

Safeguarding and Child Protection Policy

Coram Life Education

Cambridgeshire PSHE Service

Reviewed October 2025

Signed by:

Louise Augarde – Senior Educator



INTRODUCTION

In operating the Life Education Centres in Cambridgeshire and Peterborough, the Cambridgeshire PSHE Service fully recognises the responsibility it has under section 175 of the Education Act 2002 (as amended) 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.

Through their day-to-day contact with pupils and direct work with families, staff working in the mobile classrooms and in schools, have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the school's Designated Safeguarding Lead.

This policy sets out how the Cambridgeshire PSHE Service discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils with Life Education – both in the mobile classrooms and via the 'in school' delivery method.

This responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education" (September 2025) – **Appendix A**. All staff must be made aware of their duties and responsibilities under Part One of this document.

Staff should read the above document together with Annex B of "Keeping Children Safe in Education" (2025) "What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015) – **Appendix B**.

Through their day-to-day contact with pupils 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 is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

- 1. PREVENTION** - through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;
- 2. PROCEDURES** - for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are attached - **Appendix C**;
- 3. SUPPORTING CHILDREN** - particularly those who may have been abused or witnessed violence towards others;
- 4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** - processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy and appendices apply to all staff working for Life Education and are available on the Cambridgeshire PSHE Service website
[Cambridgeshire PSHE Service - Home \(pshecambridgeshire.org.uk\)](http://pshecambridgeshire.org.uk)

1.0 PREVENTION

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

Life Education will therefore:

1.2 establish and maintain an ethos where children feel safe, including in a digital context and are encouraged to talk and are listened to. Our programmes adopt a depersonalised approach whereby discussions refer to the 3rd person and we do not encourage personal anecdotes;

1.3 ensure children know that there are trusted adults in the school (and other sources of support out of school) whom they can approach if they are worried or in difficulty and that their concerns will be taken seriously and acted upon as appropriate;

1.4 understand and recognise the following from the Relationships Education statutory guidance and where appropriate in the Life Education programmes, 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 recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or other children.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

The Life Education programmes support a number of aspects of statutory Relationships Education and statutory Health Education in primary schools (2021).

Incorporate into the programmes, as appropriate and possible, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts **based on the current 2019 RSE guidance.**

During the course of the year, schools will be moving towards delivering the following content from the 2025 RSE guidance:

- **That families are important for children growing up safe and happy because they can 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. Pupils 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 pretending 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, and 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 report concerns or abuse, 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)

- 1.5** include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life. Our programmes support and reinforce the Cambridgeshire Primary Personal Development Programme for PSHE – further info. from Cambridgeshire PSHE Service & Education Safeguarding Team
- 1.6** 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.
- 1.7** ensure that all staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be reported to the school's DSL.

2.0 PROCEDURES

2.1 We will follow the 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)

Designated Safeguarding Lead (DSL) for Child Protection

2.2 The PSHE Service will:

- 2.2.1** ensure it has a designated senior member of staff (currently Louise Augarde), who has undertaken, as a minimum, the 2 day child protection training course, run by Education Safeguarding Team ; the DSL will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support him/her to carry out his/her role effectively; the DSL will take lead responsibility for safeguarding and child protection;
- 2.2.2** ensure that the role of DSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2025 Annex C **Appendix A**).
- 2.2.3** ensure this training is updated every two years in accordance with government guidance; (Louise Augarde initial training – June 2005, update training June 2007, June 2009, June 2011, June 2013, June 2015, June 2017, May 2019, May 2021, July 2023, May 2025 and next due for renewal Summer 2027); Also DSL to undertake annual updates.
- 2.2.4** recognise the importance of the role of the designated Life Education member of staff and ensure s/he has the time, training, resources and support to undertake her/his duties and give support to other staff on child welfare and child protection matters (See 'Keeping Children Safe in Education' (2025) **Appendix A**)

- 2.2.5** ensure there are contingency arrangements should the designated member of staff not be available;

Throughout the week Louise Augarde (Senior Life Education and Designated Safeguarding Lead) is contactable via mobile phone on her working days Wednesday-Friday and almost certainly on a Monday and Tuesday too.

If the Designated Safeguarding Lead is not available, all members of the PSHE Service have the contact details for The Education Safeguarding Team, The Early Help Hub, Children's Social Care and The Local Authority Designated Officer. All members of the PSHE Service are aware of the need to raise concerns directly to the appropriate service, in the event of the Designated Safeguarding Lead being unavailable.

