



Ghyllside School Child Protection Policy Statement

Ghyllside School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- the welfare of the child/young person is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy:

- To provide protection for the children and young people who receive Ghyllside School's services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all pupils, staff, governors, volunteers, visiting and agency staff, or anyone working on behalf of Ghyllside School.

We will seek to protect children and young people by:

- valuing them, listening to and respecting them;
- implementing child protection procedures based on national guidance and codes of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing with children, parents, staff and volunteers, information about good practice in child protection;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through support and training.

Our procedures for protecting children are set out in the companion document '**Ghyllside School – Child Protection Policy**'. Copies can be found online <http://www.ghyllside.cumbria.sch.uk> and by contacting the school office.

Policy statement last reviewed and approved: September 2026

Signed:

Due for review: September 2027



GHYLLSIDE PRIMARY SCHOOL

CHILD PROTECTION POLICY

'It shouldn't hurt to be a child'.

Key staff

The Designated Safeguarding Lead (DSL) for Child Protection & PREVENT is Mrs Emily Garbutt (Deputy Headteacher).

The deputy DSL's for Child Protection & PREVENT are Mr Huw Davies (Headteacher), Mrs Elizabeth Meyfroidt (Assistant Head, KS2 Lead) and Miss Lel Inman (KS1 & EYFS Senior Teacher).

Our Child Protection & PREVENT Governor is: Mr Jack Taylor

Policy and procedures last reviewed and approved: September 2026

Signed:

Policy Review

This policy is updated annually. Safeguarding and Child Protection is a regular Governor's agenda item and is located within the Headteacher's report.

Due for review: September 2027

Policy aim

The aim of this policy is to safeguard and promote our pupils' welfare, by fostering an honest, open, caring and supportive climate. Our pupils' welfare is of paramount importance. We will do this through:

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

The school has compiled this document with due regard to the statutory guidance, *Working Together To Safeguard Children* (DfE 2026) and *Keeping Children Safe in Education* (DfE Sept 2026). *Keeping Children Safe in Education* (DfE Sept 2026) has been issued to, read and is followed by members of the governing body and the school leadership team.

Vision

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision
Our vision is:

Ghyllside School Vision and Values

**'For every child to fulfil their potential, leaving Ghyllside happy,
confident and kind to all'**

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

Ethos

At Ghyllside School we know that children need to be and deserve to be safe to be able to develop the skills and attributes detailed in our vision. We believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them. The health, safety and wellbeing of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, disability, race, religious belief, ethnicity or sexual orientation/identity. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

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

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

The School regards Child Protection as an essential task of **all** its staff, governors and visitors/volunteers who come into school. We are committed to protecting and safeguarding pupils in school.

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

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

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

The use of circle time and assembly time helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop

essential life skills and protective behaviours. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children. The PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Relationships Education, RSE and Health Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe. Reference will be made to the statutory guidance [relationships education relationships and sex education \(RSE\) and health education](#).

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

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

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

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

CONTACT DETAILS FOR REFERRAL OR ADVICE

Local authority

Westmorland and Furness Safeguarding Hub
Skirsgill Depot
Penrith
Cumbria
CA10 2BQ

Tel: 0300 373 2724

Email: safeguarding.hub@westmorlandandfurness.gov.uk

The Local Authority Designated Officer (LADO) (local authority designated officer for dealing with allegations against staff):

To report a concern to the LADO use the LADO Allegation Notification Form on the Westmorland and Furness Safeguarding Children Partnership (WFSCP) website within one working day [WFSCP LADO Position of Trust Referral](#). Send completed forms to the Westmorland and Furness Safeguarding Hub, using any of the following methods:

- Email: lado@westmorlandandfurness.gov.uk
- Post: LADO, Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at **risk of immediate harm** please contact Westmorland and Furness Safeguarding Hub on **0300 373 2724**

To speak to a LADO for advice: Phone: 0300 3033897 or you can email lado@westmorlandandfurness.gov.uk

LADO working hours are Monday to Friday 9am to 5pm.

In case of emergency outside of the above hours, contact the Emergency Duty Team on 0300 3732724

Please see Annex 1 for a 'Summary of Allegations Management Procedures'.

PREVENT concerns

For details on how to make a referral as well as access to advice and guidance, please access the Cumbria Police website:

<https://www.cumbria.police.uk/advice/advice-and-information/t/prevent/prevent/>

Advice and support is also available from Counter Terrorism Policing North West: **Lancashire and Cumbria, 01772 413398, CTPNW.lancashire@lancashire.police.uk**

Please see Annex 2 for Ghyllside School's Prevent Statement and Annex 3 for Ghyllside Primary School – PREVENT Referral Process.

Definition of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Abuse can be categorised in the following four ways:

Physical Abuse

A form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying, prejudiced-based and discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

The 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

School Commitment

At Ghyllside School, safeguarding our pupils is of paramount importance. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse. Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will be alert to our children's needs and learn to recognise when they might be distressed or concerned.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will ensure that every child in our school has at least one member of staff who they might feel able to share concerns with.
- c) Include in the curriculum activities and opportunities through PSHE/Citizenship, which equip children with the skills they need to stay safe (including staying safe online) and develop realistic attitudes to the responsibilities of adult life.
- d) Provide a physical environment which promotes safety and, in which, children feel safe.
- e) Follow Westmorland and Furness' published local protocol for assessment to ensure the provision of Early Help as set out in statutory guidance, including using the Early Help Framework where appropriate.
- f) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Working together with other agencies

The school will work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the child/young person and the family.

