

Child Protection Policy (Part 1)

DOCUMENT CONTROL

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Please note that a record of the changes made to the original issue of this document can be found at Schedule 1 after any Appendices to the Policy/Procedure.

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1. DEFINITIONS

For the purposes of this document a child, young person, pupil, or student is referred to as a ‘child’ or a ‘pupil’ and they are normally under 18 years of age.

Wherever the term ‘parent’ is used this includes any person with parental authority over the child concerned e.g. carer, legal guardian etc.

Wherever the term ‘Headteacher’ is used this also refers to any Manager with the equivalent responsibility for children including providers of Early Years education.

The proprietor is Cumbria Education Trust.

We use the term ‘victim’ to describe a child who has been affected by some type of abuse. However, we recognise that not everyone who has been subjected to abuse considers themselves a ‘victim’ or would want to be described in this way and as such, we will use any term with which the individual child is most comfortable.

We use the term ‘alleged perpetrator(s)’ and ‘perpetrator(s)’ throughout the Policy and procedures, but staff and others will be mindful about this terminology, especially when speaking in front of children not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. Language and terminology will be determined as appropriate on a case-by-case basis.

Wherever the term ‘school’ is used this also includes any wrap around care provided by the school.

Child on child abuse may also be referred to as peer on peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

2. INTRODUCTION

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interest of the children; and
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

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Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

The DfE statutory Guidance '[Keeping Children Safe in Education](#)' is our first point of reference for child protection and child welfare issues in the school. The guidance has been issued to read and is followed by:

- Local Advisory Board Members
- Trust Board Members
- School senior leadership teams.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This Child Protection Policy must be read in conjunction with the Trust's **Overarching Safeguarding Statement** and other relevant Policies and procedures.

3. ETHOS

Within Cumbria Education Trust (CET) the health, safety, and well-being of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation/identity (protected characteristics). They have a right to be safe in our academies; this is enhanced by the implementation of various learning and safeguarding Policies.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally, and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training, and recreation);
- Make a positive contribution to the academy community and general society;
- Achieve social and economic well-being.

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CET regards Child Protection as an essential task of **all** its staff, Directors, Members, and visitors/volunteers who come into its academy communities. We are committed to protecting our children.

There is no place for extremist views of any kind in CET, whether from internal sources – pupils, staff, visiting adults, governors etc. or external sources – school community, external agencies, or individuals.

Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency (TRA) (formerly NCTL) for their consideration. Misconduct by other staff will be dealt with under normal Trust Disciplinary Procedures.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject within our academies and where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they can go to for help and advice. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. We recognise that more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children. The PSHE (Personal, Social, Health and Economic Education) curriculum and where relevant, Sex and Relationship Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe. Reference will be made to the DfE statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

CET recognises the importance of creating and promoting a positive, supportive, neutral, and secure environment where pupils can develop a sense of being valued and heard and where they feel safe, secure, and respected.

We are aware that young people may be susceptible to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our pupils and parents see the academies within the Trust as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

Where a pupil/student is placed with an alternative provision provider, we recognise that as the host school, we remain responsible for the safeguarding of that pupil/student and will work closely with the alternative provision provider to ensure the needs of the pupil/student are appropriately met.

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Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Directors to fulfil their duty to have arrangements in place about safeguarding and promoting the welfare of children introduced by Section 157 of the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 for post-16 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

4. POLICY AIMS

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained, and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for pupils and Trust staff and for children who may have been or are being abused, exploited, or neglected.

5. ENTITLEMENT

We accept and embrace our legal responsibilities under the [Human Rights Act 1998](#) (HRA) which sets out the fundamental right and freedoms that everyone is entitled to. Being subjected to harassment, violence and or abuse, including that of a sexual nature may breach any or all of the rights made under the HRA depending on the nature of the conduct and the circumstances.

