



Hope Tree School

Where difference is valued

Safeguarding & Child Protection Policy 2025

This policy is informed by Keeping Children Safe in Education (KCSiE) September 2025

Introduction:

Hope Tree School fully recognises the responsibility it has under section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 to have arrangements in place to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2025). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2025 if they are working directly with children. For those staff who do not work directly with children Annex A can be issued instead.

Through their day-to-day contact with students and direct work with families all staff have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused, neglected or exploited
- Follow the referral process if they have a concern

This policy sets out how the school's proprietors discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school. This policy applies to **all** staff, paid and unpaid, working in the school including all support staff and office staff as well as teachers. Any of these can be the first point of disclosure for a child. Concerned parents/carers may also contact the school directly.

It is consistent with the Cambridgeshire Safeguarding Children Partnership Board procedures.

Main Elements of the Policy

There are four main elements to this policy:

Prevention: through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

Procedures: for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the four categories of abuse are detailed in Appendix A.

Supporting children: particularly those who may have been abused or witnessed violence towards others.

Preventing unsuitable people working with children: Safer recruitment processes are followed to ensure that those who are unsuitable to work with children are not employed.

This Policy is available on request and is on the school's website.

Prevention

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

The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the virtual world, including in a digital context, and are encouraged to talk and are listened to.
- Ensure children know that there are trusted 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.
- Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Incorporate into the curriculum activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.
- Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy'.

Key Stage 2:

The school will incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse and exploitation in all contexts based on the current 2019 RSE guidance, and work towards delivering the content from the 2025 RSE guidance during the course of the year.

- That families are important for children growing up safe and happy because they provide love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including presenting to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- That each person's body belongs to them, the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2019)

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2025 – to be fully implemented by 2026)

Key Stages 3/4:

The school will incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.
- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- The role of consent, including in romantic and sexual relationships. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- Students should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- Students should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Students should be taught where to go for advice and support about something they have seen online.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2019)

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2025 – to be fully implemented by 2026)

Hope Tree School uses a range of age appropriate resources. These units reinforce 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 units. In addition, the school will follow Relationship Education statutory guidance, which came into effect September 2020.

Procedures:

Hope Tree School follows all procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website:

[Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

**The Designated Safeguarding Lead (DSL) for Child Protection is:
Rebecca Sands**

The Deputy Designated Safeguarding Lead (DDSL) is: Kirstie Clark

**The nominated Director for Safeguarding and Child Protection is:
Rebecca Sands**

The Proprietor will:

- Appoint a senior member of staff, from the leadership team, to the role of designated Safeguarding Lead (DSL). The DSL should take lead responsibility for safeguarding and child protection. Ensure the DSL will have the appropriate status and authority within the school to carry out the duties of the post.
- Ensure they will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters ('Keeping Children Safe in Education, 2025, Annex C).
- The activities of the DSL can be delegated to appropriately-trained deputies (Deputy Designated Safeguarding Lead; DDSL).
- The lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- The role of DSL and DDSL is explicit in the post holder's job description (as outlined in Keeping Children Safe in Education, 2025 Annex C).
- The DSL and DDSL will undergo the two-day training provided by the Cambridgeshire Education Safeguarding Team. This training will be updated **at least every two years**.
- In addition to the formal training set out above the DSL and DDSL will refresh their knowledge and skills e.g. via updates, meetings or further

training at least annually.

- The Proprietor will ensure that every member of staff, paid and unpaid, and the Advisory Board, know who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**. Safeguarding concerns can be logged on the school's internal drive using the raise a concern logging form. This is available on class ipads or staff laptops.
- Ensure that the DSL or DDSL are always available (during school hours, during term time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.
- In the rare event that neither the DSL nor DDSL are available; any member of staff can contact the education safeguarding team using the following email address ecps.general@cambridgeshire.gov.uk to seek advice as needed.
- The school will liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.
- The school's proprietors will ensure that DSLs and DDSLs take advice from a child protection specialist when managing complex cases.
- The school's advisory board has a nominated person for safeguarding and child protection who has undertaken appropriate training.

The Proprietors will ensure that every staff member will know:

- The name of the designated safeguarding lead, the deputy designated safeguarding lead and their roles.
- How to identify the signs of abuse and neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of the home, and online.
- That children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.
- How to pass on and record concerns about a student.
- That they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL.
- What is meant by, and the importance of, showing professional curiosity.
- That they have a responsibility to provide a safe environment in which children can learn.
- Where to find the Multi-Agency Procedures on the Safeguarding Children's Partnership Board website.
- Their role in the early help/targeted support process.
- The process for making referrals to children's social care.
- The safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods.

