

# Safeguarding and Child Protection Policy

## Cambridgeshire PSHE Service October 2025

Signed by:

Steph Hoskin – Lead Adviser  
Cathy Murphy – Lead Adviser  
Louise Augarde – Senior Educator LEC - Designated Safeguarding Lead

### **Key Contact Details (& see Appendix C)**

Louise Augarde (DSL PSHE Service)	07747 790712
Education Safeguarding Team:	<a href="mailto:ecps.general@cambridgeshire.gov.uk">ecps.general@cambridgeshire.gov.uk</a>
Sara Rogers	07990 936820 <a href="mailto:sara.rogers@cambridgeshire.gov.uk">sara.rogers@cambridgeshire.gov.uk</a>
Phil Nash – Snr Leadership Adviser	07920 270820 <a href="mailto:phil.nash@cambridgeshire.gov.uk">phil.nash@cambridgeshire.gov.uk</a>
Early Help Hub (EHH)	01480 376666
<b>Immediate Child Protection referral</b>	
Customer Service Centre - social care referrals	0345 045 5203
Emergency Duty Team (Out of hours)	01733 234724
Local Authority Designated Officer (LADO): Cambs	<a href="mailto:lado@cambridgeshire.gov.uk">lado@cambridgeshire.gov.uk</a> 01223 727967
Peterborough	<a href="mailto:lado@peterborough.gov.uk">lado@peterborough.gov.uk</a> 01733 864038 or 01733 864790
Rebecca Gibson Education SG Manager	<a href="mailto:rebecca.gibson@peterborough.gov.uk">rebecca.gibson@peterborough.gov.uk</a> Peterborough

## INTRODUCTION

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.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (Sept 2025). All PSHE Service Lead Advisers, Advisers and Business Support staff have read 'Part One' and 'Annex B' of 'Keeping Children Safe in Education' (Sept 2025) and 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). See our separate 'Life Education Safeguarding and Child Protection Policy' for the requirements for Life Education staff.

Through their day-to-day contact with schools and teachers, and their occasional contact with pupils and families, all Cambridgeshire PSHE Service 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 Cambridgeshire PSHE Service discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children through its work with schools. It is consistent with the Safeguarding Children Partnership Board procedures.

**There are four main elements to our policy:**

**PREVENTION** through the PSHE Curriculum resources we produce, and the training and guidance we offer to school staff which contribute to 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 categories of abuse are attached [\[Appendix A\]](#);

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others, by adhering to the Cambridgeshire PSHE Service Safeguarding and Child Protection Policy in consultation with the school;

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.**

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

Our policy applies to all those working for the PSHE Service. See our separate Life Education Safeguarding and Child Protection Policy for the requirements that apply to the Life Education team.

**This policy and appendices are available on the Cambridgeshire PSHE Service website**  
[Cambridgeshire PSHE](#)

## 1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The Cambridgeshire PSHE Service will therefore:
  - 1.2.1 Ensure they promote the establishment and maintenance of environments where children feel safe, including online, are encouraged to talk, and are listened to.
  - 1.2.2 Include multiple learning opportunities within their curriculum materials that support children to identify trusted adults inside and outside of school whom they can approach if they are worried or in difficulty.
  - 1.2.3 Ensure that they listen to children, take their concerns seriously and act upon them as appropriate if working directly with children in schools.
  - 1.2.4 Incorporate within our Personal Development Programme (primarily through the Personal Safety Units of Work and Primary Safer Spaces guidance) activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

For Primary/Special Schools:

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 **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)**

- 1.2.5 Incorporate within our resources produced for Secondary Schools, (such as our Safer Corridors Toolkit which supports schools in preventing and reducing sexual violence and harassment and responding to incidents), activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

At Secondary School,

- **How to judge when a relationship is unsafe and where to seek help when needed, including when pupils 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, pupils 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. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.**
- **Pupils 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. Pupils 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. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.**

- Pupils 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. Pupils 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)

1.2.6 We have developed the Personal Safety Units in the Cambridgeshire PSHE Service Personal Development Programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. Older children learn about what sorts of behaviours constitute abuse and neglect (PS 5/6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

1.2.7 For Primary settings we have developed the Safer Spaces Toolkit which supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

For Secondary/Post 16 settings, we have developed the Safer Corridors Toolkit which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

## 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)

2.2 **The Designated Safeguarding Lead (DSL) is:**

Louise Augarde - Senior Life Education Educator

2.3 The Lead PSHE Advisers will:

- 2.3.1 Appoint a member of staff from the team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

- 2.3.2 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).

