



CALDEW SCHOOL

SAFEGUARDING POLICY

Reviewed under Student Welfare and Guidance Committee

On school website

Reviewed annually

Adopted: November 2025

Next review: September 2026

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

1. Background

An effective whole school Safeguarding Policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child safeguarding issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

In accordance with Section 175 of the Education Act 2002 the Governors of Caldew School will ensure arrangements are in place with a view to safeguarding and promoting the welfare of children at Caldew School.

2. Principles

There are three main elements to our Safeguarding Policy:

- Prevention
Through fostering a positive school atmosphere, effective teaching and caring pastoral support for learners
- Protection
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns.
- Support
To students and school staff who may have suffered abuse

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will endeavour to:

- Establish and maintain an ethos in which children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse.

- Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff receive training in order to deal effectively with safeguarding issues.

3. Framework

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Cumberland Safeguarding Children Partnership (CSCP).

4. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within the school and the LA who have specific responsibilities under Safeguarding procedures. The names of those carrying these responsibilities are listed below:

The Headteacher has overall responsibility for ensuring that effective procedures are in place and that this policy is implemented within the school.

The Designated Safeguarding Lead is: **Miss Helen Howson.**

The Deputy Designated Safeguarding Lead is: **Mrs. Fiona Cruickshank.**

The designated governor for Safeguarding is **Ms Karen Warwick.**

All adults working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility.
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm.
- Report cases of suspected abuse to the DSL or DDSL in her absence. This will be done as soon as possible using the schools agreed format.
- Monitor all students, particularly those that are deemed vulnerable.
- Report any concerns regarding adults conduct to the DSL or Headteacher.

The Designated Safeguarding Lead will:

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place.)
- Manage referrals to Children's Services, Police and other agencies.
- Work with others in order to improve outcomes for children.
- Attend DSL training every 2 years; undertake Prevent awareness training and update their skills and knowledge on a regular basis.
- Raise awareness of safeguarding throughout school.
- Ensure that this policy is reviewed annually and is available publicly.
- Maintain accurate safeguarding records that are stored securely.
- Represent school in multi-agency meetings, sharing safeguarding information with other agencies.

The Governing Body will:

- Ensure that the policies, procedures and training are effective and comply with the law at all times.
- Ensure that safeguarding policies and procedures are followed by all staff.
- Put in place safeguarding responses in cases where children go missing from education

- Appoint a DSL and DDSL and ensure that they are provided with appropriate support, funding, resources and time to carry out their roles.
- Ensure the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.
- Ensure that staff members undergo safeguarding training at induction.
- Ensure that DSL, DDSL and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education.
- Ensure that children are safe online by ensuring that appropriate filtering and monitoring systems are in place.
- Ensure that children are taught about safeguarding.
- Prevent people who pose a risk of harm from working with children.
- Ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other staff.
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs.

5. Procedures

- We will follow the procedures set out by the Cumberland Safeguarding Children Partnership in the Procedures manual; Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023.

Part One and Part Five of Keeping Children Safe in Education will be communicated to all staff through training and regular safeguarding updates.

- Training and Support

Our school will ensure that the Headteacher, the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and the nominated Governor for Safeguarding attend training relevant to their role and training updates will be provided for all staff at appropriate intervals as guidance changes. All staff working within the school will receive Level 1 Safeguarding Training.

All staff undergo safeguarding and child protection training which includes online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed 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.

Teachers and other adults to whom a student makes a disclosure should make it clear to the young person that it may be necessary to seek additional support by involving other people who can help. They should never guarantee absolute confidentiality or secrecy to a child, but should reassure him or her that safety and security is paramount and no steps will be taken which might compromise this over-riding imperative.

All disclosures which may have child protection implications must be reported to the Designated Safeguarding Lead, who will agree appropriate steps and who should always be informed.

- **Records and Monitoring**

Well-kept records are essential to good safeguarding practice. We are clear about the need to record any concerns held about a child or children within our school. All teachers and other members of staff should keep dated notes of interviews held with young people, parents or other colleagues and a record of actions taken. Depending on the nature of such information it should either be lodged with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or through the Head of Year, placed on the student's record file on CPOMS.

These records are subject to usual school/parental access. If a document is of particular sensitivity it is therefore important that it is marked confidential and for limited access and held securely.

These records and other information should only be passed over to other agencies after consultation with the Designated Safeguarding Lead.

Information will be passed on as necessary and appropriate to Safeguarding Conferences, Strategy meetings, Core group meetings and Child In Need meetings.

- **Staff Appointments**

We will ensure that all appropriate steps are taken to vet thoroughly members of staff who are appointed to the school and may have direct access to students. The appointments process will follow the guidance on good practice set out in the Safer Recruitment document published by the DfE, the key principles of which are enshrined in the school's Appointments policy. This will include shortlisted candidates being informed that online checks may be carried out. Appointments panels for relevant posts will always include a governor and/or member of the senior school staff who has completed Safer Recruitment training. The appointment process will include carrying out all necessary DBS checks and/or verifying the existence of clearance before appointments are confirmed. The Business Manager will take responsibility for this aspect of the appointment's procedure.