The school recognises that the responsibilities of the LA in protecting children and young people include:

- a) supporting and advising schools on safeguarding and child protection issues;
- b) evaluating referrals of concern for children, using the multi-agency thresholds guidance on the WFSCP website and,
- c) in partnership with other agencies, providing or ensuring the provision of services to children and their families at the following levels:
 - i) early help
 - ii) targeted intervention for children in need where there are more complex needs and where statutory Children Services assessment and help is provided under section 17 of the Children Act 1989

- iii) Child protection intervention following section 47 statutory Children Services assessment of risks of significant harm.

Roles and Responsibilities

All adults including all staff and governors working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children under section 175 of the Children Act 1989. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on page 2 this document.

The Designated Safeguarding Lead (DSL) for Child Protection is Mrs Emily Garbutt (Deputy Headteacher). She will coordinate child protection activity, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the child remains the central focus.

In her absence the deputy DSL's who will undertake this role are Mr Huw Davies (Headteacher), Mrs Elizabeth Meyfroidt (Assistant Head & KS2 Lead) and Miss Lel Inman (KS1 & EYFS Senior Teacher).

During term time the DSL and/or a deputy will always be available (during school/college hours) for staff in the school/college to discuss any safeguarding concerns. Arrangements will be made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities.

During the school holidays, every possible effort will be made to provide cover for the DSL role. Outside of term time all Child Protection concerns or enquiries should be made via the following email address:
dsl@ghyllside.cumbria.sch.uk

The DSL is also the 'Prevent Single Point of Contact' (SPOC), the Designated Teacher for Children Looked After and the Designated Mental Health Lead.

The DSL also takes responsibility for the oversight of the reporting children missing from education to the local authority's Children's Services.

The Governing Body ensures that

- a) procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
- b) their implementation is monitored for their effectiveness and that they are reviewed at least annually.
- c) the procedures include the management of allegations against people who work with children, safe recruitment practice and reporting children missing from education.

Training and Support

Our school will ensure that all staff, and where appropriate governors, will have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available annually for all staff, but bi-annually for designated staff.

- a) All staff in our school will be trained to recognise and respond to situations where a child may be considered to be at risk.
- b) At any time, a member of staff may consult with the DSL, the Head Teacher, or in his absence, the Deputy DSL's on any child protection issue.

- c) We will ensure our staff are kept informed about child protection procedures via our briefings and training sessions. There will be a minimum of one training session per term.
- d) All new staff will undergo safeguarding and child protection training (including online safety) at induction and in line with 'Keeping children safe in education' Sept 2026 requirements. All staff are referred to the 'Staff Code of Conduct' upon induction.
- e) At least one member of every interview panel will have completed Safer Recruitment training in line with requirements.
- f) We will ensure by signposting in leaflets in our reception area and on our website so that other adults in school know what to do if there are child protection concerns.
- g) We will inform parents of the school's duties and responsibilities for child protection by incorporating a statement into our school prospectus and on our website.

We have access to the Westmorland and Furness Safeguarding Children Partnership procedures electronically and we retain copies of *Keeping Children Safe in Education* (DfE Sept 2026) and *What to Do if You're Worried a Child is Being Abused* in our school office. Part 1 of *Keeping Children Safe in Education* (DfE Sept 2025) has been read by all staff.

Consent, confidentiality and information sharing

Ghyllside School is committed to working together with other agencies in order to best safeguard children. As such, our policy on maintaining confidentiality and sharing information is as follows:

- a) Only those members of our staff who "need to know" so as to contribute to the protection of a child will be advised of concerns and action taken.
- b) Parents, governors and every adult working in, or associated with, the school will be advised of our approach to confidentiality and information sharing.
- c) Staff (including volunteers) must never guarantee confidentiality to a child: it might be necessary to tell someone else in order to safeguard the child. A child who asks the adult to keep a secret should be advised that the information may need to be shared with others.
- d) Decisions about sharing information between staff or with other agencies will be taken with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff will speak to the designated safeguarding lead or a deputy. Decisions about whether to share information will be taken with reference to '*Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*'.
- e) Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of children. Therefore, in some circumstances, obtaining consent may not be possible or in the best interest of the child. **The safety and welfare of that child might necessitate that the information should be shared without informing or obtaining the consent of a parent. The law permits the disclosure of confidential information necessary to protect a child or children.** Disclosure should be justifiable in each case, according to the particular facts of the case, and advice will be sought if in doubt.
- f) If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary

Please see the 'Flowchart of when and how to share information' in Annex 4.

Records and Monitoring

Well-kept records are essential to good child protection practice. Concerns about welfare or behaviour must be recorded.

All such notes, minutes, referrals, and records are kept separate to the child's main school file in a locked cupboard or on CPOMS.

If a child transfers or leaves, the notes should be passed from our DSL direct to the receiving school's DSL.

Attendance at Child Protection Conferences

A Child Protection Conference is a multi-agency meeting called to consider the child's need for a Child Protection Plan.

The Chair of the Conference extends an invitation to the school rather than a named person. The DSL/Deputy DSL's will normally attend the Conference from our school.

We will include training and support to staff who attend conferences and prepare reports in our regular training events.