Louise Augarde has up to date Designated Safeguarding Lead training, last refreshed May 2025. All PSHE service staff receive regular safeguarding training, last updated in July 2025 – Steph Hoskin & Cathy Murphy – Lead Advisers and September 2025 – Laura Barnes – Adviser and Louise Augarde – Senior Educator Life Education.

- 2.2.6** ensure that the designated Life Education member of staff will take advice from a child protection specialist when managing complex cases. The Designated Safeguarding Lead has access to both the Multi-Agency Safeguarding Hub (MASH) or the Early Help Hub (EHH) (contact details in [Appendix D](#))
- 2.2.7** In addition to the formal training set out above, the DSL and DDSL should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at **least annually**.
- 2.2.8** The PSHE Service management team should also ensure that every member of staff knows who the DSL is and the procedures for passing on concerns from the **point of induction**. Staff members are required to complete a 'Cause for Concern' form [Appendix G](#), inform the DSL and store the form securely at the PSHE Service office.

Keeping Children Safe in Education states "During term time the designated safeguarding lead (Or a deputy) should always be available (during school or college hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, colleges and Services to define what "available" means". In our circumstances this means by 'phone:- Louise Augarde – 07747790712.

- 2.2.9** The PSHE Service management team should ensure every member of staff knows:

- the name of the designated safeguarding leads/deputies and their role
- how to identify the signs of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of 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 pupil
- 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 Multi-Agency Procedures on the Safeguarding Children 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 prolonged periods.
- the role of filtering and monitoring and the process for reporting issues
- ensure all staff receive appropriate 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 should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Ensure that all staff 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.

2.2.10 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.3. The Role of the Life Education Senior Educator

The Life Education Senior Educator will:

2.3.1 ensure every member of staff:

- has read and signed to say they have read 'Keeping children safe in education: information for all school and college staff.' – part 1 and Annex B (2025) - **Appendix A**;
- has read and signed to say they have read 'Guidance for Safer Working Practice for those working with children and young people in education settings'(2022) - **Appendix E**
- knows the name of the designated safeguarding leads/deputies and their role;
- knows how to pass on and record concerns about a pupil;
- knows that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in this policy.

2.3.2 provide training for all staff from the point of their induction, and updated at least annually, so that they know:

- their personal responsibility
- the local procedures
- the need to be vigilant in identifying cases of abuse
- how to support and to respond to a child who tells of abuse

- 2.3.3** ensure that all staff 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.

Specific Life Education procedures:

At the previsit with all schools the names of the Designated Safeguarding Leads in the school will be ascertained and clearly recorded on the timetable. We will share an electronic version of our DBS letter for their records. Our training and procedures are discussed and left in writing with the school – ‘Preparation for the visit’ – **Appendix F**. Arrangements for parent/carer/governor sessions with only one attendee are also discussed (see 4.4).

At the previsit and on our morning visits to each teacher, we will recommend that they bring paper and a pen to the session, in part to record details in the event of a disclosure.

Life Education staff will always wear their Cambridgeshire County Council (CCC) identification card. Life Education staff will also sign in at a school and wear any additional visitor badges required. Upon making contact with the school office staff, the Life Education Educator will share their CCC photo ID card and their DBS letter.

Our programmes and the style of delivery in Life Education are designed to put pupils at ease and be able to contribute if they so choose. Personal anecdotes are not encouraged and the topics are depersonalised through the use of puppets, hot seating and role play. However, given the topic matter of drug and health education and the positive relationships built between Educators and pupils, it is not uncommon for disclosures to be made. This may occur during a programme, as the pupil leaves or during a previsit or perhaps as the Educator is setting up or in school. It may be in front of other pupils and school staff, but not always. The following points outline our procedure:

- ❑ The Educator must never promise to keep anything secret. If the pupil asks this question specifically, the Educator must explain that he/she will not be able to keep it secret and will have to share the information with others in order to help keep the pupil safe.
- ❑ The Educator should listen, without passing judgement or asking leading questions. It may be appropriate to ascertain whether the pupil informed a carer as to the event. In certain circumstances it may be appropriate for the Educator to use the TED technique; ask the pupil to Tell, Explain, Describe.
- ❑ If the Educator feels that the disclosure warrants a Cause for Concern, given the details disclosed and the age of the pupil, the specific details must be recorded on the Cause for Concern form - **Appendix G** as soon as possible and definitely within 24 hours.
- ❑ If the record requires additional sheets of paper to be used, these should all indicate the school name, the date of the incident, name of pupil and their D.O.B. The sheets should be stapled together and numbered at the top in the following format; page 1 of 2, page 2 of 2 etc. Staplers will be stored in both MCRs for this purpose.
- ❑ The names and roles of ALL adults present during the session will also be recorded on the form.