- **Allegations Against Staff**

It is a requirement that all allegations against people who work with children must be reported by the school within one working day to Cumberland Local Authority Designated Officer (LADO) at the Cumberland Safeguarding Children Partnership (CSCP). This will include any allegation that someone who works with children has (a) behaved in a way that has harmed or may have harmed a child (b) possibly committed a criminal offence related to a child (c) behaved in a way that indicates that he/she is unsuitable to work with children. This also relates to incidents involving an individual or an organisation using school premises e.g. clubs, sports groups etc.

- Visitors to the School

Caldew School is committed to keeping students safe by ensuring that visitors to the school do not pose a risk to children. We ensure that:

- Visitors to school sign in and wear identification to indicate they have done so.
- All staff and students, where appropriate, will challenge visitors to school who are not wearing correct identification.
- Visitors sign out and hand in their identification when they leave the school.
- Visitors are aware of who to speak to if they are worried about a child during their visit.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by the DSL or headteacher.

- Online Safety – Filtering and Monitoring Systems

Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Caldew School will provide a safe environment to learn and work, including online. We will ensure:

- filtering and monitoring systems are robust and are overseen by the DSL.
- the DSL will work closely together with IT service providers to meet the needs of Caldew School.
- the DSL will make regular checks to filtering and monitoring systems and update the Senior Leadership Team and the Governing Body.
- the DSL will oversee and act on any safeguarding concerns.
- the Senior Leadership Team will review the effectiveness of our provision.
- all staff are appropriately trained; understand their role; follow policies and procedures and act on reports and concerns.

6. Supporting Students at Risk

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school. 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.

Caldew School will endeavour to support these students through:

1. the curriculum to encourage self-esteem and self-motivation
2. the school's ethos which promotes a positive, supportive and secure environment
3. the implementation of school behaviour management policies
4. 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.
5. regular liaison with other professionals and agencies who support the students and their families

6. a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
7. the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
8. Instigating the Early Help procedure for children who are deemed to be at significant risk.

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

All staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

Child on Child Abuse (Including Sexual Harassment and Sexual Violence)

Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between two or more children under the age of 18 and within children's relationships (both intimate and non-intimate).

All staff working with children are advised to maintain an attitude of "it could happen here". Staff should recognise that even if there are no reports, it does not mean that child-on-child abuse is not happening, it may be the case that it is just not being reported. This is most likely to include, but may not be limited to:

- Abuse in intimate personal relationships between children
- Bullying (including racist and homophobic bullying and cyberbullying)
- Physical abuse (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - Sexual violence, such as rape assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - Sexual harassment, such as sexual comments, jokes and online sexual harassment, or misogynistic messages which may be stand alone or part of a broader pattern of abuse
 - The non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images, nudes, videos and pornography to those who do not want to receive it
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

In cases of suspected or actual child on child abuse appropriate and proportionate control measures are put in place to manage and reduce risk. Caldew School will refer to specific guidance in Keeping Children Safe in Education 2025 Part five: Child on Child Sexual Violence and Sexual Harassment. Referrals to Cumberland Safeguarding Hub, Police and/or other appropriate agencies will be made where thresholds are met.

DSLs understand that regarding child on child abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these. The DSL will assess on a case by case basis, supported by children's services and the police if required to ensure the most appropriate response for the children/young people involved.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school curriculum (whereby PSHCE is delivered) and targeted assemblies to the student body will include relevant information around the risks associated with CSE and CCE. The school will also ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place. All suspected cases of CSE and CCE will be referred to Cumberland Safeguarding Hub.

Child Criminal Exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims. The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, but girls are at risk of criminal exploitation too. Key to identifying potential involvement in CCE are missing episodes from home and/or school. Where this is found to be the case, the school will consider a referral to the Police, Cumberland Safeguarding Hub and/or other appropriate agencies where thresholds are met.

Domestic Abuse Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children.

All staff understand what domestic abuse is and the potential impact upon children and how this might be displayed in school.

The DSL will ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

All staff will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' (Section 26 of the Counter-Terrorism and Security Act 2015)

At Caldew, we build students' resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views through the school curriculum (whereby PSHCE is delivered) and through school assemblies where appropriate.

Prevent awareness

- All staff (including associate staff) have received training relating to the Prevent Duty.
- Staff are aware of the reporting procedures for any concerns.
- Target assemblies raise awareness within the student body.

Co-ordination of Prevent Duty at Caldew School

Caldew School has a named person, **Miss H Howson**, who will act as Co-ordinator, liaise with outside agencies and work closely with pastoral teams and senior staff. Any member of staff suspecting he or she has information regarding a Prevent situation should refer immediately to the Co-ordinator.

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) All staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff are alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them. DSLs must report to the police, cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place.

Modern Slavery The Modern Slavery Act 2019 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'. Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA.

Private Fostering Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation for 28 days or more by a person who is not a parent, person with parental responsibility for them or a relative in their own home. Staff will remain alert to, and, when it comes to their attention, report to the DSL, information which suggest a child is being privately fostered. The DSL will then notify the Local Authority to allow the Local Authority to check the arrangement is suitable and safe for the child.

Children who are absent from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- All staff follow school procedures when a child is absent from education particularly on repeat occasions to help identify the risk of abuse and neglect.
- The school Attendance Policy is up to date, reviewed annually and includes reference to CAE.
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.