Supporting Pupils at Risk

In addition, our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and there may even be moves to consider exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support such pupils through:

- a) the curriculum, to encourage self-esteem and self-motivation
- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- c) the consistent implementation of our behaviour management policies
- d) regular liaison with other professionals and agencies who support the pupils and their families
- e) a commitment to develop productive, supportive relationships with parents
- f) the development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations (including referrals of child on child abuse and issues relating to sexual violence and sexual harassment and online safety)

This policy should be read in conjunction with other related policies in school. These include

- Behaviour
- Special Educational Needs
- Health and Safety
- Online Safety

Safe Schools, Safe Staff

The school aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. The Governing Body will act reasonably in making decisions about the suitability of prospective employees, governors, volunteers and contractors based on evidence and checks including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks and staff suitability declaration (where relevant) together with references and interview information. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', September 2026; including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. In line with the DfE statutory guidance the Governing Body will aim to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised unless they are working in 'regulated activity'. We will obtain an enhanced DBS certificate for any volunteer who is engaging in regulated activity. In line with the School Staffing (England) Regulations 2009 the Governing Body will ensure that at least one person on any appointment panel has undertaken safer recruitment training and that the training is updated as necessary.

We follow current procedures when staff are faced with allegations of abuse (Annex 1).

SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. The Westmorland and Furness Safeguarding Children Partnership Procedures Manual provides specific guidance on a range of safeguarding issues which settings may have to address. The DfE statutory guidance 'Keeping Children Safe in Education' (Sept 2026) provides additional information at Annex B on the following:

Child Sexual Exploitation (CSE)

All suspected cases of CSE will be referred to the Westmorland and Furness Safeguarding Hub. By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new 'street language' or respond to a new 'street' name.

Further information is available in the DfE guidance '[Child sexual exploitation: guide for practitioners](#)'.

Child Criminal Exploitation (CCE) including county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Where the potential victim is under 18, a National Referral Mechanism (NRM) referral should be considered. This is usually undertaken by the Police or Local Authority. Child victims do not have to consent to be referred into the NRM and a safeguarding referral should also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve the use of coercion, intimidation and weapons to ensure compliance of victims;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further advice on this issue may be found in the Home Office document 'Criminal exploitation of children and vulnerable adults: county lines'.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Mental health

All staff will be made aware 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. In such cases, only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern, they have been advised to speak to the DSL or deputy immediately. Reference will be made to the DfE guidance 'Mental Health and Behaviour in Schools'.

Domestic abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members including teenage relationship abuse and child/adolescent to parent violence and abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home. The abuse can encompass, but is not limited to:

- psychological/emotional (including coercive and controlling behaviour)
- physical/sexual
- economic (access to basic resources like food and clothing)

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 and ex-partners. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

When identifying children who are or may be affected by domestic abuse/violence, we take account of the [Domestic Abuse](#) advice provided by Westmorland and Furness SCP.

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to any deputy DSL's. Our parents are fully aware that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The DSL will report on Operation Encompass in the Headteacher's report to Governors. All information is anonymised for these reports.

Female Genital Mutilation (FGM)

Since October 2015, teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) have been under a mandatory duty to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18 years of age. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's DSL and involve the Westmorland and Furness Safeguarding Hub as appropriate. Reference should also be made to the HM Government [Multi-agency statutory guidance on female genital mutilation](#).

Preventing Radicalisation

Protecting children from the risks of radicalisation and extremism is seen as part of this school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Since July 2015, schools have been under a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership – we will ensure that our procedures take into account the policies and procedures of Westmorland and Furness Safeguarding Children Partnership.
- Staff training – we will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the Online Safety Policy.
- We seek to protect children and young people against the messages of all violent extremism. We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.

Please see Annex 2 for Ghyllside School's Prevent Statement and Annex 3 for Ghyllside Primary School – PREVENT Referral Process.

Children Missing from home, care or education

A child going missing from education is a potential indicator of abuse or neglect. Ghyllside School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in future. Concerns regarding a child's whereabouts will be followed up on the day. In addition, it is our legal duty to inform the Local Authority of any pupil who is removed from the school roll, or who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

In line with current best practice, we will request from parents at least 2 emergency contacts for each pupil which will allow us to contact a responsible adult in the event of a child missing education.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Cumbria County Council have a list of [contacts for local district council housing support](#). (South Lakes Housing: 0300 303 8540).

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Child on child abuse

All child on child abuse (including online) is unacceptable and will be taken seriously. Ghyllside School recognises that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All staff recognise that children are capable of abusing their peers (including online) and that child on child abuse is often of a gendered nature (i.e. that it is more likely that girls will be victims and boys perpetrators). Child on child abuse can take different forms, such as:

- Sexual violence and sexual harassment
- Physical abuse
- Sharing nude and semi-nude images (formerly known as sexting)
- Initiation/hazing type violence and rituals

The risks of child on child abuse are minimised by the provision of a curriculum where children are taught Safeguarding, Relationships education, relationships and sex education (RSE) and health education as well as Personal and Social, Health and Economic (PSHE) education. This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. Pupils play a part in changing their circumstances and, through school council and pupil voice for example, we encourage children to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all children understand the boundaries of behaviour before it becomes abusive. Procedures are supported (and outlined) by other related policies in school. These include; behaviour, Health and Safety and Online Safety. Allegations of physical abuse are dealt with in accordance with our behaviour policy and Anti-bullying Charter: STOP (Several Times On Purpose).