- 2.3.3 Ensure that the DSL has the appropriate status and authority within the service to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2025'). Ensure that the DSLs have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.

Louise Augarde completed initial training in June 2005 and has received updates every two years, most recently in May 2025.

- 2.3.4 Ensure that in addition to the formal training set out above, the DSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.

- 2.3.5 Ensure that every member of staff knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**. All staff have 'Cause for concern' forms [[Appendix B](#)] upon which they would log any incident, observation or disclosure. They would inform the DSL that this had been done and take responsibility for storing it in the secure filing cabinet in the PSHE Service.

- 2.3.6 Ensure that a DSL is 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.

Louise Augarde is available by phone - 07747 790712

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.

- 2.3.7 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, 2018.

### 2.3.8 Ensure every member of staff knows:

- the name of the Designated Safeguarding Lead/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/student (Appendix D)
- 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 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

### 2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.

Safeguarding and Child Protection procedures will be covered in the initial month's training of any new employees. Safeguarding training for the whole PSHE Service took place in September 2021 and again in Autumn 2024. As part of the SIS (School Improvement Service) training in 2025 all staff attended in either July or September and will again in Summer/Autumn 2027. Safeguarding updates are provided for all PSHE Service employees by Designated Safeguarding Leads at every team meeting, held at least once a term.

### 2.3.10 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.

### 2.3.11 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.

### 2.3.12 Ensure that this policy is available publicly via the PSHE service website

[Cambridgeshire PSHE](#)

## 2.4 Multi-Agency Working

The Cambridgeshire PSHE Service will:



- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils/students.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (2023), with key agencies in their enquiries regarding child protection matters.

## **2.5 Cambridgeshire PSHE Service Specific Actions**

- 2.5.1 The primary role Cambridgeshire PSHE Advisers/Lead Advisers undertake in school is providing training, guidance and support to school staff. If during the course of this work, the PSHE Service employee is concerned about a specific child/children, the PSHE Service employee would speak to the Designated Safeguarding Lead at the school the same day, record the details on a 'Cause for Concern' form, providing a copy of the 'Cause for Concern' form for the school and retaining the original copy for the PSHE service – which will be stored securely at the PSHE Service office. This would be shared with the PSHE Service Designated Safeguarding Lead. If the school DSL is unavailable, this must be noted on the form and followed up the next available working day. If the concern needs immediate attention, contact the PSHE Service DSL who will make contact with the Education Safeguarding team for advice.
- 2.5.2 The Cambridgeshire PSHE Service run information sessions for parents/carers/governors at some schools. If a concern or a disclosure were made by an adult at an information session, the PSHE Service employee would follow the procedures outlined in 2.5.1
- 2.5.3 The Cambridgeshire PSHE Service occasionally deliver child facing activities in schools. In the event of PSHE Service staff delivering child facing activities, they will always be accompanied by a member of school staff. During the preparation for any event where PSHE Service employees will be child facing, the name of the Designated Safeguarding Lead in the school will be ascertained and clearly recorded on the paperwork the PSHE Service employee carries with them. If a concern was noted about a child or a disclosure were made by a child during a session in school, the PSHE Service employee would follow the procedures outlined in 2.5.1
- 2.5.4 The Cambridgeshire PSHE Service take phone calls from school staff. If during the course of this work, the PSHE Service employee had cause for concern about a specific child/children, the PSHE Service employee would follow the procedures outlined in 2.5.1
- 2.5.5 If, through their contact with a school, a PSHE Service Employee had concerns about the wider safeguarding practice at a school, they would raise this concern with the Headteacher of the school the same day, inform their Line Manager and if deemed necessary, Phil Nash – Senior Adviser for Leadership [phil.nash@cambridgeshire.gov.uk](mailto:phil.nash@cambridgeshire.gov.uk)
- 2.5.7 All PSHE Service staff have received and read CCC 'School Improvement Service: Safeguarding in our schools' [Appendix C].

As Cambridgeshire County Council employees, all PSHE Service staff will report any concerns about a school and/or the behaviour of its staff, to the headteacher or chair of governors and their CCC line manager. **Appendix D** has useful contacts for staff.



- 2.5.9 PSHE Service Employees will always follow school procedures for visitors. When visiting schools, PSHE Service Employees will always wear their CCC identification card and email in advance and/or take with them their safeguarding letter for the school's single central record. If schools choose to take copies, the originals should be retained by the PSHE Service Employee.