- The role of filtering and monitoring and the process for reporting issues. The importance of filtering and monitoring, their role in this process and how any staff member can report a concern.

The proprietors will ensure that all staff members:

- undergo safeguarding and child protection training (including online safety) which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training will be **regularly updated**, as required, and at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively.
- The proprietors will 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, including low level concerns and allegations against staff.
- The proprietors will 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's website.
- The proprietors will ensure that this policy is available publicly via the school's website (www.hopetreeschool.co.uk) and via hard copy on request.
- The school will promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including those who have/had a social worker, are experiencing/have experienced with staff and leaders as appropriate.
- Where students are educated off site or in alternative provision, the school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment.

Alternative Provision:

- Where students are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. The following will be sought by the school:
 - An Enhanced DBS on individuals working with the student.
 - Evidence that the individual/organisation providing the sessions has up to date safeguarding training.
 - A risk assessment for the sessions including first aid kit and training.
 - Daily attendance to be submitted to the school.
 - Written records for each session attended.
 - For online sessions - an online safety policy that is also shared with parents/carers.
 - Regular, communication with the student and/or family will be sought and a weekly welfare check will be conducted.
 - Permission for a school leader to observe sessions if requested.

- The following will be provided by the school:
 - The school's Safeguarding policy, including the names and contact details for the DSL and DDSL, and how to submit a concern.
 - A code of conduct.

Multi-Agency Working:

The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all students.
- Co-operate as required, in line with Working Together to Safeguard Children (2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if:
 - It should have to suspend or exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently);
 - There is an unexplained absence of a student who is subject to a Child Protection Plan;
 - There is any change in circumstances to a student who is subject to a Child Protection Plan.
- When a student who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping:

The school will:

- 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 Children's Social Care immediately.
- Record in writing all concerns, discussions and decisions made, and the reasons for those decisions. All concerns and referrals will be kept in a separate safeguarding file for each child.

Records will include:

- a clear and comprehensive summary of the concern
- the child's wishes and feelings
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome
- A record of any discussion/communication with parent, other agencies etc

All records are kept confidential and stored securely on the school's internal drive. In addition, appropriate secure storage arrangements are in place for any historic hardcopy safeguarding files.

The school will:

- Ensure all relevant safeguarding records are sent to the receiving school or establishment when a student moves schools in accordance with 'Keeping Children Safe in Education' 2025 (page 174) and the Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.
- Consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions will be led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

Confidentiality and Information Sharing:

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May, 2024).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a student or parent they will refer the request to the DSL or Head of Learning.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy will:

- Disclose information about a student to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' 2023).
- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should

seek independent legal advice.

- Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

Communication with Parents/Carers:

The school will:

- 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's prospectus/website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents. For example, if the school believes that notifying parents could place the child or another person at immediate harm or prejudice the prevention or detection of crime, the rationale must be recorded.
- Records may subsequently be disclosable to relevant partner agencies if a Child in Need or Child Protection Enquiry is undertaken.

Child on Child Abuse:

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. By definition, it applies to abuse of one child or another child - regardless of the age, or stage of development, or any age differential between them.

We recognise that child on child abuse can manifest itself in many ways. This can include but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse within intimate personal relationships between children.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Harmful sexual behaviour
- Sexual violence and sexual harassment (including upskirting and online sexual harassment)
- Child sexual exploitation
- Child criminal exploitation
- Hate incidents and hate crime
- Racism
- Initiation/hazing type violence and rituals

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child on child abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole school protective ethos in which child on child abuse, including sexual violence and sexual harassment, will not be tolerated.
- Victims will be appropriately supported; any indication that a child has suffered from child on child abuse will be dealt with under the child protection procedures outlined in this policy.
- Provide training for staff about recognising and responding to child on child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Ensure that staff do not dismiss instances of child on child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), and / or enrichment programmes, including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child on child abuse, referring any concerns of child on child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.
- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.
- Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.
- The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours. [Child Sexual Behaviour Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

Dealing with Sexual Violence and Sexual Harassment between children:

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- Refer to 'Keeping Children Safe in Education - Part Five', 2025 for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)
- Make it clear that there is a zero-tolerance approach to sexual harassment, that it is never acceptable, and it will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may have experienced sexual violence or sexual harassment or other forms of sexual abuse.
- Liaise closely with external agencies, including police and social care, when required.

