent@cumbria.police.uk](mailto:prevent@cumbria.police.uk)  
Cumbria SCP Multi-Agency Hub 0333 2401727  
DfE dedicated helpline for staff and governors 020 7340 7264 or email [counterextremism@education.gsi.gov.uk](mailto:counterextremism@education.gsi.gov.uk)

In an emergency call 999

Non-emergency 101

Advice – Mark Clement [mark.clement@cumbria.gov.uk](mailto:mark.clement@cumbria.gov.uk)

- FGM – Cumbria SCP Multi Agency Hub 0333 240 1727 or email [CSCP@cumbria.gov.uk](mailto:CSCP@cumbria.gov.uk) <https://www.cumbriasafeguardingchildren.co.uk/default.asp> and fill in referral form or call 101 and explain that you are making a report under the FGM mandatory reporting duty.  
Call 999 in the event of an emergency
- NSPCC Whistleblowing Advice Line – Support for professionals who are worried about children in the workplace. <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> telephone 0800 028 0255 (8.00am to 8.00pm), email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) (National Police Chiefs Council – When to call the police – useful additional document)
- NSPCC – UK – domestic abuse signs symptoms effects website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- Forced Marriage Unit [fmufco.gov.uk](mailto:fmufco.gov.uk) 020 7008 0151
- NSPCC Report Abuse in Education Advice Line 0800 136 663 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Disclosure and Barring Service, DBS Customer Services, PO Box 3961, Royal Wootton Bassett. SN4 4HF. 03000 200 190 [customerservices@db.gov.uk](mailto:customerservices@db.gov.uk)
- Teaching Regulation AGENCY, Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry. CV1 2WT. 0207 593 5393 [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)
- OFSTED Safeguarding Children 0300 1234 666 [CIE@ofsted.gov.uk](mailto:CIE@ofsted.gov.uk)

ISI 0207 6000 100 [concerns@isi.net](mailto:concerns@isi.net) • SEND Code of Practice 0 to 25 years, and

• Supporting Pupils at School with Medical Conditions. And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND.

All local authorities have such a service: [Carlisle North/South/East, Brampton and Longtown](#)

Joanne Thomlinson - 07825 584865 [Joanne.thomlinson@cumberland.gov.uk](mailto:Joanne.thomlinson@cumberland.gov.uk)

- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Child on Child Abuse (no reported case DOES NOT mean it is not happening)**

**What is it?** Most likely to include, but not limited to; bullying (cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between peers, physical abuse (hitting, kicking, shaking, biting, hair pulling or other physical harm,), sexual violence (rape, assault by penetration, sexual assault) these may be online and/ or include threats. Sexual harassment (sexual comments, remarks, jokes), forcing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nudes and semi-nudes images/ videos, upskirting, initiation rituals.

**It is NEVER OK** to downplay certain behaviours eg dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys will be boys". This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and therefore not coming forward to report it.

**How can we mitigate against it?** We have to be realistic and accept that child on child abuse happens at Austin Friars however, we must all encourage behaviours that reduce the incidents. Encourage pupils to report incidents (responding appropriately will be vital). Help to embed our values of Unitas, Vertias and Caritas (which should embody equity, diversity, inclusion and anti-racism). Whole School, Year group and House assemblies and EP lessons specifically (along with guest speakers) will specifically focus on aspects, but all lessons and tutor time, in fact all interactions we have with the children are important. We are all role models and should be supporting positive behaviours.

**Whose responsibility is it to address it?** EVERYBODIES! In addition to actions inside and during the school day, we must not dismiss peer on peer abuse that takes place out of school.