- ❑ If a disclosure is made outside the Life Education session, the Educator will record the incident on the form.
- ❑ The Cause for Concern form should then be shared with the DSL in the school (as detailed on the Life Education timetable). His/her plans for action should be recorded on the sheet and he/she should sign, print their name and date it. A copy is then left with the school. If the school DSL is unavailable/off site, a copy of the Cause for Concern form must be sealed in an envelope and left for their immediate attention on return. The Educator will retain the original. The Educator will check that this has been received and record this, along with the action taken, on the original form with their signature and date.
- ❑ If the school is unable to make a copy, the educator shall bring the original away with them. A copy will then be marked 'confidential, addressee only' and should be sent to the DSL of the school. Deliver the record by hand if possible, otherwise send it by a Royal Mail tracked and signed for delivery service. This procedure will be detailed and signed on the Cause for Concern form.
- ❑ The Educator keeps the original form secure and files it in the locked filing cabinet in the PSHE office at the earliest opportunity. The Educator files the Cause for Concern form in the Child Protection folder that is stored securely in the Cambridgeshire PSHE Service office. The pupil's name is recorded under the school on the contents' page. A blue sticker detailing the pupil's 25th birthday month and year is stuck directly onto the Cause for Concern sheet. If the same child appears in Life Education records for two different schools, the Senior Educator will contact the second school to point this out. If the same child appears in Life Education records more than once at the same school, the Senior Educator will contact the school and point this out. In both cases, the Senior Educator will offer a copy of the first Cause for Concern form. If the school wishes to take up this offer, it will be delivered by hand or sent Royal Mail tracked and signed for delivery service to the DSL at the school. All communications and actions will be recorded on both Cause for Concern forms.
- ❑ If the 'Action to be taken' details that the Educator will be telephoning the DSL at the school to follow up the incident, details of this/these call/s including date/s, must be recorded on the original Cause for Concern form.
- ❑ If the disclosure warrants a referral, the Educator should discuss with the DSL at the school as to who will proceed with this and these details should also be recorded, dated and signed.
- ❑ If the Educator needs further support or guidance they can speak to fellow Cambs & Peterborough Educators in the first instance. Other sources of advice would be another DSL at the Cambridgeshire PSHE Service and Early Help Hub 01480 376666. If advice is sought from the Early Help Hub, the details of this must be recorded on the Cause for Concern form, dated and signed.
- ❑ The DSL at the PSHE Service shall be responsible for the secure disposal of Cause for Concern forms. See **2.5.1** for more details.
- ❑ Some specific scenarios:
 - ❑ A disclosure made by a pupil re his/her sibling in the same school shall be recorded as a Cause for Concern for the sibling.

- ❑ A disclosure made by a pupil re his/her sibling at another school shall be recorded as a Cause for Concern for the name of the pupil making the disclosure. The DSL at the school where the disclosure was made should contact the DSL of the school attended by the sibling. This plan of action should be recorded on the form. The Educator may decide to contact the DSL at the initial school after a period of time to gain an update. If this is done the details should be recorded on the original Cause for Concern form.
- ❑ A disclosure made by a pupil/pupils about a pupil/pupils at another school shall be recorded as a Cause for Concern for the name of the pupil/s to whom the disclosure refers. The DSL at the school where the disclosure was made should contact the DSL of the school attended by the named pupil/s. This plan of action should be recorded on the form. The Educator may decide to contact the DSL at the initial school after a period of time to gain an update. If this is done the details should be recorded on the original Cause for Concern form.
- ❑ If the Educator sees a sign of physical injury on a pupil they should have a conversation with the class teacher. If he/she isn't satisfied with the explanation given they should log a Cause for Concern as detailed above.
- ❑ A disclosure is made by a pupil watching films, playing computer games or accessing social media sites that are known to be restricted for an older age. This would be recorded as a Cause for Concern. If the age restriction of the film/game/social media site is unknown or a number of pupils comment that they've seen/played/accessed it, the educator would speak to the class teacher and the DSL re some whole class discussion and follow up.
- ❑ Special schools – pupils aged up to 19 years – if the Educator is concerned or unsure, they will speak to the DSL and log the details on a Cause for Concern form. We are aware of the Adult Safeguarding Policy in place in these settings – see **Appendix H**.

