This policy and related procedures are in line with statutory requirements and based on 'Keeping Children Safe in Education' (KCSIE) 2023. Cambridge Arts and Sciences Ltd (CATS Cambridge and CSVPA) (CASL) child protection procedures are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It will be updated annually (as a minimum) and be available publicly either via the school website, school intranet or in paper version.

Blake Feig DSL (CATS Cambridge)	Tel: +44 (0)7773 971 651
Thomas Marty DSL (CSVPA)	Tel: +44 (0)7912 555 773
Dominic Tomalin, Principal (CATS Cambridge)	Tel: +44 (0)7837 122 866
Karin Askham, Rector (CSVPA)	Tel: +44 (0)7850 518 010
Craig Wilson, Designated Governor for Safeguarding	Tel: +44 (0)7860 407 641
Christopher Stacey, Chair of Governors	Tel: +44 (0)7912 575 790

Education Safeguarding Team ecps.general@cambridgeshire.gov.uk

Contents

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be sharedi b s4 tes lku4 aeD.atu 01 Tc 0.(a)2 (ti)20.00-4 (u-4 (,)l (at)-2om)10 (ot)7

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The Designated Safeguarding Lead (DSL) for CSVPA is Thomas Marty (Head of Welfare)

The Deputy Designated Safeguarding Leads for CATS Cambridge are:

Rebecca Baker Milne: Assistant Principal (Pastoral Care and Personal Development)

James Todd: Head of Boarding CATS Cambridge & CSVPA

The Deputy Designated Safeguarding Leads for CSVPA are:

Elizabeth Nantais – Dean of Student Experience, CSVPA

James Todd: Head of Boarding CATS Cambridge & CSVPA

The nominated governor for Safeguarding and Child Protection is:

Craig Wilson: Managing Director Schools

The following members of staff have also received DSL Training:
Dominic Tomalin, Principal CATS Cambridge

Other roles:

Chair of Governors:
The Chair of Governors for Cambridge Arts and Sciences is Christopher Stacey
Heads of School:

- CATS Cambridge, the principal of CAT Cambridge is Dominic Tomalin
- CSVPA, the rector of CSVPA is Karin Askham

The governing body will ensure that the Schools:

Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
Ensure that the DSL has the appropriate status and authority within the school 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 KCSIE, 2023, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Cambridgeshire Education Safeguarding Team and that this training is updated at least every two years.
Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g., via updates, meetings or additional training at least annually.
Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are, and the procedures for passing on concerns from the point of induction. Staff members are required to log concerns via the electronic system and submit it to the DSL/DDSL immediately.
Ensure that the Designated Safeguarding Lead (or a deputy) is always available for staff to discuss any safeguarding concerns. During weekday evenings and overnight the DSL is on call. At weekends there is a DSL trained Designated Person (DP) on call rota known to the Boarding Team.
Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and the Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect, understand 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 student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care;
- the safeguarding response to children who go missing in 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

Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
Ensure an annual safeguarding report Annual Safeguarding Monitoring Report for Governors is made to the full governing body and copied to the Education Safeguarding Team. The governing body must then ensure that any weaknesses will be rectified without delay.
Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated, and understood and followed by all staff.
It will be published on the school website.

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prevention or detection of a crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

We recognise that child-on-child abuse can manifest itself in many ways. These can i(e)3 (t)-2 bsd rpb1 (e)5

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Ultimately, any decisions will need to be made on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as

circumstances. Please see page 9 of, 'Keeping Children Safe in Education, 2023', for the complete list.

You should always ensure that the time and place is appropriate to allow students to

The DSL will decide what, if any, further action needs to be taken, both to ensure the student gets the help and support they need, and that the member of staff also gets the support and supervision they need.

The Schools will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2023) and the School's Recruitment Selection & Employment Policy

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

The following members of staff have undertaken Safer Recruitment training:

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The Schools will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.

The Schools will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2023 and the Company (CATS Global Schools) P&E Policies, seeking advice from the Schools' P&E partner as needed.

The Principal/Rector or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

Before contacting the LADO, the Schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The Schools will use the guidance chart found at Appendix D to support their decision-making.

