

Safeguarding/Child Protection Policy

Reviewed Sep 2025

in line with KCSiE Sep 2025

Designated Safeguarding Lead (DSL): Kirsty Cooper

Safeguarding Governor: Tony Womack

Safer Recruitment Lead: Kirsty Cooper

Health and Safety Manager: Adele Valentine

SENDco: Emma Littlewood

DDSL: Emma Littlewood (SENDco) and Cass Ainsworth (behaviour support lead)

TEAMteach trained staff Updated 30.9.24: Cass Ainsworth, Charlotte Scarr, Victoria Wright, Joanna Wright, Sian Williams, Pam Potter, Fiona Jones, Emily Tyson, Jemma Harper, Jessica Willacy

This Whole School Policy for Child Protection/Safeguarding is in line with “Keeping Children Safe in Education, September 2025”, “Working Together to Safeguard Children 2023, [Cumbria Safeguarding Children Partnership \(CSCP\)](#) Thresholds & Procedures, DfE and LA guidance.

STANDARDS FOR EFFECTIVE SAFEGUARDING PRACTICE IN SCHOOLS

In line with best practice, our school will:

- i. Have an ethos and physical environment in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to
- ii. Provide suitable support and guidance so that pupils have a range of appropriate 'trusted adults' to whom they can turn if they are worried or in difficulties
- iii. Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure
- iv. Be vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby staff report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals
- v. Identify and support children who have been identified as at risk, are Looked After, vulnerable, have SEND or an unmet need, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences. The DSL and SENDco will work closely when supporting children with SEND or other disabilities. These children will be discussed at the annual safeguarding meeting as they may not show outward signs in the same way as their peers.
- vi. Keep in line with Keeping Children Safe in Education (September 2025) provide and support safeguarding training regularly to school staff and in particular to designated teachers to ensure their skills and expertise are up to date, and ensure that this is prioritised within the CPD budget.
- vii. Contribute to an inter-agency approach to safeguarding by developing effective and supportive liaison with other agencies
- viii. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account the guidance on sex and relationship education and staying safe online.
- ix. Provide clear policy statements for parents, staff, children, and young people on this and on both positive behaviour policies and the schools approach to child on child abuse, bullying and e-safety
- x. Have a clear understanding of the various types of risks and bullying - physical, verbal, indirect and cyber and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support
- xi. Take particular care that pupils with SEND and/or disabilities in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills
- xii. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in the CSCP Procedures Manual.
- xiii. Have a written whole school policy, produced, owned and regularly reviewed by school staff and

governors, which clearly outlines the school's position and positive action in respect of the aforementioned standards - this policy

xiv. Have a whole school policy in place for online safety including filtering, online safety education and mechanisms through which staff can report concerns and procedures for blocking anything picked up by staff or reports.

DEVELOPING A WHOLE-SCHOOL POLICY ON SAFEGUARDING

This document concerns the duties the LA, all schools and FE institutions have to safeguard and promote the welfare of children and is in response to Section 175 of the Education Act (2002) which requires local authorities, governing bodies including those of further education institutions, and proprietors of independent schools to "make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children" (Education Act 2002). In addition, Section 175 further states that "those bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for that purpose of the section.

" Keeping Children Safe in Education," September 2025 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfill this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

This policy draws upon good practice as reflected in the Westmorland Safeguarding Children Partnership (CSCP) procedures, which are commensurate with the Guidance document, Working Together to Safeguard Children 2023.

All education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting
- Promote safe practice and challenge poor or unsafe practice
- Identify instances in which there are grounds for concern about a child/young person's welfare and take appropriate action to keep children/young people safe
- Contribute to effective partnership working between all those involved with providing services for children

Safeguarding is everyone's responsibility. "No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

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 impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1. PURPOSE OF CHILD PROTECTION/SAFEGUARDING POLICY

1. An effective whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound internal school/service procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways that support and protect the needs of the child alongside the broader Safeguarding of all children, which is at the forefront of school life and incorporated into our day-to-day practice.