Educators should ask themselves whether the comment from a pupil reflects expected experience/behaviour/exposure for a young person of this age. If further support and advice are needed, contact Cambs & Peterborough Life Education colleagues and the DSL in the Life Education team (currently Louise Augarde). If in doubt, record the disclosure. It may form part of a larger picture to which we are not privy. It is not our role to investigate but to record accurately, liaise with the DSL at the school and store securely.

2.4 Multi-Agency Working

The Life Education Team will:

- 2.4.1** work to develop effective links with relevant services to promote the safety and health of all pupils;

- 2.4.2** co-operate as required, in line with 'Working Together to Safeguard Children' (2023) **Appendix I** - with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.5 Record Keeping

A record should be made of any information, including hearsay and 'nagging doubts', which gives cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Recording concerns or observations about a child, no matter how trivial it may seem, helps to ensure schools stay alert to the possibility of abuse. We never know how important an individual's concern might turn out to be. Keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately.

Records should 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 parents, other agencies etc

'If it's not written down, it didn't happen.'

4 basic principles

- 1. Record everything**
- 2. Date and sign everything**
- 3. Keep everything**
- 4. Keep records securely**

The Life Education Team will:

- 2.5.1** keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. The DSL at the PSHE Service shall be responsible for the secure disposal of Cause for Concern forms. The Independent Inquiry into Child Sexual Abuse, has concluded and the moratorium on the destruction of records in schools and colleges has been lifted. This means that schools should resume their disposal of records that have been retained, in line with retention schedules, and in accordance with the data retention and management processes. For Education, we revert to destroying safeguarding records for individuals who have reached the age of 25 years. The Public Enquiries Office state, however, "We advise that you take into consideration the obligation to retain records for other inquiries, and that you give due regard to where records are likely to be of significant personal interest to victims and survivors". Therefore, schools should consider retaining records that may have relevance to victims of child sexual abuse.

- 2.5.2** ensure all records are kept secure and in a locked location.
- 2.5.3** In Cambs schools, in the event of Life Education Team staff member having concerns that the school are not taking appropriate action as a result of a 'Cause for Concern' being shared or concerns about the wider safeguarding practice, such concerns should be shared with the Senior Educator. They should then take advice from their Line Manager and/or the Cambs. CP&SG Team at **01480 376666**.
- 2.5.4** In Peterborough schools, in the event of Life Education Team staff member having concerns that the school are not taking appropriate action as a result of a 'Cause for Concern' being shared or concerns about the wider safeguarding practice, such concerns should be shared with the Senior Educator. They should then take advice from their Line Manager and/or The Peterborough child protection and safeguarding team can be contacted through Peterborough City Council's Children's Services at **01733 864180**.
- 2.5.5** PSHE Service Employees will always follow school procedures for visitors. When visiting schools, PSHE Service Employees will always wear their CCC identification card and take with them their safeguarding letter for the school's single central record. If schools choose take copies, the originals should be retained by the PSHE Service Employee.
- 2.5.6** All actions and decisions will be led by what is considered to be in the best interests of the child and rationales will be included for all discussions and decisions made.

2.6 Confidentiality and information sharing

- 2.6.1** 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 PSHE Service Team will:
- 2.6.2** Ensure staff adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3** 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).
- 2.6.4** Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL for the PSHE Service Team.
- 2.6.5** Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- 2.6.6** Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- 2.6.7** 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.
- 2.6.8** 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)
- 2.6.9** 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).

2.7 Communication with Parents

The Life Education Team run information sessions for parents/carers and governors at all the schools they visit. Specific pupils and their responses are not referred to. If a concern or a disclosure were made by an adult, the Educator would speak to the DSL at the school and record the details on a Cause for Concern form.

2.8 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 by one child of another child – regardless of the age, of 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; **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**; and 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.

- 2.8.1** 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.

- 2.8.2 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.
- 2.8.3 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'.
- 2.8.4 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.5 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.
- 2.8.6 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 procedures.
- 2.8.7 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.
- 2.8.8 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 Behaviour Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviours.

2.9 Dealing with Sexual Violence and Sexual Harassment between children

The PSHE Service Team recognizes **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.

The PSHE Service Team will:

- 2.9.1** Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- 2.9.2** Provide training for staff on how to manage a report of sexual violence or sexual harassment.