Supporting children:

We recognise that **any** child may be subject to abuse and neglect, and 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

The school will support all children by:

- Providing curricular opportunities to encourage self-esteem and self motivation.
- Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Applying the school's behaviour policy effectively to support vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self worth.
- The school will ensure that the student knows that some behaviour is unacceptable but she is valued and not to be blamed for any abuse which has occurred.
- Liaising with the Head of Pastoral Care where safeguarding concerns are linked to mental health in school for advice on case management.
- Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service, Locality and Early Help (Targeted Support) Teams.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Recognising that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (Risks outside the home).
- Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. See pages 10 of Keeping Children Safe in Education, 2025 for the complete list.

The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs:

- As a specialist school for students with a primary diagnosis of Autism we are very aware that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are more vulnerable to abuse and can face additional safeguarding challenges both online and offline.
- All staff are aware of the need for them to be particularly sensitive to indicators of abuse, neglect and exploitation.
- Hope Tree School is not registered to accept students with emotional and behavioural difficulties which would impact on the learning and safety of others. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- The school does have students who experience anxiety and low self-esteem.

- As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs.

As part of the PHSE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as:

- how to recognise if they are feeling unsafe including within family relationships and friendships
- how to ask for help
- the difference between safe and unsafe secrets
- the difference between safe and unsafe physical contact
- how to recognise and manage risk including online
- The content of lessons will be shared with parents/carers so that these skills can be supported at home

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

All students at Hope Tree School have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

Young Carers:

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member with an illness or disability, mental health condition or an addiction can increase their vulnerability and that they may need additional support and protection.

The school will seek to identify young carers and:

- offer additional support internally
- signpost to external agencies
- be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy
- refer to Early Help or Social Care as required if concerns arise

Children at Risk of Criminal Exploitation:

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.

The school will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal

exploitation arise.

The Designated Safeguarding Lead will complete [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Children Persistently Absent from Education:

The school recognises that children who have unexplainable and/or persistent absences from education can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual students closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

Children misusing Drugs or Alcohol:

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 consider a Child in Need or Child Protection referral. However, 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 her to be vulnerable to other abuse such as sexual or criminal exploitation
- The child's substance misuse dependency is affecting their mental and physical health and social wellbeing
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the child's substance misuse dependency is putting the child at such risk that intensive specialist resources are required

- where the child is perceived to be at risk of harm through any substance associated criminality

Children living with Substance Misusing Parents/Carers:

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic abuse.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Parent/carer/other family members drug and/or alcohol use is at a problematic level and are unable to provide care to the child
- Family home is used for drug taking/dealing/illegal activities
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Child or household member found in possession of Class A or Class B drugs/drug paraphernalia found in the home
- Evidence of substance/drug misuse during pregnancy

Children at Risk of Child Sexual Exploitation (CSE):

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Hope Tree School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to students who have gone missing through the Operation Encompass scheme.

Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead. On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

Children Living with Domestic Abuse:

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, and emotional, coercive or controlling behaviour.

The school recognises that 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. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Hope Tree School will work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to students who have experienced domestic abuse in their home, this scheme is called Operation Encompass.

In order to achieve this, the Education Safeguarding Team will share police information of all domestic abuse incidents to which the police have been called, where one of our students has been present, with the Designated Safeguarding Lead (DSL).

On receipt of any information, the DSL will decide on the appropriate support the child may require. Information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

Children at risk of 'Honour- Based' Abuse (HBA) including Female Genital Mutilation (FGM):

Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The new Marriage and Civil Partnership (Minimum Age) Act 2022 bans marriage for 16 and 17 year olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in

this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the student's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police via the DSL. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children previously in care or who have returned home to their family from care:

The school recognises that a previously looked after child potentially remains vulnerable. Staff will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Local Safeguarding Children Partnership Board 'Multi-Agency Procedures.'

Children showing signs of Abuse, Neglect and/or Exploitation:

The school recognise that experiencing abuse, neglect or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Risks outside the home take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

The school will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

Children at risk of Radicalisation:

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of the school's safeguarding approach.

The school will ensure that the DSL has undertaken Prevent Lead Training (which is updated every two years) and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead: Rebecca Sands

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website [National Prevent referral form \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) See also Prevent Duty Guidance: for England and Wales,' HM Government, (March 2024).

See also Prevent Duty Guidance: for England and Wales,' HM Government, (March 2024).

Privately Fostered Children:

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer in the usual way via the Customer Service Centre email: ReferralCentre.Children@cambridgeshire.gov.uk

Children who have Family Members in Prison:

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

Preventing unsuitable people from working with children:

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to part 3 of 'Keeping Children Safe in Education' (2024) and the School's Safer Recruitment Policy.

The school will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

Fiona D'Arcy and Rebecca Sands have completed Safer Recruitment Training.