With regard to responding to reports of sexual violence or sexual harassment, Ghyllside School will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (DSL) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required. The immediate response to a report, ensuing risk assessment, resulting action, management of the report and ongoing response will follow advice and guidance in Part five of 'Keeping children safe in education

(September 2024). Please see Annex 5 for a 'Response to reports of sexual violence and sexual harassment' flowchart.

All incidents involving the sharing of nude and semi-nude images (formerly known as sexting) be responded to in line with our Child Protection Policy. When an incident involving youth produced sexual imagery comes to our attention we will;

- Refer it to the Designated Safeguarding Lead as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (if appropriate)
- Parents will be informed at an early stage and involved in the process unless there is a good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern that a young person has been harmed or is at risk of harm then a referral will be made to children's Social Care and/or the Police immediately

We will use '[Sharing nudes and semi-nudes-Advice for education settings working with children and young people](#)' to support our approach. We will include opportunities for teaching online safeguarding within our curriculum.

Ghyllside School recognises that it is important to deal with a situation of child on child abuse immediately and sensitively in the best interests of the child. We will avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner. We will always take complaints seriously, gain a statement of facts from the pupil(s), assess the needs of the victim and the alleged perpetrator, consider a referral to Police or Social Care, contribute to multi-agency assessments, convene a risk management meeting if necessary and record all incidents and all action taken. When recording sexualised behaviour we will; be clear, explicit and non-avoidant, and avoid vague statements or euphemisms, record as soon as possible, so as not to forget or confuse detail, use proper names for body parts but record exactly any language or vocabulary used by the child. We will use the child's exact words in quotation marks, note where and when the incident happened and whether anyone else was around.

In order to ensure that any future incidents of abuse do not occur again, Ghyllside School will consider the support and intervention required for those involved. In both instances (the child who has been harmed and the child who has displayed harmful behaviour) the support they require depends on the individual child. If appropriate, they may wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that the child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children, or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

In cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency. It may be that the behaviour that the child has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required and completed via a multi-agency response. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour. Regular reviews with the child/children following any incident(s) will be held if appropriate.

['Keeping Children Safe In Education'](#) (Sept 2026: Annex B) provides further detail on Domestic Abuse, Forced Marriage, Honour-Based Abuse (HBA), Serious violence, Children and the court system, Children with family members in prison, Child abduction and community safety incidents and Modern slavery and the National Referral Mechanism. This document also has links to other sources of information, including other government websites. We will use this resource to keep up to date with guidance on Specific Safeguarding Issues as they arise.

Online safety

The use of new technologies presents challenges and risks to children both inside and outside of school and technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; online hoaxes and challenges – technology often provides the platform that facilitates harm.

The School will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's Online Safety Policy and procedures.

Children and young people can be exploited and suffer bullying through their use of technology e.g. the internet, mobile phones and social networking sites. To minimise the risks to our children we will ensure that we have appropriate and reasonable security filters and monitoring systems in place. Ghyllside School devices and network are monitored and filtered using Netsweeper. This meets the requirements for blocking websites on the IWF Child Abuse Content URL list, blocks websites on the Counter-Terrorism Internet Referral Unit list (CTIRU), blocks access to pornography websites and includes blocking for offensive language. The IT Administrator receives a daily filtering and monitoring report and provides a weekly summary to the Senior Leadership Team (SLT). Any filtering and monitoring breaches are investigated by the IT Administrator and the SLT to enable them to be dealt with swiftly, identifying individual machines and (wherever possible) individual users. Monitoring is reported to the Governors of Ghyllside School during termly Buildings, Health and Safety Committee meetings. The Designated Safeguarding Lead (DSL) takes lead responsibility for understanding the filtering and monitoring systems and processes in place. All staff should report a suspected filtering and monitoring incident to the IT Administrator as well as a member of the SLT.

Where it is suspected that a child is at risk from internet abuse e.g. being subjected to harmful online interaction with other users, peer pressure, commercial advertising such as online gambling and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (email; mobile phones; texting; social network sites) and must familiarise themselves with advice and professional expectations outlined in the school Code of Conduct for staff and other adults and the school's Online Safety Acceptable Use Agreement.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. Pupils will be taught to recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are permitted to take digital/video images to support educational aims but must follow the school Policy and procedures in relation to the production, sharing, distribution and publication of those images.

CHILD PROTECTION PROCEDURES

We will follow the procedures set out below where it is believed that a child is either:

- a) suffering from, or is at risk of, significant harm or
- b) has needs that cannot be met and we believe co-ordinated intervention is required

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, or the child and other adults, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Annex 6).

Dealing with emerging concerns

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead (DSL), including identifying children who may benefit from early help. The DSL will liaise with staff around children with an early help plan, including offering advice and support about closing and opening a plan.

In particular, staff are aware of the potential need for early help or other intervention for vulnerable groups. This may be for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is a Child Looked After (CLA). The Designated Teacher for CLA at Ghyllside is: Emily Garbutt. The Virtual Headteacher for CLA is: Sarah Roscoe
- has returned home to their family from care (previously CLA)
- is a privately fostered child

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

Dealing with a disclosure

If a child discloses any kind of abuse, the teacher/member of staff, should only seek initial clarification from the child – tact and sympathy is vital. Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying. (see Annex 7 for further guidance).

The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children's Services of concerns about a child.

If the senior designated person does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.