The Schools will consider:

- Looking after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content, and context of the allegation, and agree a course of action.

CATS Cambridge & CSVPA will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as

Low level concerns that do not meet the harms threshold should be reported to the Principal/Rector. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

In cases where the Principal/Rector is the subject of an allegation, it will be reported to the Chair of Governors. The Schools will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2023.

The Schools will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns 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 is reasonably possible.

Schools and Colleges can decide where these records are kept, but they must be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Details of the allegation and outcomes are kept on the employee's file.

The Schools will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the schools or (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately. This will enable the schools/ to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The Schools will ensure that:

All staff, including supply staff, volunteers and contractors are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/guardians as advised within the code of conduct 'Staff Guidance for Safer Working Practice' (Appendix C). As part of the Induction process, all staff, including supply staff, volunteers, and contractors, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

With respect to staff and students:

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Cyberbullying

It is essential that students, School staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse of the virtual environment. Promoting a culture of confident users will support innovation and safety.

Cyberbullying (along with all forms of bullying) will not be tolerated in School. Full details are

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.

Children FREQUENTLY ABSENT from Education

The Schools recognise that children who are absent from education, particularly those who go missing repeatedly is a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

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

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

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

The Schools will notify the local authority when they remove from or add a student's name to the admissions register at non-standard transitions, i.e., where a compulsory school-aged child leaves before completing year 11 or joins after the beginning of year 10.

Children at Risk of Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for

protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;

Where the misuse is suspected of being linked to parent/carer substance misuse.

Where the misuse indicates an urgent health or safeguarding concern

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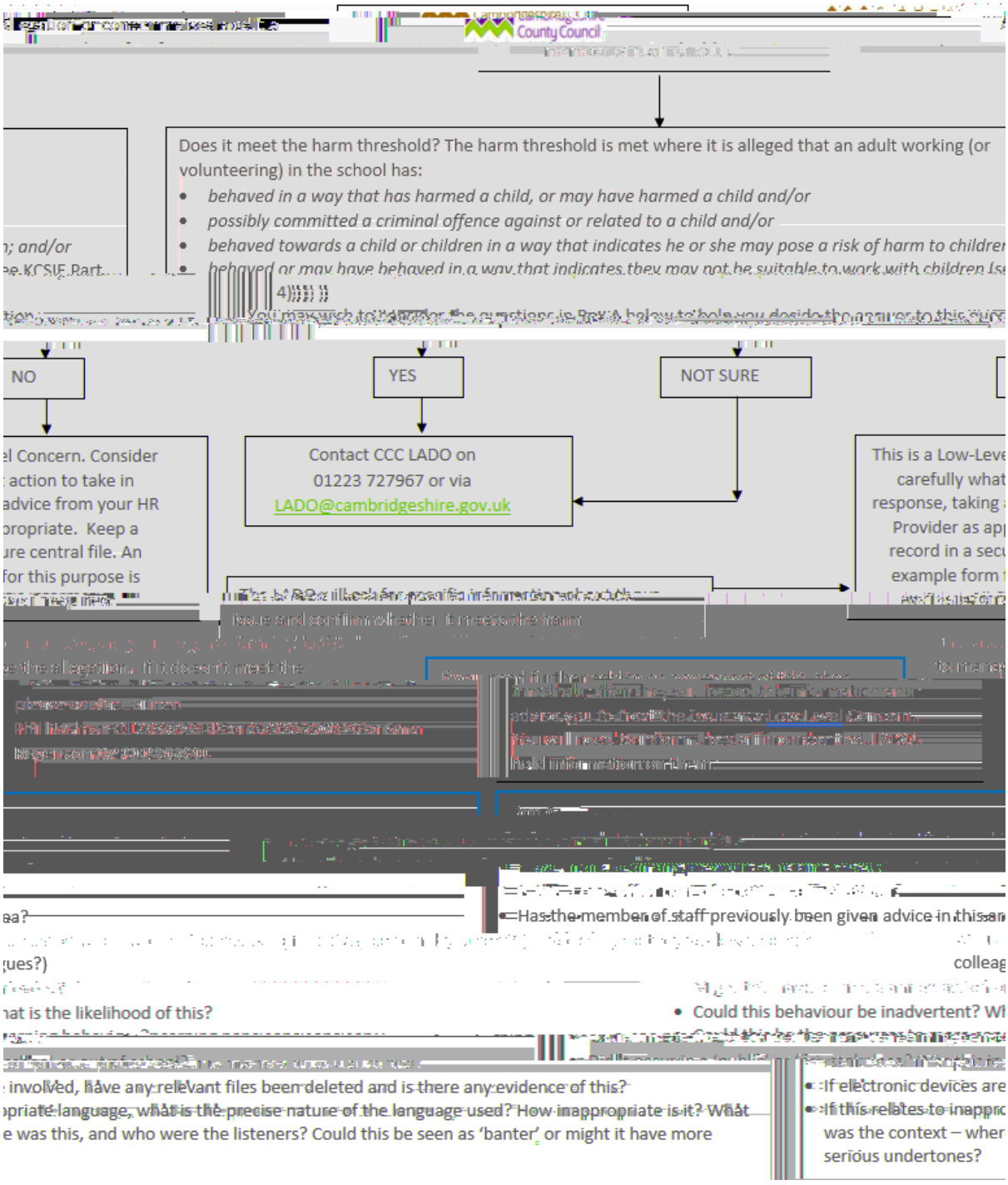
“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