2. INTRODUCTION

2.1. The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance' at Grayrigg CE Primary School we will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to identify a 'trusted adult' if they are worried or are concerned about something.

2.2. Our school fully recognises the contribution it can make to protect children and support pupils in school. There are four main elements to our Safeguarding Policy

(a) Prevention: We work hard to ensure a positive school atmosphere where teaching and pastoral care supports our pupils. The school's safeguarding Lead and the SENDco work to ensure children and families are supported and receive early help which is appropriate to support their needs. In addition, year 6 teachers work with parents to educate them about some of the concerns and behaviours to watch for in relation to online dangers, CCE/CSE and extremism (PREVENT duty)- including how to raise concerns.

(b) Protection: By following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Safeguarding concerns. Staff understand the difference between a 'concern' and 'immediate danger or risk of harm' and will respond accordingly.

(c) Support: To pupils and school staff and to children who may have been abused, are vulnerable or in need including having school staff trained to deliver emotional literacy support and funding of a weekly visit from the school counsellor so support can be put in place in a timely manner.

(d) Action: Through relevant training, all adults working in our school make informed, timely and relevant

decisions and take appropriate action to ensure all children are safe and have the best outcomes. Staff will identify emerging problems and liaise with the Designated Safeguarding Lead so children get help as early as possible in line with Cumbria's multi agency thresholds guidance. Volunteers do not work one to one with a child (e.g. reading) unless within the classroom with other children and adults around.

2.3 This policy applies to all teaching, teaching assistants, students, other staff and volunteers who have contact with pupils, volunteers in school and governors at Grayrigg CE Primary School.

3. SCHOOL COMMITMENT

3.1. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult, helps all children, and especially those at risk of, or suffering from, abuse, neglect or exploitation. Grayrigg CE Primary School will therefore:

(a) Establish and maintain an ethos and physical environment where children feel secure, have equal rights to being safe and protected and are encouraged to talk, and are listened to. This will be achieved through the PSHE curriculum and the school's ethos and values. Circle times and discussions will be used in all classes to focus on issues and achievements; adults in school who check on pupil and family welfare and refer to the Safeguarding Lead or School SENDco if additional support is required: an Early Help will be opened, with the support of the DSL/SENDco. The child's main class teacher will work with the DSL/SENDco as the child's key worker.

(b) Ensure that children know that there are trusted adults in the school who they can approach if they are worried or are in difficulty. Any children who are supported through an EHA will have a named key-worker normally the main class teacher.

(c) Include in the curriculum activities and opportunities for PSHE/VALUES, which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Children in year 5 are members of the Belonging Crew who focus on everyone feeling values and safe and begin to explore how to stay safe before moving on to be ethos leaders in year 6 and taking responsibility for the school's values.

(d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies

4. FRAMEWORK

Safeguarding is the responsibility of all adults, especially those working with children and young people. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Cumbria Safeguarding Children Partnership.

The Children Act 2004 required each Local Authority to establish a Safeguarding Children Board. Chapter 3 of Working Together 2023 sets out in detail the arrangements for the work of each Local Safeguarding Children Board. A summary can be found in the procedures manual on the Cumbria Safeguarding Children Partnership website.

The CSCP has statutory objectives and roles to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area and to ensure the effectiveness of what is done for those purposes.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific

responsibilities under Safeguarding procedures. All staff must be aware of procedures in particular (see part 1 KCSiE 2025) the names of those carrying these responsibilities for the current year are listed on the cover sheet of this document. Any concerns must be added to CPOMS and brought to the attention of the DSL (by alerting them on CPOMS). This must be followed up by checking this has been received by the DSL (alert the DSL or in their absence the DDSL by speaking to them- do not wait for them to pick up the email). If it is an emergency situation go straight to the DSL or DDSL; if unsure go straight to DSL/DDSL: a follow up report can be made after but no member of staff should wait for the DSL to check an email notification if a child is or could be at risk.