When making a referral the DSL will complete the Single Contact Form found on the Westmorland and Furness Safeguarding Children Partnership (WFSCP) website. The member of staff who first referred the concerns to the DSL must keep a log of the incident on CPOMS, to include:-

- Child's full name
- Date of birth

- Name of teacher making the referral/making the comment
- Nature of injury (if any)
- Grounds for suspicion
- Action taken, including dates and times

The request for co-ordinated support services for a family should always be discussed with parents **unless to do so would place the child or others at risk of harm**.

Where, following an early help assessment by the school staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to the Westmorland and Furness Safeguarding Hub, followed up in writing for confirmation. The DSL should then forward the Single Contact form to the Safeguarding Hub.

Concerns should be recorded and incidents logged on CPOMs and completed records or minutes of meetings must be stored here also.

Please see Annex 7 for more information on child disclosures.

Dealing with a disagreement over referral outcomes

Where the school believes that insufficient action has been taken with regard to a concern raised about a child, the DSL will follow the Cumbria Safeguarding Children Partnership (CSCP) conflict resolution protocol.

Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.

If the point of disagreement cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the Head Teacher and the relevant Children's Social Care Team Manager.

Should the issue remain unresolved, the Head Teacher should refer the matter to the relevant Service Manager, Social Care whose role is to ensure county wide standards are being applied.

The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be accessed via [WFSCP](#).

Procedures to follow if an allegation is made against a member of staff, supply staff, volunteers or contractors.

An allegation against a member of staff including supply staff, volunteers and contractors is potentially extremely serious – for the child, staff member and school. The school has adopted a separate procedure for dealing with such allegations. Briefly, the Head Teacher (or Chair of Governors if the allegation is against the Head Teacher) will immediately contact the Local Authority Designated Officer (LADO) who will advise on actions to be taken. (See page 5 for LADO contact details). Contact details for the Chair of Governors can be obtained from the school office.

Whistleblowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Reasons for whistleblowing:

- Everyone has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.

- To prevent becoming implicated yourself.

What stops people from whistleblowing?

- Fear of starting a chain of events which spirals out of control.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern:

- Voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is causing concern and why.
- Approach the Head teacher or Senior Manager.
- If the concern is related to the Head teacher/Principal, the Chair of Governors should be contacted or, if it is felt that the issue needs to be reported to someone outside the school, contact Westmorland and Furness Safeguarding Hub.
- Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the Westmorland and Furness Safeguarding Hub.
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible.
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries.
- The employer has a responsibility to protect individual members of staff from harassment or victimisation.
- No action will be taken against an individual if the concern proves to be unsubstantiated, unfounded or false and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence. The LADO and case manager should consider whether the child and/or the person who made the allegation is in need of help or may have been abused by someone else.

The NSPCC operate a Whistleblowing advice and support helpline for any staff who have concerns about how child protection issues are being handled. Their contact number is 0800 028 0285.

Concerns that do not meet the harm threshold (low-level concerns)

As part of our whole school approach to safeguarding we aim to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We believe that creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this will encourage an open and transparent culture; enable us 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 or college are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns about adults working in the school regardless of how insignificant they may be perceived to be, should be reported initially to the Head teacher. Where the concern relates to the Head teacher or in a situation where there is a conflict of interest in reporting the matter to the Head teacher, the concern should be referred to the Chair of the Governors.

If the concern has been raised via a third party, the Head teacher will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously) and to the individual involved and any witnesses.

Any information collected will help to categorise the type of behaviour and determine what further action may need to be taken. The rationale for the action taken and the decisions which led to the action will be recorded.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further Advice and Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Ghyllside School

A. *Named staff/personnel with designated responsibility for Child Protection*

Academic Year		Designated Lead	Deputy Designated Lead		Nominated Governor
2026/27		Mrs Emily Garbutt (Deputy Headteacher:KS2)	Mr Huw Davies (Headteacher), Mrs Elizabeth Meyfroidt (Assistant Head, KS2 Lead), and Miss Lel Inman (KS1 & EYFS Senior Teacher).		Mr Jack Taylor