Where required, alongside the school:

- 2.9.3** Make decisions on a case-by-case basis.
- 2.9.4** Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.5** 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.
- 2.9.6** Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.7** Liaise closely with external agencies, including police and social care, when required.
- 2.9.8** Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (2025), and 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)

3.0 SUPPORTING CHILDREN

The Life Education team and the PSHE Service team recognises that **any** child may be subject to abuse 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 and as such will support all children. We are aware that the Covid 19 pandemic has placed a significant number of young people in vulnerable situations and impacted on mental health.

- 3.1** We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2** The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3** We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The Life Education team will endeavour to support the school and therefore the pupil through:

- 3.4.1** curricular opportunities to encourage self-esteem and self-motivation (see section 2);
- 3.4.2** the Life Education ethos that actively promotes a positive, supportive and safe environment and values people (see section 2);
- 3.4.3** the previsit and morning visits to each teacher, by asking about any behavioural and emotional needs of individual pupils and the ways in which these are managed by the school and of any other issues pertinent to the topics discussed in the Life Education programmes;
- 3.4.4** liaison with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 3.4.5** liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services Cambridgeshire Sexual Behaviour Service or Early Help Teams, if deemed appropriate;
- 3.4.6** a commitment to develop productive and supportive relationships with parents/carers;
- 3.4.7** recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- 3.4.8** **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 - ROTH**). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 10 of Keeping Children Safe in Education, **2025** for the complete list. The list includes:

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

We recognise 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**. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse, **neglect and exploitation**.

We are fully committed to including all pupils in our visits. We conduct comprehensive previsits where these needs are discussed and provisions made including extra visits, separate sessions, Social Story sheets and visual timetables for all programmes.

Life Education programmes support the personal safety skills taught as part of the PSHE curriculum including 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; and how recognise and manage risk including online.

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

3.6 Young Carers

We recognise that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, **with an illness or disability, mental health condition or an addiction** can increase their vulnerability and that they may need additional support and protection. When deemed appropriate, school will share this information with the educators.

3.7 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. Educators are aware of indicators and will raise any concerns with the school's DSL. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home (ROTH).

3.8 Children at Risk of Child Sexual Exploitation

Child sexual exploitation (CSE) 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.

3.9 Children Persistently Absent from Education

The PSHE Service recognises that if children are persistently and/or inexplicably absent from education, this could be an indication of a range of safeguarding concerns including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery/trafficking, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

Educators are aware of indicators and will raise any concerns with the school's DSL.

3.10 Substance Misuse and Child Protection – including Children of Substance Misusing Parents/carers

The discovery that a young person or his/her primary carer is using illegal drugs or reported evidence of their drug use would be recorded as a Cause for Concern.

3.11 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. 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.

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.

Cambridgeshire and Peterborough schools are working in partnership with Cambridgeshire Police and Cambridgeshire County Council/Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass. In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead. This information may be shared with the Life Education Educator at the previsit, if deemed appropriate. If educators received a disclosure of DA, it will record on the 'Cause for Concern' form.

3.12 Children at risk of 'Honour- Based' (HBA) Abuse 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.’

So called ‘honour-based’ abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The PSHE Service 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 2023 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 under 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 pupil’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 of the school. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate. If educators become aware of a known case of FGM in under-18s, they will – as teachers, fulfill their statutory duty and report the matter to the police via the school’s DSL.

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

The PSHE Service Team recognises that a previously looked after child potentially remains vulnerable. This information may be shared with the Life Education Educator at the previsit, if deemed appropriate.

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

The PSHE Service 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 should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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 exploitation, criminal exploitation, and serious youth violence.

Educators are aware of indicators and will raise any concerns with the school's DSL.

3.15 Children at Risk of Radicalisation

The PSHE Service recognises that children are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

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

3.16 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 to the Specialist Fostering Team. The school DSL may share with the educator, if deemed appropriate.

3.17 Children who have Family Members in Prison

Schools are 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 DSL may share with the educator, if deemed appropriate.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1** The Cambridgeshire PSHE Service will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2025). This section should be read in conjunction with the Service's Safer Recruitment Policy.

Joint Lead Adviser at the PSHE Service (Cathy Murphy) has completed the Safer Recruitment training. Child Protection procedures shall be covered in the initial term's training of any new Educators. Child Protection records shall be reviewed by the Designated Safeguarding Lead at least half termly. The Policy will be reviewed annually.

- 4.2** Any allegation of abuse made against a member of staff or volunteer will be reported straight away to one of the Lead Advisers at the PSHE Service – Cathy Murphy or Steph Hoskin. (see Allegations flowchart [Appendix J – Cambs](#) and [Appendix K - Peterborough](#)). The Service will follow the procedures set out in Part Four of 'Keeping Children Safe in Education' 2025 – Section One 'Allegations that may meet the harms threshold' and Section Two 'Concerns that do not meet the harms threshold'.