5.2 The role of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead can be found in Keeping Children Safe in Education 2025. At Grayrigg the DSL is the headteacher, it is their responsibility to ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by all staff. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively.

5.3. The roles and responsibilities of the governing body and nominated governor with regard to Safeguarding is in Keeping Children Safe in Education, Sept 2025 – Part 2 *Governors should not be given details or names’ relating to specific safeguarding situations. The Governing Body has a ‘collective responsibility’ for Safeguarding, and the annual review of the policy. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. All Governors complete the governors safeguarding course on the key safeguarding hub at least biennially and are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and the UK GDPR.

5.4. The responsibilities of the Designated Officer (Local Authority Designated Officer - LADO) with regards to allegations against staff is in the [Cumbria Safeguarding Children Partnership Procedures Manual](#) Link updated.

All staff receive the link to the [allegations management procedure](#) and are aware of the procedures.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO/Designated Officer and HR.

The Childcare Act 2006/Childcare (Disqualification) Regulations 2018, places separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the Regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In order to ensure that staff working in School are not disqualified from working with the relevant pupils, the

Governing Body will only offer any post on the understanding that the successful candidate undergoes a clear DBS check.

6. PROCEDURES

6.1 Where it is believed that a child is suffering from, or is at risk of, harm, we will follow the Safeguarding Procedures as stated on the Westmorland Local Safeguarding Children Board website.

What staff should/need to know:

All staff aware of the Safeguarding Procedures, Westmorland's Early Help & Threshold Guidance ([Cumbria Threshold Guidance \(May 2022\)](#)) and the online [Westmorland and Furness Safeguarding Hub Single Contact Form](#)

- The Safeguarding policy is made available to all adults in school via the school website and the Google staffroom.
- This policy is available to parents via the school website, copies can be requested from the school office.

7. INDUCTION TRAINING AND SUPPORT

When new staff, students, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place and asked to complete the full safeguarding course via the key safeguarding hub. They will be given a copy of our school's safeguarding and child protection policy and told who the Designated Safeguarding Lead is. They will also be informed of how to record any issues and who to pass it to and discuss it with, should they have a safeguarding concern. NB staff MUST avoid putting volunteers one to one with a single child out of the classroom, even when it is tempting to e.g. to help them focus when reading to an adult.

Every new member of staff will have an induction period that will include the sharing of essential safeguarding information. At induction, all staff will be introduced to the Designated Safeguarding Lead and their role as well as the deputy Designated Safeguarding Lead, provided with a copy of 'Keeping Children Safe in Education: information for all school and college staff' Part 1 (September 2025), the safeguarding and child protection policy including the link allegations/Designated Officer (LADO) procedures, the staff code of conduct and their responsibility and who to contact in relation to children missing education.

7.1. Our school will ensure that the Designated Safeguarding Lead attends training relevant to their role. The Designated Safeguarding Lead and the safeguarding governor meet to look through the safeguarding guidance and policy together at the start of the school year and at least half termly. The safeguarding governor also checks that new staff have been appropriately trained in safeguarding.

All staff will have access to Safeguarding training, which is relevant and appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping. The DSL and DDSL update their training every two years. Additional updates for all staff are shared through staff meetings, staff briefings and the school's online safeguarding classroom and the Key safeguarding training centre.

It is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur. All staff members will receive appropriate safeguarding and child protection training which is regularly updated.

The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff

must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

Safer Recruitment – The DSL and DDSL are appropriately trained and mindful of the importance of Safeguarding Children. At least one member of the recruitment panel must be appropriately trained in safer recruitment. (Appropriate training that covers the content of the statutory guidance: Keeping Children Safe in Education, Sept 2025). All recruitments are dealt with following the guidance in part III of KCSiE 2025.