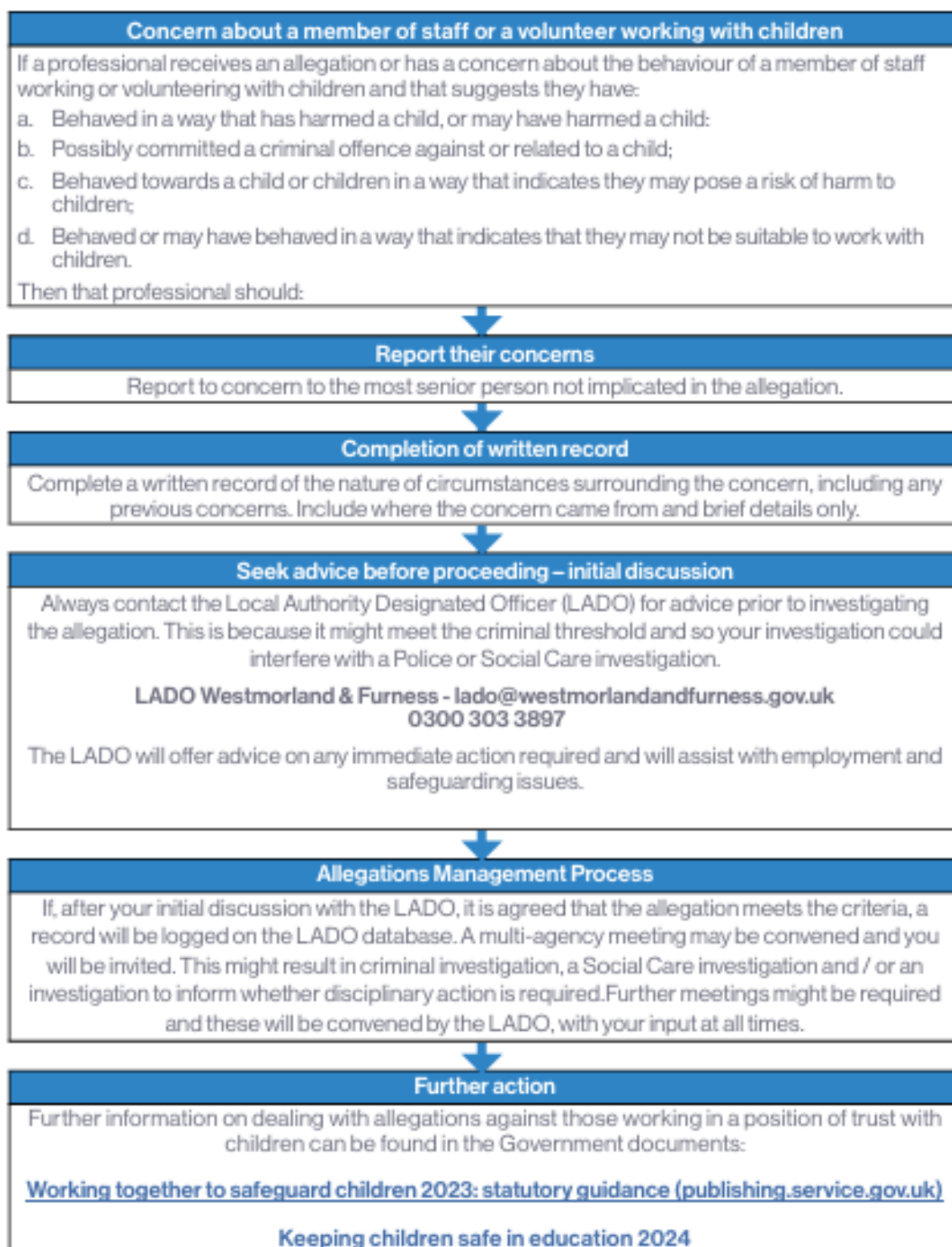
B. *Annual Review date(s) for this policy*

Review Date	Changes made	By whom
October 2020	Self-reporting section added to Allegations against staff pg14	Mrs Emily Garbutt
January 2021	Nominated Governor- change in details	Mrs Emily Garbutt
September 2021	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2021 and updated DfE advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads on Sexual violence and sexual harassment between children in schools and colleges from September 2021. Addition of action flowchart for dealing with sexual violence and sexual harassment for school use only (Annex 5).	Mrs Emily Garbutt
January 2022	Nominated Governor – change in details	
May 2022	School Vision updated	Mrs Emily Garbutt
		Mrs Emily Garbutt
September 2022	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2022	Mrs Emily Garbutt
March 2023	Updated with new Safeguarding Hub contact details following new council arrangements as of 1 st April 2023.	Mrs Emily Garbutt
September 2023	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2023 (in particular, expanded paragraph on Monitoring and Filtering arrangements).	Mrs Emily Garbutt
January 2024	Updated in line with the publication of statutory guidance Working Together to Safeguard Children (December 2023) and Prevent 2023.	Mrs Emily Garbutt

September 2024	DSL email contact details added to pg8 for contact outside of term time. Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2024 (in particular, inserted paragraph on Child criminal exploitation and child sexual exploitation).	Mrs Emily Garbutt
September 2025	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2025 and changed DDSL staff details.	
September 2026	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2026.	Mrs Emily Garbutt
		Mrs Emily Garbutt



Summary of Allegations Management Procedures



Annex 2

Ghyllside Primary School Prevent Statement

Ghyllside Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

In **Ghyllside Primary School** we promote the spiritual, moral, social and cultural (SMSC) development of all our pupils. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faith and beliefs.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Through assemblies, themed days and the wider curriculum we prepare them for potential risk. As with other online risks of harm, teachers need to be aware of the risks posed by the online activity of extremist and terrorist groups and ensure children are aware and safe from this, when accessing the internet in school.

Our curriculum is broad and balanced; it promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSCH provision is embedded across the curriculum and underpins the ethos of our school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our school is committed to prevention and strategies and procedures that protect vulnerable individuals from being radicalised or exposed to extremist views. If we identify a pupil who is or may be at risk, advice will be sought from Westmorland and Furness Safeguarding Hub and if necessary Cumbria Police/Prevent Officer.

Westmorland and Furness Safeguarding Hub: 0300 373 2724

The aims of our good practice Prevent statement is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The Designated Safeguarding Leads/Safeguarding Team in this school are: (please name)

Huw Davies (Sept – Dec 2026)	Headteacher
Graham Carrick (Jan 2027 onwards)	Headteacher
Emily Garbutt	Deputy Headteacher
Elizabeth Meyfroidt	Assistant Head, KS2 Lead
Lel Inman	KS1 & EYFS Senior Teacher
Jack Taylor	Nominated Governor Safeguarding

All staff in Ghyllside Primary School have undertaken:

The Prevent, Channel Basic Awareness Training in March 2016 and updated training in February 2019, September 2022 and February 2024 (in line with new Cumbria Local Authority training).