## **2.6 Record Keeping**

The Cambridgeshire PSHE Service will ensure:

- 2.6.1 Clear, detailed, accurate, written records of concerns about children will be made using a Cause for Concern Form. Detailed records will be made even where there is no need to refer the matter to Children's Social Care immediately.
- 2.6.2 A copy of each Cause for Concern form will be provided by PSHE Service employees to the school's Designated Safeguarding Lead for the school's own records. PSHE Service employees will retain the original copies, file in the secure cabinet in the PSHE office and inform the PSHE Service Designated Safeguarding Lead. If circumstances require that a Cause for Concern form be posted, this needs to be via recorded delivery.
- 2.6.3 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This includes where school staff have agreed to take forward actions.
- 2.6.4 Records on Cause for Concern forms should include:
- the full name and date of birth of the child/ren involved. This information may need to be obtained by PSHE Service employees from the school's Designated Safeguarding Lead;
  - a clear and comprehensive summary of the concern including the child's wishes and feelings;
  - details of how the concern was followed up and resolved including the full name and job title of any school staff with whom the PSHE Service employee discussed concerns;
  - a note of any action taken, decisions reached and the outcome. This includes where school staff have agreed to take forward actions.
- 2.6.5 Cause for Concern forms will be stored by PSHE Service Designated Safeguarding Lead in a locked, secure location.
- 2.6.6 If the PSHE Service employees have concerns about a school's response to a safeguarding incident, they will follow procedure as set out in 2.5.5
- 2.6.7 All actions and decisions are to 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.
- 2.6.8 The PSHE service Designated Safeguarding Lead will meet with one of the Lead Advisers to review Cause for Concern forms at least once a term. Any added forms will be identifiable by a post-it at the top. When these have been reviewed by DSL Louise Augarde and Lead Adviser Steph Hoskin, the post-it will be removed.
- 2.6.9 The Designated Safeguarding Lead at the PSHE Service shall be responsible for the secure disposal of Cause for Concern sheets at the month and year of each pupil's 25<sup>th</sup> birthday.

## **2.7 Confidentiality and information sharing**

- 2.7.1 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 will:

- 2.7.2 Ensure staff adhere to confidentiality protocols and that information is shared appropriately.
- 2.7.3 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).
- 2.7.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) they will refer the request to the DSL or Lead Adviser.
- 2.7.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- 2.7.6 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.
- 2.7.7 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.
- 2.7.8 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)
- 2.7.9 In cases where the ‘serious harm test’ is met, the Cambs PSHE Service must withhold providing the data in compliance with obligations under the Data Protection Act 2018 and the UK GDPR. When in doubt, Designated Safeguarding Leads should seek independent legal advice.
- 2.7.10 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).

## **2.8 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.

PSHE Service will therefore:

- 2.8.2 Create a protective ethos in which child on child abuse, including sexual violence and sexual harassment will not be tolerated.
- 2.8.3 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.
- 2.8.4 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.
- 2.8.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.
- 2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of child on child abuse.
- 2.8.8 Ensure that staff are 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.

## **2.9 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 Cambridgeshire PSHE Service 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 Cambridgeshire PSHE Service 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.
- 3.4** The Cambridgeshire PSHE Service will endeavour to support the school and therefore the pupil through:
  - 3.4.1 curricular opportunities to encourage self-esteem and self-motivation;

3.4.2 a commitment to develop productive and supportive relationships with parents/carers;

3.4.3 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.

**3.5** Cambridgeshire PSHE Service's ethos actively promotes a positive, supportive and safe environment and values people and will work in partnership with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.

3.6 **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. Please see page 10 of Keeping Children Safe in Education, **2025** for the complete list. The list includes:

### **3.6.1 Children with Disabilities, 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**. As part of the Primary Personal Development Programme, we produce resources via the Personal Safety Units that will enable school staff to teach children personal safety skills commensurate with their age, ability and needs. This includes 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; and how to recognise and manage risk, including online. This includes materials that schools may choose to share 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.

### **3.6.2 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 PSHE Service employees.

### **3.6.3 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. PSHE Service employees are aware of indicators and will raise any concerns with the school's Designated Safeguarding Lead.

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.

### **3.6.4 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.

### **3.6.5 Children Misusing Drugs or Alcohol including 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. The discovery that a young person or his/her primary carer is misusing alcohol or using illegal drugs or reported evidence of their drug use would be recorded as a Cause for Concern and shared by the PSHE Service employee with the school's Designated Safeguarding Lead.