4.3 Cambridgeshire

- 4.3.1** The PSHE Service will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2025) – Part Four, Section One 'Allegations that may meet the harms threshold' and Part Four, Section Two 'Concerns that do not meet the harms threshold'.
- 4.3.2** The PSHE Service lead 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. Please note that the PSHE Service members should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

4.4 Peterborough

- 4.4.1** The PSHE Service will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2025)
- 4.4.2** The PSHE Service lead 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. Please note that the PSHE Service members should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.5** The Cambridgeshire PSHE Service will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of

staff is no longer employed by the Cambridgeshire PSHE Service and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 4.6** The Cambridgeshire PSHE Service will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2022). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (both offline and online) with all children, especially those with a disability or who are vulnerable.
- 4.7** Life Education staff shall not be in the mobile classroom (MCR) with any pupils with both doors closed without another Life Education member of staff or a member of the school staff or a parent/carer being present. If the school member of staff is the only other adult present and has cause to leave during the session, the door will remain open until he/she returns. School staff attending the MCR with their class will be made aware of this procedure prior to the session. AOTTs (adults other than teachers) visiting the MCR for a session with pupils will be in the company of the Educator in the MCR and follow the school's procedures for visitors.
- 4.8** Life Education staff also run sessions for parents/carers & governors. If just one parent/carer or governor is present, the door can remain open for the parent/carer/governor session. There is a personal alarm in each mobile classroom. Any situation which causes concern should be discussed promptly with line managers.
- 4.9** The Life Education Senior Educator will ensure that staff are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of trust). Staff will also be made aware as part of Induction about how to report inappropriate sexualised behaviours to the Head Teacher or Designated Safeguarding Lead to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.
- 4.10** Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Records are kept electronically by the lead investigator.
- 4.11** Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.12** 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' (2022) and the CCC Code of Conduct (2025).

- 4.13** Life Education will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5.0 OTHER RELATED PROCEDURES

5.1 Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

5.2 Anti-bullying

We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care and may lead to consideration under child protection procedures.

5.3 Prejudice Related Incidents

Any such incidents, including racist or homophobic incidents, would be discussed with the class teacher and reported to the headteacher.

5.4 E-safety and Acceptable use / Use of Mobile Phones policy

The CCC policy on use of mobile phones, cameras and other smart devices and sharing of images is set out in a separate document and is reviewed annually. It is recognised that mobile phones have the potential to be used inappropriately.

We will not use mobile phones in school for photographing or videoing children without prior arrangement with the school, consistent with the school policy and with appropriate permission forms in place.

Members of school staff attending sessions are asked not to film but may take photographs in line with their school policy. This information is explained and left in writing at the previsit. Adults other than teachers who are visiting under the supervision of the Educator are asked to switch off all mobile devices for the duration of the visit.

5.5 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the Life Education Team and the Lead Adviser of the Cambridgeshire PSHE Service. It reflects the consideration we give to the protection of children, staff and visitors within the Life Education classroom and surrounding area.

5.6 PSHE Service Team Safeguarding and Child Protection Policy

This Life Education policy has been developed alongside and is consistent with the Cambridgeshire PSHE Service policy ([Appendix L](#)) and the guidance from the Cambridgeshire Education Safeguarding Team and Coram Life Education – through whom we are licensed to operate.

5.7 Lone Working Policy

Our Lone Working policy, set out in a separate document, is reviewed annually by the Life Education Team and the Joint Lead Advisor of the Cambridgeshire PSHE Service. It reflects the consideration given to the nature of the work and environment for the educators ([Appendix M](#)).

5.8 School Improvement Service: Safeguarding in our schools

All educators have read this document and a copy is in each mobile classroom, on display for the educator as a reminder (**Appendix N**).

As Cambridgeshire County Council employees, all educators will report any concerns about a school and/or the behaviour of its staff, to their line manager and follow the CCC Whistleblowing policy if necessary.

This policy and appendices are available on the Cambridgeshire PSHE Service website
[Cambridgeshire PSHE Service - Home \(pshecambridgeshire.org.uk\)](https://pshecambridgeshire.org.uk)

This policy was reviewed October 2025 and will be reviewed again in October 2026

Signed by the Lead Advisor PSHE Service

S. J. Hoskin

Print name: Steph Hoskin

Date: 08.12.25