Links to other policies:

This Prevent statement and leaflet links to the following policies in **Ghyllside Primary School;**

- ☐ Child Protection and Safeguarding
- ☐ Curriculum
- ☐ Anti-bullying Policy
- ☐ Positive Behaviour Management Policy
- ☐ Online Safety Policy

The following national guidelines relate to this leaflet:

- ☐ PREVENT Strategy HM Government
- ☐ Working Together to Safeguard Children, HM Government, (2026)
- ☐ Keeping Children Safe in Education, DfE (September 2026)



Ghyllside Primary School

Ghyllside Primary School - PREVENT Referral Process

To refer within School

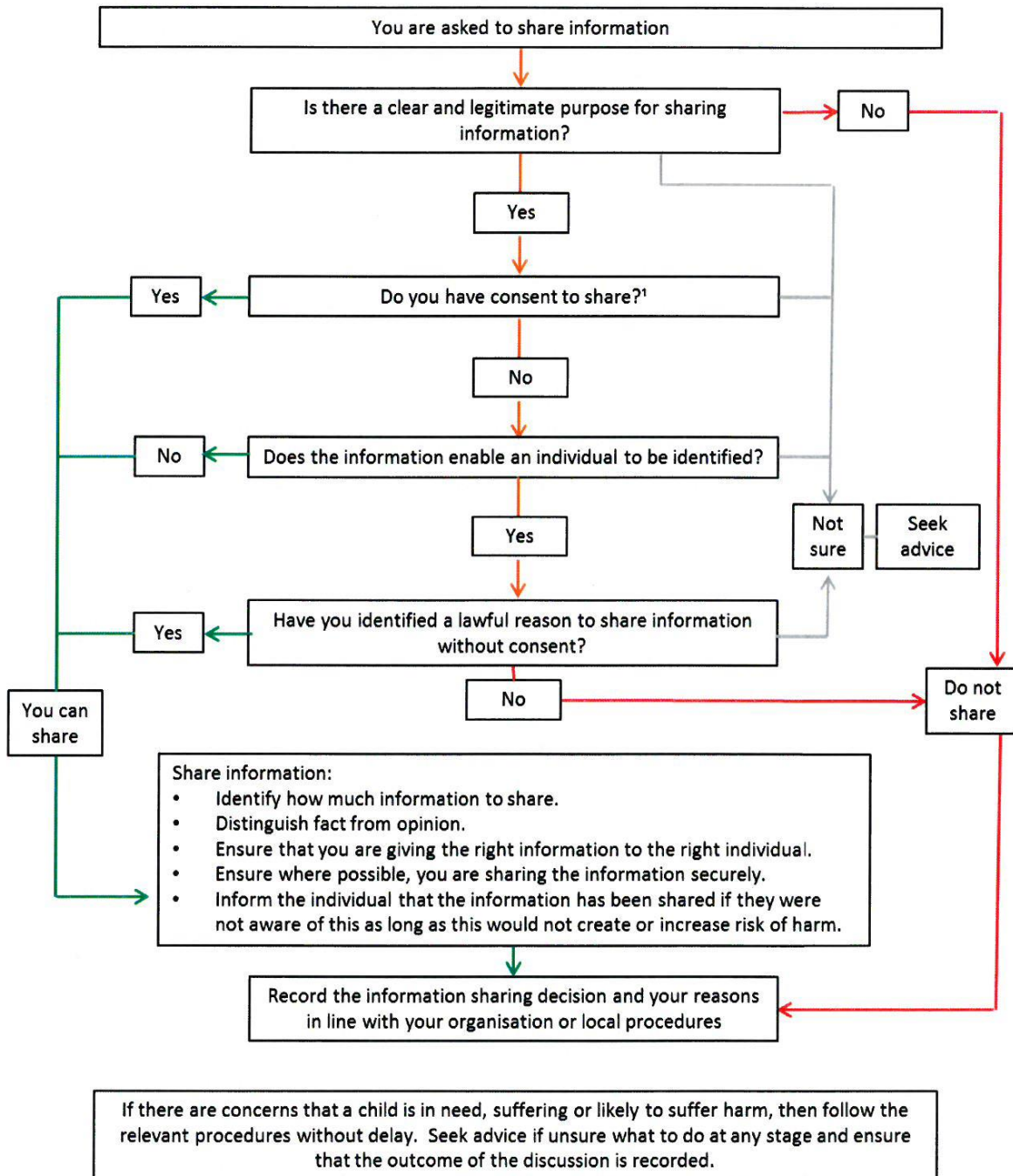
- Follow Ghyllside Primary School procedures for referring Safeguarding concerns e.g. discuss concerns with Designated Safeguarding Leads (Headteacher/Deputy Headteachers/Assistant Head, EYFS & KS1 Senior Leader)
- Complete CPOMs log as necessary

To refer outside of School

- If the child is at risk of immediate harm contact the Safeguarding Hub - 0300 373 2724
- Referrals will be assessed to see whether the threshold for intervention has been met
- Advice can be sought from: Cumbria Police. Dial: 101 or in an emergency 999
- Advice can also be sought from Counter Terrorism Policing North West by ringing 01772 413398 or emailing: CTPNW.lancashire@lancashire.police.uk
- High risk cases should trigger a Channel panel

Annex 4

FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



Annex 5

Response to reports of sexual violence and sexual harassment

See also KCSIE Part 5

Definitions

Sexual Violence

Rape
Assault by penetration Sexual assault

Sexual Harassment

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

REPORT RECEIVED

(from the victim or third-party)
[Onsite, offsite or online]

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised - listen to victim, non-judgementally - record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' para 62)
- parents of victim informed, unless this would put victim at greater risk.