### **3.6.6 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. PSHE Service employees are aware of indicators and will raise any concerns with the school's Designated Safeguarding Lead.

### **3.6.7 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.

The PSHE Service 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, raising any concerns with the school's Designated Safeguarding Lead.

### **3.6.8 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 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 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 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 school's 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.

PSHE Service employees are aware of indicators and will raise any concerns with the school's Designated Safeguarding Lead.

### **3.6.9 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, whether they've been returned to the family home or been adopted. This information may be shared with the PSHE Service employees by schools if deemed appropriate.

### **3.6.10 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 (ROTH) 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.

PSHE Service employees are aware of indicators and will raise any concerns with the school's Designated Safeguarding Lead.

### **3.6.11 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 a school's safeguarding response. Concerns that a child is at risk of radicalisation will be referred by PSHE Service Employees to the school's Designated Safeguarding Lead. If appropriate the DSL will make a Channel referral.

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

### **3.6.12 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. Schools have a mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Fostering Recruitment and Assessment Team. This information may be shared with the PSHE Service employees by schools if deemed appropriate.

### **3.6.13 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. This information may be shared with the PSHE Service employees by schools 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 [Cambridgeshire County Council Recruitment and Selection Policy](#) and [Safer Employer Checklist](#).
- 4.2** Lead Adviser Cathy Murphy has completed Safer Recruitment training, most recently updated in 2020. There will always be at least one person who has completed Safer Recruitment training conducting any interview.
- 4.3 Allegations that may meet the harms threshold (Part Four, Section One) Appendix B**
  - 4.3.1** Any allegation of abuse made against teachers, (including supply staff, other 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 Teacher.
  - 4.3.2** If, through their contact with a school, a PSHE Service Employee had concerns about the professional conduct of a member of school staff, paid or unpaid, they would raise this concern with Headteacher of the school the same day They would also inform their Line Manager. It may be deemed necessary to also email Phil Nash – Senior Adviser for Leadership [phil.nash@cambridgeshire.gov.uk](mailto:phil.nash@cambridgeshire.gov.uk)
  - 4.3.3** In cases where the Headteacher is the subject of an allegation, it will be reported by the PSHE Service Employee to the Chair of Governors. They would also inform their Line Manager. It would be necessary to also email Phil Nash – Senior Adviser for Leadership [phil.nash@cambridgeshire.gov.uk](mailto:phil.nash@cambridgeshire.gov.uk)
  - 4.3.4** Having made their report to the Headteacher or Chair of Governors, the duty of the PSHE Service Employee has been discharged and it would be for the school to consult with the Local Authority Designated Officer (LADO) and seek advice from their HR provider if required.
  - 4.3.5** If the PSHE Service Employee had concerns about the professional conduct of a member of the PSHE Service, they would raise this concern the same day with one of the Lead Advisers.

In the event of the allegation being made against a Lead Adviser, contact should be made with their line manager Emma Fuller.

- 4.3.6 In the event of an allegation being made against a member of PSHE Service staff, the Lead Adviser will consult with the Local Authority Designated Officer (LADO) within one working day and the LADO will advise on all further action to be taken. The Lead Adviser may also need to seek advice from their HR provider.
- 4.3.7 If a child has been harmed they should contact children's social care and, as appropriate, the police immediately.
- 4.3.8 Please note that the PSHE Service Lead Advisers and other PSHE Service employees should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.3.9 The PSHE Service will ensure that any disciplinary proceedings against PSHE Service staff relating to child protection matters are concluded in full even when the member of staff, is no longer employed at the Service and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3.10 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 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.

#### **4.4 Concerns that do not meet the harms threshold – low level concern (Part Four, Section Two) Appendix B**

- 4.4.1 Low level concerns that do not meet the harms threshold should still be reported to the Headteacher as outlined above. 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.
- 4.4.2 In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Governors, as outlined above.
- 4.4.3 The PSHE Service employees will report concerns, 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.

The same processes will be followed as outlined in 4.3

- 4.4.4 All low-level concerns should 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.
- 4.4.5 Where low-level concerns are made about PSHE Service Employees these records must be kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The PSHE Service stores confidential employee information and records electronically in password protected documents or folders.