We also have obligations under the [Equality Act 2010](#). We will not unlawfully discriminate against pupils, or staff because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics). Each child in our school, regardless of their background or home circumstances could be the victim of abuse, whether it is by a parent, an adult known to them, another child or peer or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

We have and implement Equality Policy with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers,' cared for or previously cared for children and those with protected characteristics. Our Equality Policy takes account of the whole school community but specifically for children, how the individual needs of all children will be met (including how those children who are disabled, have special educational needs or other health conditions will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for recording, reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how we will advance equality of opportunity and foster good relations between those who share a relevant

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protected characteristic and those who do not; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

6. CHILD PROTECTION DURING EMERGENCIES

During periods of uncertainty such as that experienced during the Covid-19 pandemic, it is particularly important to safeguarding children who may be at an increased risk of abuse, harm, and exploitation from a range of sources. The procedures which follow this Policy statement will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by a pandemic. All children are vulnerable, but some may be especially so during periods where they or their households are self-isolating. It is equally important to safeguard families, with parents facing significant pressures to continue to protect and promote the welfare of their children. These parents may already be struggling and so with additional pressure the likelihood of harm or significant harm may increase. In all known or emerging child protection cases, staff (particularly those with safeguarding responsibilities) will be mindful of the affects a pandemic may have on families and children.

Additional issues which may need consideration or action include:

Poverty – where families are unable to meet the basic needs of children, this can, in some cases, lead to an increased likelihood of abuse, neglect, exploitation, and harm.

Reduced access to support networks – resulting in children who are abused and harmed being unseen and unheard.

Accommodation – Vulnerable children and families can often face challenges with their accommodation. They may have temporary accommodation or a lack of space which is exacerbated by the fact that the whole family may be self-isolating, unable to leave the family home for exercise and social contact, which can lead to an increase in abuse and neglect.

Domestic abuse – A pandemic situation can disrupt routines and behaviours, both positively and negatively and it is important to be aware of how the tension can escalate to violence and abusive behaviours between families, parents, and children.

Substance abuse – Unhealthy coping mechanisms can involve a reliance on substances that provide relief and escapism by adults and children alike. Substances alter the behaviour of parents and create a lack of safety for children and young people. It is important to understand how families manage the stresses faced during a pandemic - with associated worries around employment, finances, and health.

Neglect – Self or household isolation can place children at a greater risk of neglect. This is compounded by the increased economic challenges and poverty that families may be facing, and by the increased exposure of children to neglectful environments.

Children with additional needs – Children and young people with additional needs and disabilities are more likely to be abused, neglected or exploited than non-disabled children, and less likely to disclose harm due to communication and other difficulties. With localised outbreaks that affect the opening

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of schools or require self-isolation, families may find increased time at home and additional caring responsibilities, a strain.

We will consider how to seek the voice of the child during these times, and whether online or telephone contact is enough to ensure their wellbeing and safety. This is especially important where communication difficulties make these means less effective.

Remote education – during periods where remote education is required, our communications with parents will be used to reinforce the importance of children being safe online and will provide details of the systems we use in school to filter and monitor online use. We will be clear on what their children are being asked to do online, including the sites they will be asked to access and who from the school their child is going to be interacting with.

7. IMPLEMENTATION

This Policy and supporting procedures applies to all who come into contact with children in the School, including: teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors and other external providers who use the school premises for the purposes of running activities for children.

This Policy should be read in conjunction with other related school Policies and procedures.

8. REVIEW

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change and to keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt from Child Safeguarding Practice Reviews both locally and nationally.

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REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was referenced in formulating this Child Protection Policy:

- [Centre of expertise – Helping education professionals identify and respond to concerns of child sexual abuse or behaviour](#)
- [Charity Commission guidance: Safeguarding and protecting people for charities and trustees](#)
- [Cumberland Safeguarding Children Partnership \(SCP\)](#)
- [Cumberland Multi-agency Threshold guidance](#)
- Cumberland SCP - [Allegations against staff or volunteers](#)
- Cumberland SCP - [Fabricated or induced illness/Perplexing presentations](#)
- Cumberland SCP - [Children who go missing from home or care](#)
- Cumberland SCP - [Children who go missing throughout the school day](#)
- Cumberland SCP - [Child with a disability or complex health needs](#)
- Cumberland SCP - [Child Exploitation \(CE\)](#)
- Cumberland SCP - [Children from abroad, including victims of modern slavery, trafficking and exploitation](#)
- Cumberland SCP - [Domestic abuse](#)
- [DfE Working Together to Safeguard Children](#)
- [DfE Keeping Children Safe in Education](#)
- [DfE What to do if you're worried a child is being abused – Advice for Practitioners](#)
- [DfE Maintained schools governance guide](#)
- [DfE Academy trust governance guide](#)
- [DfE EYFS statutory framework for group and school-based providers](#)
- [DfE Children missing education](#)
- [DfE Children who run away or go missing from home or care](#)
- [DfE Behaviour and discipline in schools: guide for governing bodies](#)
- [DfE Behaviour in schools: advice for Head teachers and school staff](#)
- [DfE Child sexual exploitation: definition and guide for practitioners](#)
- [DfE Use of reasonable force – Advice for Head teachers, staff, and governing bodies](#)
- [DfE Preventing and tackling bullying - Advice for Head teachers, staff, and governing bodies](#)
- [DfE Cyber bullying: advice for Head teachers and school staff](#)
- [DfE The Prevent Duty: an introduction for those in education with safeguarding responsibilities](#)
- [DfE Understanding and identifying radicalisation risk in your education setting](#)
- [DfE Managing the risk of radicalisation in your education setting](#)
- [DfE Mandatory reporting of female genital mutilation: procedural information](#)
- [DfE Promoting fundamental British values as part of SMSC in schools – Advice for maintained schools](#)
- [DfE Counselling in schools: a blueprint for the future](#)
- [DfE Relationships and sex education \(RSE\) and health education](#)
- [DfE Teaching about relationships, sex, and health](#)
- [DfE Teachers' Standards 2011](#)
- [DfE Teaching online safety in schools](#)
- [DfE Safeguarding and remote education](#)

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- [DfE Safeguarding children who may have been trafficked: practice guidance](#)
- [DfE Care of unaccompanied migrant children and child victims of modern slavery](#)
- [DfE Mental health and behaviour in schools](#)
- [DfE The designated teacher for looked-after and previously looked-after children](#)
- [DfE Statutory guidance on children who run away or go missing from home or care](#)
- [DfE Supporting pupils with medical conditions at school](#)
- [DfE Controlling access to school premises](#)
- [DfE Disqualification under the Childcare Act 2006 - Statutory guidance for schools](#)
- [DfE Information sharing: Advice for practitioners providing safeguarding services for children, young people, parents, and carers](#)
- [DfE Promoting the education of children with a social worker and children in kinship care arrangements](#)
- [DfE/DHSC Promoting the health and wellbeing of looked-after children – Statutory guidance for LAs, clinical commissioning groups and NHS England](#)
- [Educate Against Hate](#)
- [Farrer and Co.: Addressing child-on-child abuse: a resource for schools and colleges](#)
- [Home Office Advice to schools and colleges on gangs and youth violence](#)
- [Home Office Controlling or coercive behaviour: statutory guidance framework](#)
- [Home Office Criminal exploitation of children and vulnerable adults: county lines](#)
- [Home Office Child exploitation disruption toolkit](#)
- [Home Office Domestic Abuse Act: statutory guidance](#)
- [Home Office Domestic abuse: how to get help](#)
- [Home Office Prevent duty guidance: for England and Wales](#)
- [HM Government Multi-agency statutory guidance on female genital mutilation](#)
- [Lucy Faithfull Foundation HSB Toolkit](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG76\) – Child abuse and neglect](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG205\) – Looked-after children and young people](#)
- [National Police Chiefs Council \(NPCC\) When to call the police – Guidance for schools and colleges](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG225\) - Self-harm: assessment, management and preventing recurrence](#)
- [NSPCC Gillick competency and Fraser guidelines](#)
- [NSPCC Safeguarding children with SEND](#)
- [NSPCC Safeguarding d/deaf and disabled children and young people](#)
- [NSPCC – Harmful sexual behaviour framework and audit](#)
- [Ofsted’s Inspecting safeguarding in schools](#)
- [Papyrus Building Suicide-safer schools and colleges: A guide for teachers and staff](#)
- [Safer Recruitment Consortium Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff](#)
- [UKHSA/DfE Promoting children and young people’s emotional health and wellbeing: A whole school and college approach](#)
- [UK Council for Internet Safety \(UKCIS\) Online safety in schools and colleges: Questions from the governing board](#)