All staff must also be aware that it is an offence under section 16 of the Sexual Offences Act 2003 for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child is deemed to be a position of trust.

Any allegations arising from incidents happening when the school is being used by another organisation should be dealt with by the school under the CSCP Guidance for schools on dealing with allegations against staff and volunteers.

NB The above guidance should not be considered exhaustive and more detailed guidance can be found in "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" (February 2022). If staff feel further guidance is required for sp


Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:
behaved in a way that has harmed a child, or may have harmed a child and/or
possibly committed a criminal offence against or related to a child and/or
behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
NO
YES
NOT SURE
Contact CCC LADO on 01223 727967 or via LADO@cambridgeshire.gov.uk
Has the member of staff previously been given advice in this area?
Could this behaviour be inadvertent?
If electronic devices are
was the context – wher
serious undertones?

Principles

The Schools are committed to ensuring Low-Level Concerns are monitored, recorded and dealt with appropriately to create a safer culture for all staff, students and visitors. CATS Cambridge & CSVPA have a moral, legal, and social responsibility to provide a safe environment for students studying and residing with us.

Scope and References

This policy sets out good practice and provides guidance on how to deal with situations and put in safeguards where a low-level concern may be encountered to ensure promotion of a safe culture and the prevention of possible harm. It will work in conjunction with all school policies and procedures, including, but not exclusive to, the following: Safeguarding Policy, GDPR, Health and Safety, Prevent Strategy and Safer Recruitment Policy.

Distinction between an allegation and a Low-Level concern

A culture encouraging the reporting of Low-Level Concerns enables staff to share any concerns they may have, no matter how small, about the behaviour of any adult in the school.

Concerns should not be limited to S the

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A Low-Level concern is any concern – no matter how small, and even if no more than a 'nagging doubt' – that an adult may have acted in a manner which is not consistent with an organisation's Code of Conduct, and/or relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO, or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination should be made by the Principal.

Implementation

To be effective, this policy must have 'buy in' from all staff, and leaders must be seen to adhere to and model the expected values and behaviours as written in the policy.

Where the low-level concern is serious enough to be referred to the LADO (or in the case of Local arrangements requiring all concerns to be reported to the LADO), the related records will be placed and retained on the staff member's employee file. Where a low-level concern is reclassified as an allegation, then the records relating to it will be treated accordingly.

Review of the central Low-Level concerns file

The Safeguarding Governor will review the school Low Level Concerns File termly. A record of these reviews will be made. This is to ensure such concerns are being dealt with promptly and appropriately and that any potential patterns of concerning, problematic or inappropriate behaviour are identified, a course of action can be decided