Preventing Unsuitable People from Working with Children:

Allegations that may meet the harms threshold (Part Four Section One):

- Any allegation of abuse made against teachers (including supply staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2025 (Part Four, Section One) will be reported straight away to the Head of Learning.
- In cases where the Head of Learning is the subject of an allegation, it will be reported to the Head of Pastoral Care. The school will follow the procedures set out in Part four of Keeping Children Safe in Education 2025.
- The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff, volunteer or contractor and adhere to the relevant procedures set out in Keeping Children Safe in Education, 2025 and the School's HR Policies and seek help from HR personnel as required.
- The Head of Learning or the Head of Pastoral Care will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future possible police investigation. The school will use the guidance chart found at Appendix B to support their decision making.
- Where the school identifies a child has been harmed. That there may be an immediate risk of harm to a child or if the situation is an emergency, they will contact children's social care and, as appropriate, the police immediately.

The school will consider:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** – the designated person will discuss with the LADO, the nature, content and context of the allegation, and agree on a course of action.
- The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even

when the member of staff, supply staff or volunteer 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.

- Staff (including supply staff and volunteers) 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 should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold (Part Four, Section Two):

- Low level concerns that do not meet the harms threshold should be reported to the Head of Learning. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
- In cases where the Head of Learning is the subject of a low level concern, it will be reported to the Head of Pastoral Care. The school will follow the procedures set out in Part Four Section Two of 'Keeping Children Safe in Education', 2025.
- The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school may have acted in a way that:
 - Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- All low-level concerns will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- The school will decide where these records are kept, they will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

All records are kept securely on the school's internal drive.

- The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.
- This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.
- The school will ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working

Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, paid and unpaid, 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.

- All staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).
- The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

Other Related Policies and Procedures

Use of Mobile Phones and other Smart Devices (Online Safety and Acceptable Use Policy)

The school's policy on use of mobile phones and other smart devices, 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 a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

Non-school issued cameras and mobile phones and smart devices are prohibited in all areas of the school. No photographs may be taken on personal mobiles/tablets or for an adult's own records.

All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy.

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

Should the school provide extended school facilities or before/after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy will apply.

Where services or activities are provided separately by another body the school 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.

The proprietor will use the guidance on 'Keeping children safe in out-of-school settings' (May 2025) which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

The governing proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Proprietor/Advisory Board safeguarding responsibilities:

The proprietors and the Advisory Board will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies will operate with the best interests of the child at their heart.

The Proprietors/Advisory Board fully recognise their responsibilities with regard to safeguarding and promoting the welfare of children. It will ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

The Proprietors/Advisory Board will:

- Nominate a member of the Advisory Board for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the Advisory Board, and copied to the Education Safeguarding Team. 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.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

Use of School Premises for non-college activities

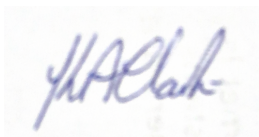
- If the Proprietors provide extended school facilities for before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.
- Where services or activities are provided separately by another organisation or individual, either on or off school site, the proprietors will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.
- The proprietors will use the guidance on 'Keeping children safe in out of school settings' which details the safeguarding arrangements that schools and colleges should expect providers to have in place.

Signed:



Head of Learning, Designated Safeguarding Lead

Signed:



Deputy Designated Safeguarding Lead

Date: September 2025

Review Date: September 2026

Related Policies:

- Anti-bullying Policy
- Attendance Policy (including Children Missing in Education)
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- First Aid Policy
- Health and Safety Policy
- Intimate Care Policy
- Lone Working Policy
- Online Safety and Acceptable Use Policy
- Physical Intervention and/or Use of Reasonable Force Policy
- Safer Recruitment Policy
- Staff Code of Conduct/Safer Working Practice
- Staff Discipline and Grievance Procedures
- Supporting Students with Medical Conditions Policy
- Whistleblowing Policy

Appendix A:

Four categories of abuse, neglect and exploitation

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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
- Provide suitable education

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.