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- [UK Council for Internet Safety \(UKCIS\) - Sharing nudes and semi-nudes - Advice for education settings working with children and young people \(including responding to an incident\)](#)
- [Westmorland and Furness Safeguarding Children Partnership \(SCP\)](#)
- [Westmorland and Furness Multi-agency Threshold guidance](#)
- Westmorland and Furness SCP - [Allegations against those who work or volunteer with children](#)
- Westmorland and Furness SCP - [Fabricated or induced illness/Perplexing presentations](#)
- Westmorland and Furness SCP - [Children who go missing from home or care](#)
- Westmorland and Furness SCP - [Children who go missing throughout the school day](#)
- Westmorland and Furness SCP - [Child with a disability or complex health needs](#)
- Westmorland and Furness SCP - [Child Exploitation and Missing](#)
- Westmorland and Furness SCP - [Children from abroad, including victims of modern slavery, trafficking and exploitation](#)
- Westmorland and Furness SCP - [Domestic abuse](#)

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DOCUMENT CONTROL – RECORD OF CHANGES

Version Number:	Publication Date:	Nature of, and Reason for, Change(s)
001	September 2015	Original September 2015.
002	October 2016	Updated to include additional information relating to the 'Prevent Duty,' CSE CME etc. Change in title of former 'LADO' to 'DO' throughout.
003	September 2017	Reviewed and updated to include Ofsted best practice guidance.
004	September 2018	Reviewed in light of Keeping Children Safe in Education, September 2018 and Working Together to Safeguard Children, July 2018.
005	September 2019	Reviewed in light of Keeping Children Safe in Education, September 2019.
006	September 2020	Updated in light of Keeping Children Safe in Education, September 2020.
007	April 2021	Updated to include: advice from UKCIS on under 18's posting nude or semi-nude images, information relating to online challenges and hoaxes; further detail on Operation Encompass and information on new NSPCC helpline for people who have experienced sexual abuse in education.
008	September 2021	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2021 and updated DfE advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads on Sexual violence and sexual harassment between children in schools and colleges from September 2021.
009	September 2022	Updated in line with the publication of statutory guidance 'Keeping Children Safe in Education' 2022. Note the DfE document 'Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, headteachers and DSL's' has now been withdrawn and incorporated into the September 2022 version of KCSiE and into this Policy and procedures and the child on child abuse Policy, where schools have a standalone Policy.
010	September 2023	Updated in line with the publication of statutory guidance 'Keeping Children Safe in Education' 2023.
011	January 2024	Minor change to Local Authority Designated Officer (LADO) email address (now one for each Council) and updated to take account of revised Gov.UK statutory guidance 'Working Together to Safeguard Children' (Dec 2023).

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012	September 2024	Updated in line with the publication of revised 'Information Sharing – advice for practitioners' (May 2024) and statutory guidance 'Keeping Children Safe in Education' (September 2024) and to take account of terminology used by both Cumbria LAs.
013	September 2025	Updated to take account of EYFS statutory framework for group and school-based providers 2025 and Keeping Children Safe in Education 2025. Various links have also been updated. Further updates 9 September 2025: Updates to links throughout for the respective Cumberland and Westmorland and Furness Safeguarding Children Partnership (SCP) websites and the change of name of the Cumberland Safeguarding Hub to Cumberland Children Advice & Support Service (CCASS).

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