**4.5** The PSHE Service promotes an open and transparent culture in which all concerns about all adults working for the PSHE Service or within the school sector are dealt with promptly and appropriately. This will enable schools and the PSHE Service to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working with children are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

**4.5.1** The PSHE Service ensures that **all** staff are aware of the need for maintaining appropriate and professional boundaries 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' (2022). As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (both online and offline). PSHE Service staff are Cambridgeshire County Council employees. As such, outside working hours and commitments, they have a responsibility to report any cause for concern. If they don't know which school the individual attends, they should contact the Cambridgeshire & Peterborough Safeguarding Partnership Board on 0345 045 5203

**4.5.2** 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)
- Keeping Children Safe in Education 2025 - Part 1 and Annex B
- The Cambridgeshire and Peterborough Model Safeguarding and Child Protection Policy, including the 2025 updates
- The Cambridgeshire Code of Conduct for all employees.

**4.5.3** The PSHE Service will ensure that all 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).

## **5.0 OTHER RELATED POLICIES AND PROCEDURES**

### **5.1 Use of Mobile Phones Policy**

**5.1.1** The PSHE Service follows Cambridgeshire County Council policy on the use of mobile phones, cameras, other smart devices and sharing of images.

**5.1.2** We will only use work cameras, other smart devices or mobile phones in school for photographing or videoing children if it is by prior arrangement with the school, consistent with the school's and CCC's policy and with appropriate permission forms in place, including for the sharing and deletion of images. All images will be deleted from phones and cameras once they have been downloaded to wherever they are stored and will only be retained for as long as they are to be used for a particular piece of work.

### **5.2 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.

### 5.3 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.

### 5.4 Prejudice Related Incidents

Any such incidents, including racist and homophobic incidents would be reported to the headteacher.

### 5.5 Health and Safety

Our work comes within the remit of the Cambs. County Council Health and Safety policy. Risk assessments are completed as appropriate for any activity where we have direct responsibility for children and young people. There is a separate Life Education Health and Safety policy, which is in line with County Council guidelines, and is reviewed annually.

**This policy and appendices are available on the Cambridgeshire PSHE Service website**  
[Cambridgeshire PSHE](#)

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

Signed by:

Steph Hoskin- Lead Adviser *S. J. Hoskin*

Cathy Murphy- Lead Adviser .....

*Louise Augarde*

Louise Augarde - Designated Safeguarding Lead  
.....

This policy links to the PSHE Service: Life Education Safeguarding and Child Protection Policy

Cambridgeshire County Council's: [Health, Safety and Wellbeing Policy](#)  
[Policy and Toolkit](#) [Recruitment and Selection](#)

[Safer Employment Checklist](#)  
[Code of Conduct](#)  
[Disciplinary Procedure](#)  
[Resolving Workplace Concerns Policy](#)  
[Whistleblowing Policy](#)  
[Allegations flowchart](#)

Peterborough City Council's: [Allegations flowchart](#)

## Appendix A

# Categories of abuse, neglect and exploitation

**Abuse** - 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 or community 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
  - 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

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# Log of Concern about a Child's Welfare

(If the child has suffered abuse or is at immediate risk of harm, find a member of your safeguarding team and report to them before completing this log.)

Name of School/College: Life Education, PSHE Service, Sunley House, Summer's Hill Drive, Papworth Everard CB23 3RG <i>working at:-</i>		School/College address:	
Child's full name:		Gender:	
Child's preferred name (if applicable):	Child's date of birth:	Identity (if applicable):	
Child's ethnicity:	Child's first language:		
Today's date (dd/mm/yy):	Time:		
Name and role of person completing the log:			
Date of the incident/concern(dd/mm/yy):	Time of the incident/concern:		
Description of the incident/concern (remember to use full names and include roles for any staff members involved):			
Voice of the child (please record the child's wishes and feelings using quotation marks as necessary):			
Signature of person completing log:			
Body Map needed (for children with marks/bruises/injuries)? YES / NO			
Has this been completed? YES / NO (If YES, please attach securely)			
<b>Please pass this form immediately to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (DSL/DDSL), who should complete the section overleaf</b>			

