

Girton Glebe Primary School



Safeguarding and Child Protection Policy

January 2016

INTRODUCTION

Girton Glebe Primary School fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education" (July 2015). All staff must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with "What to do if you're worried a child is being abused: Advice for practitioners" (July, 2015).

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

- 1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- 1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

*(Note: The following section (1.2.5) is for **nursery, primary and special schools** which are using P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme - further information from Education Child Protection Service).*

- 1.2.5 We use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

(Note: Advice and resources on the teaching of personal safety skills at KS3 and KS4 is available from the PSHE Service or from the Education Child Protection Service.)

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk
- 2.2 **The Designated Safeguarding Lead for Child Protection is: Helen Scrivner**
- 2.3 **The following members of staff have also received the Designated Person training: Chris Christie**
- 2.4 **The nominated governor for Safeguarding and Child Protection is: Lee Taylor**

The school will:

- 2.4.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service. The DP will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support to carry out their role effectively
- 2.4.2 ensure that this training is updated every two years in accordance with government guidance

- 2.4.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- 2.4.4 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction
- 2.4.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- 2.4.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to both the Advice Line run by the Education Child Protection Service and Children's Social Care. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.4.7 consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training
- 2.4.8 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter – Agency Procedures on the LSCB website
- 2.4.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
- the school's legislative responsibility
 - their personal responsibility
 - the school's policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation and radicalisation
 - the need to record concerns
 - how to support and respond to a child who tells of abuse
- 2.4.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 2.4.11 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.
- 2.4.12 ensure that this policy is available publicly either via the school website or by other means.

2.5 **Liaison with Other Agencies**

The school will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.5.2 co-operate as required, in line with Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.5.3 notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.6 Record Keeping

The school will:

- 2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location
- 2.6.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance
- 2.6.4 make parents aware that such records exist except where to do so would place the child at risk of harm.

2.7 Confidentiality and information sharing

- 2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.7.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated Safeguarding Lead or Headteacher.

- 2.7.3 The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- 2.7.4 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.
(See "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE 2015)
- 2.7.5 ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.7.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.7.7 ensure staff are clear with children that they cannot promise to keep secrets.

2.8 **Communication with Parents/Carers**

The school will:

- 2.8.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
(Suggested wording to be included in the school prospectus/website is available from Education Child Protection Service)
- 2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. *(Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board)*
- 2.8.3 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 **The school will support the pupil through:**
- 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
- 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 3.4.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Inter - Agency Procedures"
- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed
- 3.4.9 When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.
- 3.5 **Substance Misuse and Child Protection**
- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:
- When there is evidence or reasonable cause:
- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
 - to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
 - where the misuse is suspected of being linked to parent/carer substance misuse.

3.6 Children of Substance Misusing Parents/Carers

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7 Domestic Abuse

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head Teachers are notified of medium and high risk Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.

3.8 Female Genital Mutilation (FGM)

- 3.8.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.8.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.8.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.8.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

3.8.5 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

3.9 Child Sexual Exploitation (CSE)

3.9.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

3.9.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.9.6 Schools will complete the LSCB Child Sexual Exploitation Risk Assessment Tool and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

4.0 Prevention of Radicalisation

4.0.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

4.0.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Girton Glebe Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

4.0.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'.

4.0.4 Staff in schools should be made aware of this duty.

4.0.5 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

4.1 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2015) and the Local Authority's Safer Employment Policy.
- 4.2 **The following members of staff have undertaken Safer Recruitment training: Helen Scrivner.**
- 4.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 4.4 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).
- 4.5 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in *Keeping Children Safe in Education and the school's Personnel Manual from EPM Ltd or other HR provider (for subscribing schools)*.
- 4.5 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.6 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

- 4.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.10 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015, DCSF).
- 4.11 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 4.12 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5.0 OTHER RELATED POLICIES

- 5.1 Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies*)

Anti-Bullying

Health and Safety

E-Safety and Acceptable Use

Intimate Care Policy

Whistleblowing

Complaints procedure

Behaviour

5.2 Use of Mobile Phones Policy

- 5.2.1 This is a requirement for all Nursery or primary schools with EYFS but any school may wish to adopt the policy.

- 5.2.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

For Nursery and Primary Schools – Section 3 – The Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage

6.0 Children with Special Educational Needs

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Where the school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, ensuring that all children, including children with Special Educational Needs know how to raise concerns, and have access to a range of adults with whom they can communicate.

7.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

7.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

7.2 Extended Schools and Before and After School Activities (on or off school site)

7.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

7.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on26th January 2016.....
and will be reviewed inJanuary 2017.....
Signed by the HeadteacherHelen Scrivner.....
Chair of GovernorsRowena Barnes.....
Designated Person (if appropriate) Helen Scrivner.....

Four categories of abuse

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

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Useful Contacts

Education Child Protection Service Advice Line Tel: 01223 703800

Cambridgeshire Direct Contact Centre (Social Care) Tel: 0345 045 5203

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Education Welfare Officer Tel:

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures
www.cambslscb.org.uk

Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March, 2015)

“Keeping children safe in education: Statutory guidance for schools and colleges” (July, 2015)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)

Managing an Allegation Against a Member of Staff in your Establishment

Appendix C