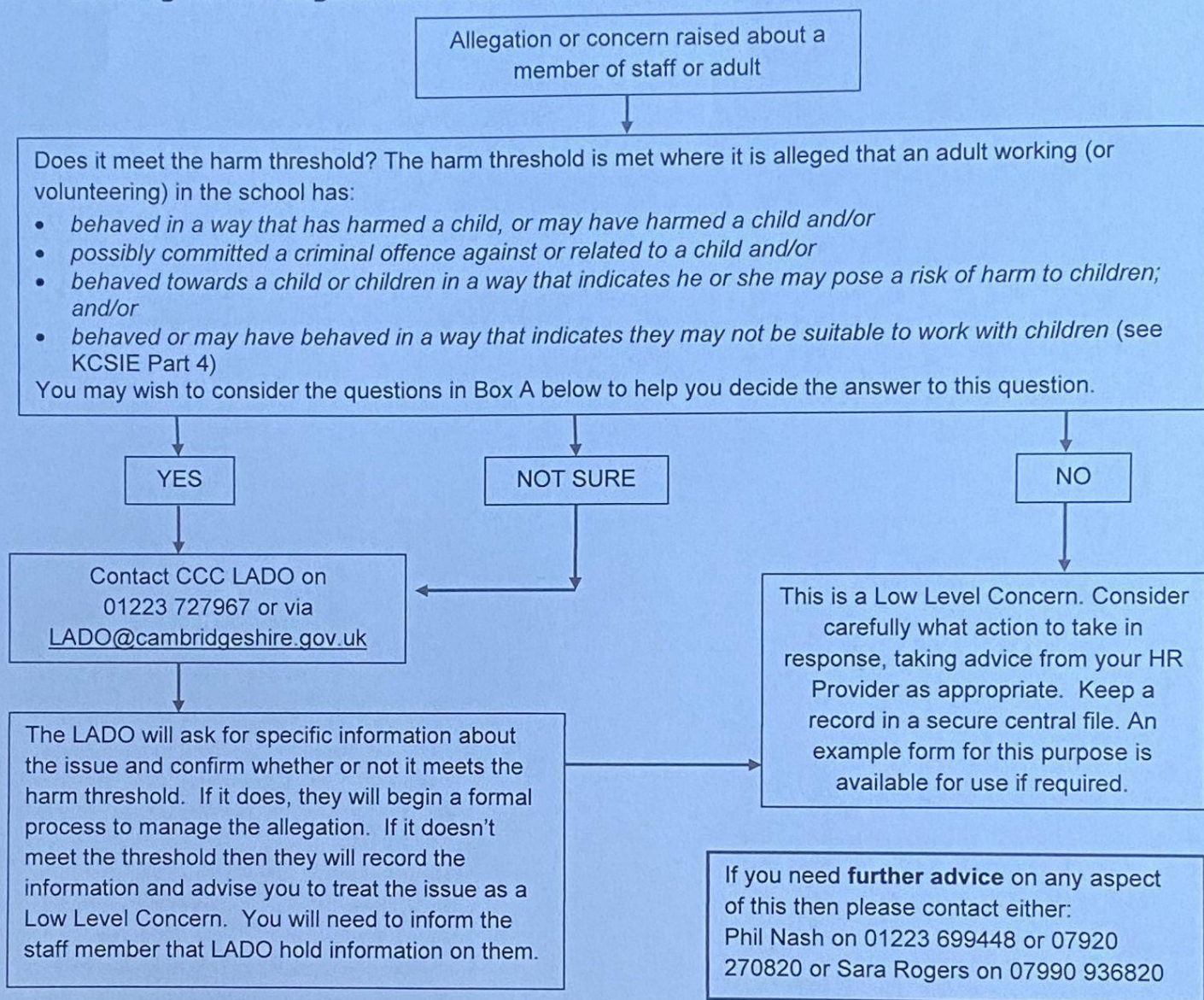
Child Criminal Exploitation: -

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (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.

Risks Outside the Home: is an approach that considers children and young people's experiences of significant harm beyond their families. The approach considers children and young people's experiences being not only influenced by their family, but also by their peer network, wider community and society in general. These threats can take a variety of different forms, including: Exploitation by criminal gangs and organised crime groups; Children who go missing and trafficking; Online abuse; Sexual exploitation; Influences of extremism leading to radicalisation

Appendix B

Dealing with Allegations or Concerns about an Adult Working with Children



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

Useful Contacts - Cambridgeshire

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Multi-Agency Procedures

Education Safeguarding Team	ecps.general@cambridgeshire.gov.uk
Education Safeguarding Manager – Sara Rogers	sara.rogers@cambridgeshire.gov.uk
Early Help Hub (EHH) - Targeted Support Service	Tel: 01480 376666
Customer Service Centre – social care referrals	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)	lado@cambridgeshire.gov.uk Tel: 01223 727967
Senior Leadership Adviser – Phil Nash	Tel: 07920 270820
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422277

Relevant Documents

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2025).

"Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings". (May 2025).

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (May 2024).

"Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (March 2023).

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 2023)

"Prevent Duty Guidance: for England and Wales" (March 2024)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (UKCIS, March 2024)

"What to do if you're worried a child is being abused: Advice for practitioners" (March 2015)

"When to Call the Police: guidance for schools and colleges," (National Police Chief Council)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (December 2023)