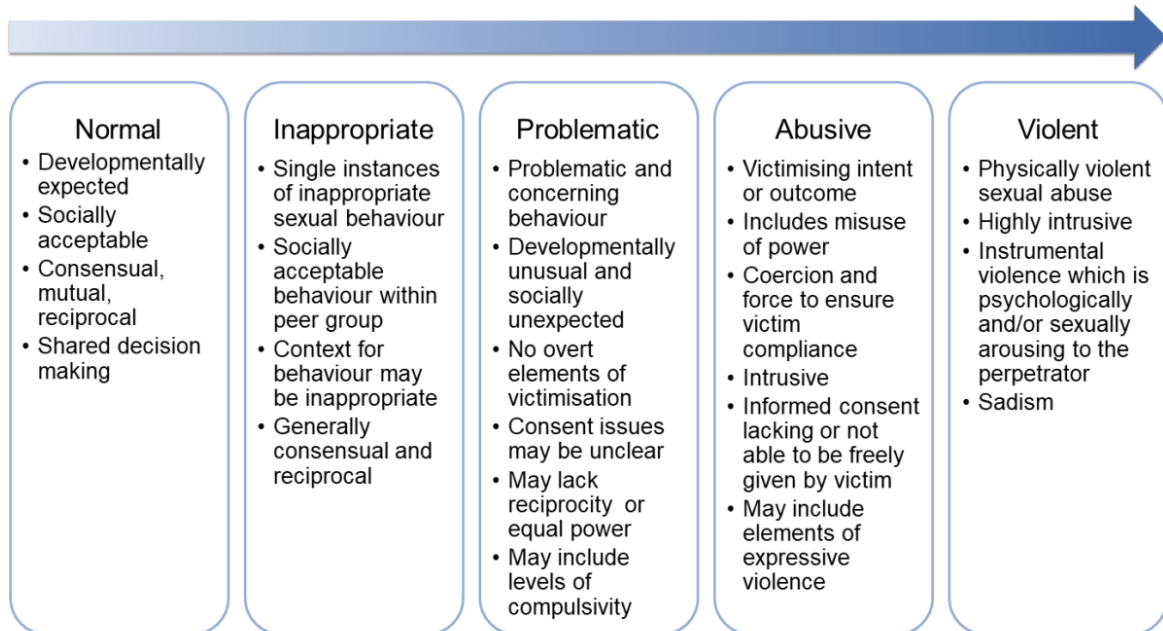
**If we see it/ are made aware of it, what should we do?** Make time to listen to the pupil. Never promise confidentiality, but be mindful to only inform those people who need to know. Take all allegations seriously. Record the conversation and report it to the DSL/ DDSL - using the safeguarding referral system. As a person of trust for that pupil, you may be asked to assist in the investigation process. The incident may need to be reported to CSCP or the police or require an Early Help or Care Plan to be put in place. Each case will be dealt with on an individual basis.

**Victims and perpetrators (and other children affected) - how are they supported?** There may be a Multi-Discipline Team response, CSCP involvement, the police or an alternative external agency's involvement required. Internal support may include one or all of the following; Mental Health Nurse, Health and Well-Being Coordinator, DSL, DDSL, tutor or trusted member of staff. It may be necessary to put a risk assessment in place, especially until the issue is fully investigated. The views and wishes of the pupils (victim) will be taken into consideration when further actions are being considered. Where an allegation is unfounded there might still be abuse happening. Pupils may still require support. In some situations the Behaviour and Discipline Policy will need to be followed - as deemed appropriate.

**What do we do next?** Policies and procedures may need to be reviewed (ie lessons learned). Further staff training may be required. Pupils may require further 'input' / education (small group, year group, whole school)

**Note** re sexual behaviour between young people.

Not all sexual behaviour between young people is harmful and when responding to instances of child on child sexual harm it is important to understand if the behaviour is developmentally appropriate and acceptable or potentially harmful or abusive. The following continuum can help.



(Hackett, 2011)

### Criteria for effective safeguarding training from Early Year Foundation stage Statutory framework (September 2025)

1. Training is designed for staff caring for 0-5 year olds and is appropriate to the age of the children being cared for.

2. The safeguarding training for all childminders and assistants must cover the following areas:

- What is meant by the term safeguarding.
- The main categories of abuse, harm and neglect.
- The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
- How to work in ways that safeguard children from abuse, harm and neglect.
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
  - Significant changes in children's behaviour.
  - A decline in children's general well-being.
  - Unexplained bruising, marks or signs of possible abuse or neglect.
  - Concerning comments or behaviour from children.
  - Inappropriate behaviour from childminders and assistants or household member or any other person working with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.
  - Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
  - How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
  - The setting's safeguarding policy and procedures.
  - Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
  - Roles and responsibilities of childminders and assistants and other relevant professionals involved in safeguarding.

3. Training for the designated safeguarding lead (DSL) should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. In addition to the areas set out in paragraph 2, training for the DSL must cover the elements listed below:

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- How to build a safe organisational culture.
- How to ensure safe recruitment.
- How to develop and implement safeguarding policies and procedures.
- If applicable, how to support and work with assistants to safeguard children.
- Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns (including as described at paragraph 3.10 of the EYFS).
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.