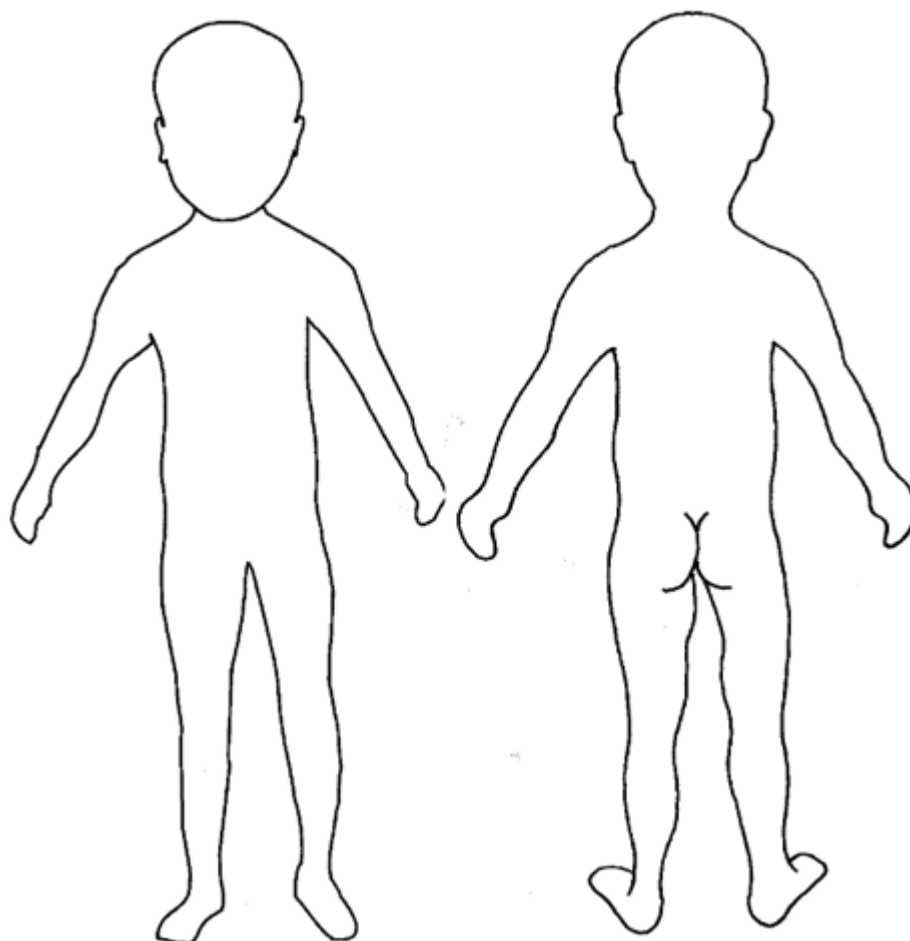
To be completed by the DSL/DDSL:	
Received by (Name and role of DSL/DDSL):	
Initial action taken by the DSL/DDSL:	
Has the parent/carers been informed of the concern? YES / NO	
Has the parent/carers been informed that a record of the concern has been made? YES / NO	
If YES, state name of parent/carers:	
If YES, please state who informed the parent/carers, action taken and the outcome:	
If NO, please provide the reason why not:	
Date (dd/mm/yy):	Time:
Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details). A separate sheet can be used, if required:	

Please ensure a record of this log is added to the child's safeguarding file including specific reference in the chronology.

## Body Map

Full name of child:	
Date of birth (dd/mm/yy):	
Date body map completed (dd/mm/yy):	

**Attach this Body Map to the relevant log of concern about a child's welfare.**



**FRONT**

**BACK**

**RIGHT**

**LEFT**

--

If not included in the content of the log of concern, please describe the mark/bruise/injury here e.g. size, shape, colour:

### Appendix D

## Useful Contacts - Cambridgeshire

Education Safeguarding Team

[ecps.general@cambridgeshire.gov.uk](mailto:ecps.general@cambridgeshire.gov.uk)

Education Safeguarding Manager – Sara Rogers

[sara.rogers@cambridgeshire.gov.uk](mailto:sara.rogers@cambridgeshire.gov.uk)

Early Help Hub (EHH) - Targeted Support Service  
Customer Service Centre – Social Care referrals  
Emergency Duty Team (out of hours)

Tel: 01480 376666  
Tel: 0345 045 5203  
Tel: 01733 234724

Police Child Abuse Investigation Unit

Tel: 101

Local Authority Designated Officer (LADO)

[lado@cambridgeshire.gov.uk](mailto:lado@cambridgeshire.gov.uk)

Tel: 01223 727967

Senior Leadership Adviser – Phil Nash

Tel: 07920 270820

Prevent Officers

[prevent@cambs.police.uk](mailto: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 2025)

“The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK ([www.gov.uk](http://www.gov.uk)) (Jun 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)