- Students receive Level 1 training as part of their course (through the UoC)
- The Designated Safeguarding Lead is responsible for ensuring all necessary staff are aware of any safeguarding issues in their class including siblings.
- Safeguarding procedures and policies are reviewed at staff meetings following any issues, concerns or incidents reported to the DSL.
- Our training record identifies staff and governor training cycles.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is discussed at INSET and fully understood by all those working with children, particularly in the context of Safeguarding. The only purpose of confidentiality in this respect is to benefit the child' as reflected in Part 1 of Keeping Children Safe in Education 2025.

- The school shares information with those staff who need to be aware of certain situations
- It is explained to parents, governors and every adult working in, or associated with, the school the need for confidentiality at relevant meetings
- Staff are trained to never guarantee confidentiality to a child when disclosures are being made
- Staff understand the importance of never promising to keep a secret and how they will tell the child that the information might need to be shared with others
- The necessary information relating to a child about whom there are concerns is only shared with staff who need to be aware of the situation. This includes the learning mentors, and senior teachers and support staff who come into contact with the child.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them.

This has been recognised in principle by the courts. Any disclosure of personal information to others, [including to social care departments], must always, however, have regard to both common and statute law.

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (GDPR). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child- the first priority MUST be to protect the child.

The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children.

Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt. Please refer to: [Information sharing: advice for practitioners providing safeguarding services](#) (May 2025)

9. RECORDS OF MONITORING

9.1 Well-kept, robust records are essential to good child protection practice. All records are stored within CPOMS with any paper records scanned in and added to CPOMS.

- Any paper information or historical records (prior to CPOMS/digital storage) are stored in the sensitive information cupboard and can only be accessed with the DSL or DDSL. The notes are contained in the child's individual file, staff need to ask the head teacher permission to access the files in her care.
- When it becomes apparent there are safeguarding concerns, these are recorded factually on CPOMS. Staff are made aware of the need to be mindful of the need to distinguish fact from opinion.
- Varying levels of access allow staff to ensure they have shared something but not see full content- the decision to share information lies with the DSL or in their absence the DDSL.
- The staff are mindful of the severity and frequency of entries in the pupil notebooks and discuss with the Designated Safeguarding Lead, the next step to be taken.
- The Designated Safeguarding Lead is notified of any children being monitored.
- CPOMS is monitored by the Designated Safeguarding Lead.
- The frequency or severity of an individual concern in CPOMS will trigger a consultation or warrant a referral
- If a child transfers or leaves, files will be transferred directly from CPOMS, any paper files are taken to their new school and supported with a phone call to the new school's Designated Safeguarding Lead; if the school is not local, they will be posted as a tracked document. Any electronic information not transferable through CPOMS will be transferred via egress switch.

10 ATTENDANCE AT CHILD PROTECTION CONFERENCES.

A child protection conference brings together family members with the professionals most involved with the child and family, to make decisions about the child's future safety, health and development. The Chair of the Conference extends an invitation to the school rather than a named person.

- The Designated Safeguarding Lead will normally attend these meetings - a class teacher may be invited to attend alongside the Designated Safeguarding Lead and will always be required to attend child in need and early help family meetings.
- THE DSL/DSL will produce a relevant, concise and professional report for the Child Protection conference.
- Staff must remain professional at all times when dealing with the parents before, during and after the conferences and must speak to the head teacher/Designated Safeguarding Lead if support is needed.

11. SUPPORTING PUPILS AT RISK

11.1 Our school recognises that children who are abused or who witness violence, including where they see, hear or experience its effects' (in relation to domestic abuse) may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk or for those children who are looked after. Whilst at school, their behaviour may be challenging and defiant and they may display behaviour that warrants sanctions and possible exclusion from school. Wherever possible it is vital that all attempts to support and safeguard the

child in school are considered and appropriate external, specialist advice sought from Children's Services. For these children, school is often their safe place- regular meetings with staff working directly with the child will be called as well as reactive meetings (following behaviours) to ensure that school is doing everything to keep the child in school and to meet their needs.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support in accordance with their agreed Child Protection Plan. Our school will act to support vulnerable groups/children in need, including children who are disadvantaged, have SEND, are disabled or Looked After. Our Designated Teacher for Children Looked After will be the child's class teacher or the head teacher.