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours) Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (eg. CSE)

Manage internally

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

Early help

Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

Refer to social care

All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary.

Refer to police

All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN

(See school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

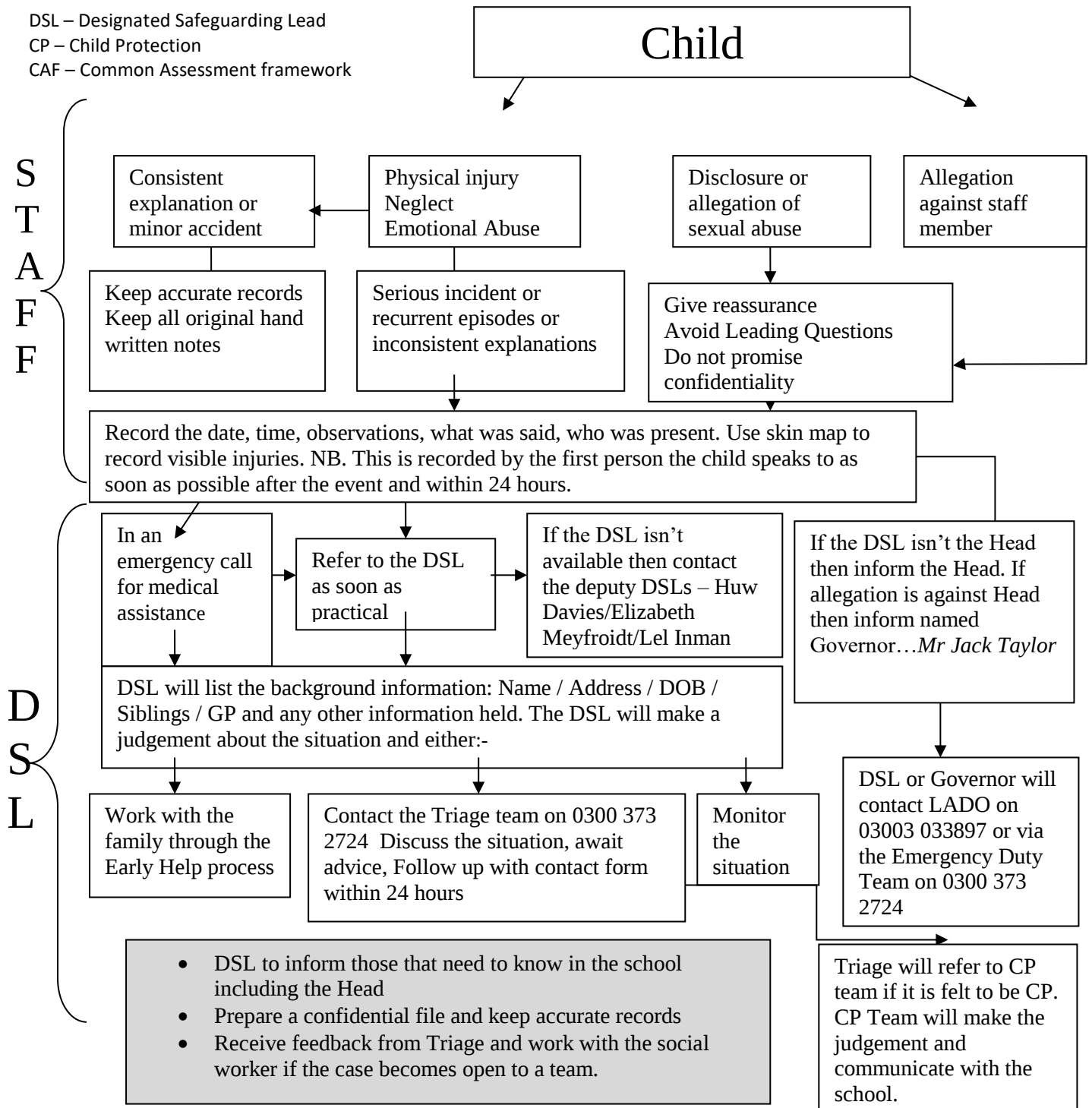
(May be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies.

CRIMINAL PROCESS ENDS

- **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty:** Support victim and alleged perpetrator
- **No Further Action:** Support victim and alleged perpetrator

Annex 6

DSL – Designated Safeguarding Lead
CP – Child Protection
CAF – Common Assessment framework



Annex 7

Child Volunteering Information

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reaction. Be re-assuring – (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'.) Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated
- Rather than directly questioning the child, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away
- Keep a copy of your notes
- Look after yourself by seeking some support

Things you should not do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself
- Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with *closed* questions.

Questioning Skills

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

The following table gives some examples of both.

Closed Questions

Do
Did
Can
Would
Could
Are etc.

Open Questions

Tell me
Explain to me
Describe to me
Who
What
When
Where
How

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

Do say:

'Thank you for telling me'

'I am sorry it has happened to you'

'I am going to help you, and will tell you what I am going to do'

'It should not have happened'

'You are not to blame'

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It is anybody's fault