To be completed by the DSL/DDSL:	
Received by (Name and role of DSL/DDSL):	
Initial action taken by the DSL/DDSL:	
Has the parent/carer been informed of the concern? YES / NO	
Has the parent/carer been informed that a record of the concern has been made? YES / NO	
If YES, state name of parent/carer:	
If YES, please state who informed the parent/carer, action taken and the outcome:	
If NO, please provide the reason why not:	
Date (dd/mm/yy):	Time:
Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details). A separate sheet can be used, if required:	

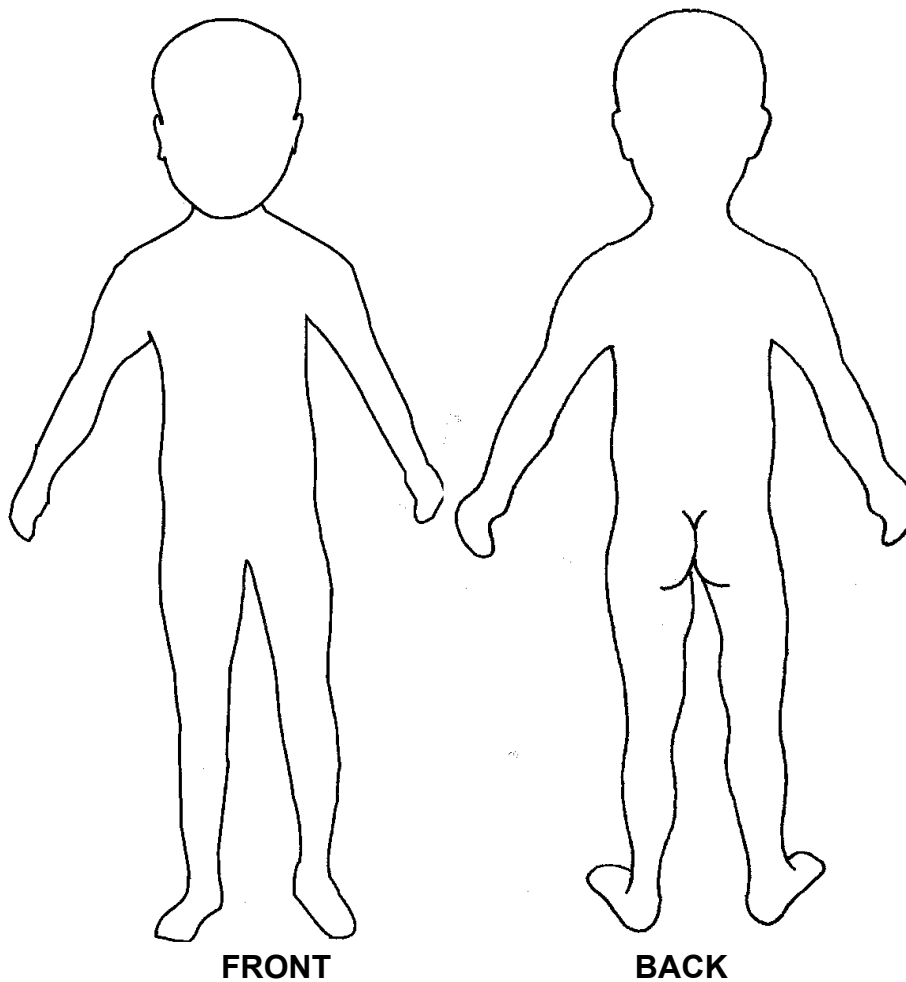
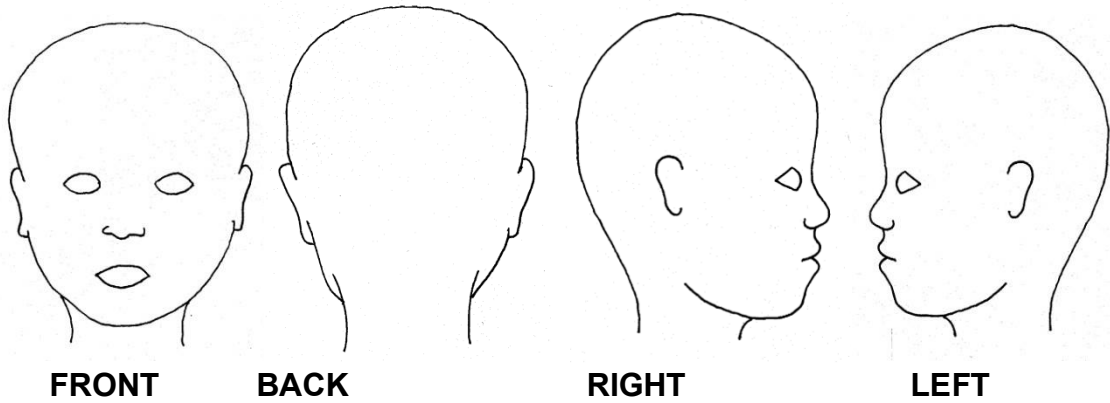
Please ensure a record of this log is added to the child's safeguarding file including specific reference in the chronology.