To support children to recognise abuse, the school works with the NSPCC and child line participating in biennial assemblies led by NSPCC trained staff to educate children about the forms of abuse.

Our staff have an awareness of the current specific safeguarding issues as highlighted in Annex A in Keeping Children Safe in Education, September 2025 which are revisited at the start of every academic year and through safeguarding updates.

11.2 Mental Health

All staff must also be aware of the mental well-being of the children in their care and is now explicitly mentioned in the definition of safeguarding in Keeping Children Safe in Education, September 2025: "preventing impairment of children's mental and physical health or development" All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Staff know to take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy.

11.3 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people may be persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. All children regardless of gender can be victims to CSE however their experiences can be very different.

11.4 Child Criminal Exploitation (CCE)

As with CSE, CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate and deceive a child into criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. The abuse may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. It can happen online as well as in person. Children may become trapped as they or their families

may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection. Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves. All children regardless of gender can be victims to CCE (and CSE) however their experiences can be very different.

11.4(b)Criminal exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

11.5 Children Missing Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. Contact details for the CME officer can be found on the portal and CSCP. The relevant forms can be found on the school portal.

All staff will inform the DSL if they have any concerns about a child's attendance via cpoms enable the DSL to meet with parents and deal with attendance issues quickly and to monitor any patterns that could relate to any safeguarding concerns.

See also [Children Missing Education Statutory Guidance for Local Authorities](#) (Aug 2024) |

11.6 Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

11.7 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. [These guides](#) explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

11.8 Prevent

Our school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology by working in partnership with other agencies and Cumbria Safeguarding Children Partnership.

We have robust IT policies in place and our Designated Safeguarding Lead and DDSs have undertaken Channel awareness training and understands the referral process. The Single Point of Contact (SPOC) for this school is Kirsty Cooper, Head teacher

Our curriculum promotes our school values, freedoms of expression, encourages children to know their

views count, value each other's views and values and provide them with opportunities to talk about their opinions and feelings.

11.9 So-called 'honour based' violence (HBV)

So called 'honour-based' violence (HBV) 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 so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead .

11.10 Female Genital Mutilation (FGM)

The Designated Safeguarding Lead is aware of the guidance that is available in respect of female genital mutilation (FGM) and is vigilant to the risk of it being practised. School staff are also aware of possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it. Teachers understand the mandatory duty to report known cases of FGM and [can refer to this guidance if required.](#)

11.11 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children can be both victims and perpetrators of domestic abuse within their own relationships. Children who witness domestic abuse are also victims. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

11.12 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) is able to source support to make referrals to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm

South Lakes Housing: 0300 303 8540

11.13 Children with SEND

We recognise that, statistically, children with SEND, behavioural difficulties and disabilities are most vulnerable to abuse.

School staff who work, in any capacity (from early help to children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems) will need to be particularly sensitive to signs of abuse and how they can keep them safe. It must also be stressed that in a home environment where

there is domestic violence, drug or alcohol abuse, mental health issues, neglect or chaotic lifestyles, children may also be vulnerable and in need of support or protection.

12. Child on child abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse and recognise that children are capable of abusing their peers. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence, sexual touching/assaults/sexting and initiation/hazing type violence, prejudice-based and discriminatory bullying, online abuse, initiation/hazing, upskirting. Child on child abuse may be taking place, even if not reported therefore all staff must report any concerns to the class teacher (immediately) and DSL via c-poms. All staff must challenge inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse; staff must challenge any physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them- if this is linked to a child's specific need then it **MUST** be included in their support plan as a priority. Grayrigg CE Primary School does not tolerate any type of child on child abuse and all concerns should be reported to the DSL and action taken. All staff are aware that abuse can happen in or out of school or online. All class teachers must regularly remind their class that they can talk to the safe adults in school if they have any worries, concerns or things that are hurting or upsetting them.

Any concerns will be dealt with immediately. If staff suspect any child on child abuse they should not wait for a disclosure to act on this. They should report to the DSL who will follow this up, following the guidance and procedures set out in part 5 of KCSiE 2025. Staff must never assume that there is no child on child abuse happening because there are no current records of it happening. Any incidents **MUST NEVER** be brushed off as "just banter, kids being kids" or "having a laugh."

At Grayrigg, in line with good practice advice in KCSiE 2025 we will inform parents (see bullets below) unless there is reasonable concern that this could increase any risk to children involved.

- Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress
- Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision and consider that all behaviours are ways children show their emotions- consider why the child may have behaved in this way and what support they will need.

12.1 Sexual Violence and Sexual Harassment between pupils

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

12.2 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Whilst this may seem unlikely in our current context, children have access to cameras and I-pads in the classroom from a young age and therefore any behaviour that is deemed inappropriate or potentially harmful is dealt with immediately in an age appropriate way.

12.3 Important terms for recording child on child abuse

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

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

12.4 How school will support and protect children from child on child abuse in all forms.

We will support and protect all our pupils from pupils through:

- a) the curriculum, to encourage self-esteem and self-motivation including the Ethos Leaders
- (b) safe access to the internet ensuring appropriate filtering and monitoring systems are in place to protect learners from harmful materials including ensuring children know they can talk to adults in school if they receive harmful messages or material online:

Staff must report any incidents where children report or share they have been sent harmful material or messages online, these may include:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Abusive images and pornography.
- Any online material or messaging that facilitates, threatens or encourages physical abuse
- Any online material or messaging that facilitates, threatens or encourages sexual violence

- (c) the school ethos and building which promotes a positive, supportive and secure environment which gives all pupils and adults a sense of being respected and valued.

- (d) the implementation of school behaviour and positive relationships policy

- (e) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting

- (f) regular liaison with other professionals and agencies that support the pupils and their families

- g) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so

- (h) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

(i) create an 'open environment' where students feel comfortable and safe to discuss any problems they are facing

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

13.1 Non-collection of children

If a child is not collected at the end of the day or the end of the session they are booked into, we will:

- Wait with the child and reassure them.
- After ten minutes, we will call the emergency contact numbers
- After twenty minutes, we will try again. If at this time, we still have not had any contact with parents or legal guardians we will contact the police.

13.2 Missing pupils (referring to pupil who go missing during the school day)

Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

- Due to the location of the school on a main road, staff will conduct a search of the school grounds, then immediately contact police reporting the missing child.
- Office staff will contact parents via telephone.

Adequate supervision will remain in place for other children, although classes may be combined to release more staff to search.

14. Procedures

- Collation of a Single Central Record (SCR) in line with Ofsted and Keeping Children Safe in Education, 2025 Guidance. Relevant checks are undertaken including enhanced DBS checks for governors and appropriately recorded on the Single Central Record.
- Staff are made aware of appropriate physical contact with our young children. Staff trained in TEAMteach are named on the front of this document.
- Staff are advised to keep other team members informed of one to one teaching with pupils and doors are kept open and windows into the room clear.
- The doors to the toilet/cloakroom are always kept open, supervision of toilets during playtime is included in the weekly play timetable sent out by play lead.
- Recruitment and the selection of safe staff, include DBS checks, references and an induction process.
- Staff made aware of the current procedures in place when staff are faced with allegations of abuse in line with the procedures found in the CSCP procedures manual and if appropriate a referral to the Disclosure and Barring Service
- The school staff are vigilant at monitoring the practice of each other to reduce the possibility of abuse by school staff and other professional workers or anyone else working within the school setting
- All staff are expected to raise concerns in an environment where a culture of whistle blowing is promoted and are aware of the whistle blowing helpline and email

- All staff are expected to sign and adhere to the staff code of conduct.