## Body Map

Full name of child:	
Date of birth (dd/mm/yy):	
Date body map completed (dd/mm/yy):	

**Attach this Body Map to the relevant log of concern about a child's welfare.**



If not included in the content of the log of concern, please describe the mark/bruise/injury here e.g. size, shape, colour:



5 CCC Guidance on Professional Visitors to Schools (Sept 2025) This guidance is intended to help schools to manage professional visitors in a way that ensures the safety of children and adults on the school site. It has been written to ensure schools are able to welcome external professionals appropriately, whilst complying with the requirements of KCSIE, and of course Ofsted. This says: 'For visitors who are there in a professional capacity schools and colleges should check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. Schools and colleges should not ask to see the certificate in these circumstances)' (KCSIE 2025 paragraph 306). Professional visitors might be meeting with and supporting school staff (eg school improvement adviser, SEND officer), or working with individual or groups of children (eg social worker, sports coach). Unless there are exceptional circumstances, visits should be pre-arranged to ensure they run smoothly, considering the need to safeguard children, the reputation of the school and the visitor. Procedures for all such visitors should include:

- Signing in procedures should be followed in the normal way, including visitors being made aware of safeguarding procedures and any emergency arrangements.
- Visitors should show their photographic identity card from their employer, explain the purpose of their visit and who they are expecting to meet. Schools should be carefully checking photo ID badges but should not be photocopying them. If there are any concerns in relation to the validity of the identification provided, school staff should confirm this with the employer.
- Schools should not be asking professional visitors for any additional forms of identification, or copies of DBS certificates.
- Professional visitors should wear a school visitor's badge or lanyard whilst in the school.
- Some categories of visitors may provide a written confirmation (eg letter of assurance) about pre-employment checks which have been undertaken.
- Visitors should only be left alone with pupils if this is a legitimate part of their role. In this instance, please see further information provided below.

Categories of Professional Visitors: Category Further details, including working unsupervised CCC Education staff All CCC education staff are covered by the generic safeguarding letter of assurance provided for schools each September. However, some staff who may work in regulated activity will provide an individual letter of assurance to confirm the appropriate level of DBS has been undertaken to enable them to work unsupervised if required. CCC Social Care & Targeted Support staff Schools are under a statutory duty to cooperate with social care. All CCC social care & targeted support staff are covered by a generic safeguarding letter of assurance provided for schools by the Executive Director for Children, Education and Families, which provides written reassurance that they are able to work unsupervised with children. Police Schools are under a statutory duty to cooperate with the police if they are visiting to see a child in relation to a Section 47 safeguarding enquiry. They may work unsupervised. If they are visiting to speak to a child in relation to a possible criminal offence having been committed, then an 'appropriate adult' must be present. NHS staff Schools should follow the guidance outlined in the bullet points above. Ofsted Schools should follow the guidance outlined in the bullet points above. Supply staff Such staff must have written confirmation about pre-employment checks which have been undertaken. If you would like more guidance on any aspect of the above, please contact one of us below. Leadership Advisers: Education Safeguarding Team: Phil Nash Rachael Schofield 07920 270820 07765 742629 Sara Rogers Jackie Cannell 07990 936820 07391 73111

## **Appendix D**

### **Useful Contacts - Cambridgeshire**

#### **Education Safeguarding Team**

[ecps.general@cambridgeshire.gov.uk](mailto:ecps.general@cambridgeshire.gov.uk)

#### **Education Safeguarding Manager – Sara Rogers**

[sara.rogers@cambridgeshire.gov.uk](mailto: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](mailto:lado@cambridgeshire.gov.uk)

**Tel: 01223 727967**

**Senior Leadership Adviser – Phil Nash  
270820**

**Tel: 07920**

**Prevent Officers**

[prevent@cambs.police.uk](mailto:prevent@cambs.police.uk)

**Tel: 01480 422277**

### **Relevant Documents**

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2024)

“Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings” (April 2022)

“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: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk) (Jun 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)