15. CUMBERLAND AND WESTMORLAND AND FURNESS SAFEGUARDING MASH

(referred to as the HUB) SINGLE CONTACT FORM

15.1 This form should be used following a consultation with the duty social worker in the 'Westmorland and Furness Safeguarding Hub' and/or where an assessment of the situation identifies that a referral to Children's Services Social Care is necessary to safeguard or protect the welfare of the child. Schools do not need permission from the duty social worker to send in a form, they are available to speak to and the advice can be sought but school staff (usually the DSL/DDSL) must use their professional judgment and knowledge.

15.2 In these circumstances, (where appropriate) include records and/or an Early Assessment/TAF detailing what work has been undertaken by our school to support the child and family and why we believe that the involvement of Social Care is required and the expected outcome. This information will provide the basis or be attached/sent when completing the online Westmorland and Furness Safeguarding Hub Single Contact Form.

The request to access support from Children's Services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm

The Designated Safeguarding Lead and any necessary staff will be made aware that the referral has been made

Where it is considered immediate protective action is required; the Designated Safeguarding Lead and/or the staff member with the information must make a referral to Children's Services Social Care. This referral may initially be by telephone to the Westmorland and Furness Safeguarding Hub, but must be followed up using the online referral within 48 hours with a single contact form. Depending on the risk and time of day the DSL will follow up the referral:

- Before the end of the school day if they have not received contact
- The next day they have not had any confirmation but there is not an immediate risk.
- If there is a delay after initial contact, the DSL will chase this up and request a date by which the incident will be followed up.

See also, Cumbria Safeguarding Children Partnership website [Cumbria Safeguarding Children Partnership](#) 'Quick Links' – Concerned about a child or young person.

The online form requires mandatory fields to be completed before you can submit your contact. Please note: the current form will time out after one hour of inactivity and any information will be lost.

You can complete the online contact form at: [What to do if you have concerns about a child or young person : Westmorland and Furness Council](#)

Westmorland and Furness Safeguarding Hub has a single telephone number day or night where concerns can be shared and the Hub will give advice (consultation) and if necessary undertake an assessment of need. Please note- a professional consultation is not a referral, this is advice no details are taken- trust your instinct.

Tel: 0300 373 2724

Calls during office hours between 9am to 5pm Monday to Thursday and 9am to 4:30pm Friday will go

directly to the Hub. Emergency calls during evenings and weekends will be answered by the emergency duty team that can be contacted on the same number. In case of any difficulty, please also check the Cumbria Safeguarding Children Partnership website.

14. PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD

This is available in a simple flow chart, the concern should be reported to Designated Safeguarding Lead :

- If she cannot be contacted- if she is not in school, she will be contactable by mobile and will always leave a note of where she is.
- The concerns will be logged in the child's notebook
- Concerns can be discussed with the parents if this will not pose an immediate risk to the child *Refer to or add flowchart/steps as an appendix.

15. PHYSICAL INTERVENTION/ HANDLING

Occasionally staff may have to physically intervene to keep the child, other children or themselves and other staff safe. When a TA is appointed to work with a child which is likely to need physical intervention they will be trained in TEAM teaching as soon as possible. Physical Intervention is only to be used when there is no other option- staff should always use de- escalation technique first e.g. talking, distracting or comforting, Ideally children should be steered away by their shoulders gently if this does not work staff should send for another member of staff at the earliest opportunity. Physical intervention should be logged on c-poms.

16. PROCEDURES TO FOLLOW WHEN THE SAFEGUARDING DESIGNATED PERSON IS NOTIFIED OF THE CONCERN ABOUT THE WELFARE OR SAFETY OF A CHILD.

This outlines the procedures to be followed by the Designated Safeguarding Lead when child protection concerns are brought to their attention (please refer to page 20 of KCSiE 2025) The Designated Safeguarding Lead will be available during school hours for staff to discuss concerns. The cover arrangements outside these hours will be contact via telephone- all staff have the DSL's contact number and all have access to Cpoms.

All adults in the school have a shared responsibility to safeguard and promote the welfare of all children but will receive support from the designated person during the process.

Further information and guidance is available from: Cumbria Safeguarding Children Partnership procedures manual [Cumbria Safeguarding Children Partnership Procedures Manual](#)

17. PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF.

Allegations against a member of staff:

All allegations against adults who work with children (including foster carers and volunteers) must be reported by the employer within one working day to the Designated Officer (Local Authority Designated Officer - LADO) who can be contacted via the safeguarding hub.

What must be reported:

The Head/Designated Safeguarding Lead within the School/Organisation must report any of the following to the Designated Officer (LADO). Any allegation that someone who works with children has:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence related to a child
- behaved in a way that indicates that he/she is unsuitable to work with children
- behaviour that may have happened outside of school, that might make an individual unsuitable to work with children (known as transferable risk) and where appropriate school should carry out an assessment of transferable risk

The LADO will record all concerns, including allegations or offences emanating from outside of work. They will provide advice and guidance and help determine that the allegation sits within the scope of procedures.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low level concerns procedures- see part 4 of KCSiE 2025

If the allegation is against the Head Teacher, the role of Chair of Governors (vice chair/ in their absence) is to liaise directly with the Designated Officer (LADO). To report a concern to the Designated Officer (LADO) use the Allegation Notification Form available from the [CSCP website](#).

Send completed forms to the Westmorland and Furness Safeguarding Hub, preferably via Email: lado@westmorlandandfurness.gov.uk

Please note if you are worried that a child is at risk of immediate harm contact the Westmorland and Furness Safeguarding Hub on: **0300 373 2724** To speak to a Designated Officer (LADO) for advice please contact the Multi-Agency Business Support Team in the Hub who will take your details and ensure a LADO returns your call:

Phone 03003 033892 Or you can email: lado@westmorlandandfurness.gov.uk

LADO working hours are Monday to Friday 9am to 5pm. In case of an emergency outside of the above hours please contact the **Emergency Duty Team on 0300 373 2724**.

Allegation against Management Procedure flow chart (appendix 4)

Whistle Blowing

We have a Whistle blowing policy in school and promote an open culture to raise any concerns. If staff feel unable to raise an issue with the head or Chair of Governors or feel that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday. Email: help@nspcc.org.uk

Online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism,
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Responsibilities to keep children safe online include

- Governing body to ensure procurement of appropriate filtering and reports (currently Cumbria Filtering) which is reviewed annually
- DSL/DDSL to check reports provided by filtering, regular monitoring/checks of filtering and records of anything reported, evaluate and plan preventative measures based on learning from previous incidents.
- DSL to run parent sessions linked to safeguarding including the four key categories of risk online.
- All staff to monitor and ensure safe use of internet in class including (but not exclusive)
 - Using Google classroom to share safe resources for online research
 - Educate children through PSHE work about online dangers including not trusting everything that is online.
 - Monitor what children are doing online and regularly check-in to ensure no hidden tabs or on tasks they are not meant to be on
 - Making sure children log off when they have used a device
 - Ensure children are not plagiarising work.
 - Report any behaviour that could lead to more dangerous behavior to DSL
 - Report any safeguarding concerns to DSL via c-POMS
 - Report sites that need be blocked immediately to DSL and School Business manager

Approved by Full Governing Body on: 10.09.2025

Signed:

Chair of Governors

Other policies

This policy should be linked and read in conjunction with other related policies in school.

These include: -

Behaviour and Positive Relationships Policy

Special Educational Needs and Disabilities

Health and Safety/Risk Assessments/Educational Visits

Sex and Relationships Policy

Administration of Medicine

Attendance

Whistle Blowing

E- Safety/Acceptable Use Policy

Staff Code of Conduct