



CAMBRIDGE  
SCHOOL OF  
VISUAL &  
PERFORMING  
ARTS

# SAFEGUARDING AND CHILD PROTECTION POLICY

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Introduction .....	4
Prevention.....	5
Procedures.....	5
The College/s will:.....	6
Governing Body Child Protection Responsibilities .....	7
Liaison with Other Agencies.....	8
Record Keeping .....	8
Confidentiality and information sharing .....	8
The College/s will:.....	9
Communication with Parents/Guardians .....	9
Supporting vulnerable Students .....	9
The College/s will support the student through .....	10
Child Sexual Exploitation (CSE).....	10
Peer on Peer Abuse.....	11
Child on child sexual violence and sexual harassment .....	11
Prevention of Radicalisation.....	12
Students with Special Educational Needs (SEN/D) .....	13
Online-safety.....	13
Preventing Unsuitable People from Working with Children .....	14
What staff should do if they have concerns about another staff member or volunteer who may pose a risk of harm to students .....	14
Other Related Policies .....	15
Boarding Schools and Extra Curriculum Activities (on or off College/s site/s) .....	16
Four categories of abuse .....	17
Specific safeguarding issues.....	18
Children showing signs of Abuse and/or Neglect.....	18
Young Carers.....	18
Children Criminal Exploitation (CCE) .....	19
Children Missing Education (CME) .....	19
Children at Risk of Child Sexual Exploitation .....	19
Children Living with Domestic Abuse .....	20
Children at risk of ‘Honour- Based’ Violence including Female Genital Mutilation .....	20
Looked after children and previously looked after children .....	21
Children at Risk of Radicalisation .....	21



Children Misusing Drugs or Alcohol .....	21
Children who have Family Members in Prison .....	21
<b>Appendix B</b> .....	22
Contact Details.....	22
Relevant Documents.....	22
<b>Appendix C</b> .....	24
Staff Guidance for Safer Working Practice (Code of Conduct) .....	24
<b>Appendix D</b> .....	26
What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children (see also KCSIE Part four) .....	26
<b>Appendix E</b> .....	27
Overall process flowchart.....	27
<b>Appendix F</b> .....	28
Introduction .....	29
Key contacts .....	29
Supporting Children in School.....	30
Supporting children not in school .....	30
CATS Cambridge & CSVPA will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. ....	31
Vulnerable children .....	31
Attendance monitoring .....	32
Designated Safeguarding Lead Arrangements .....	32
Reporting a concern.....	33
Safer recruitment/volunteers and movement of staff.....	33
Online safety in schools and colleges .....	34
Children and online safety away from school and college .....	34
Peer on Peer Abuse.....	35
Children moving schools.....	35
COVID-19 SCHOOL ARRANGEMENTS .....	27



## Introduction

CATS College Cambridge/CSVPA fully recognises the responsibility it has to have arrangements in place to safeguard and promote the welfare of children.<sup>1</sup>

The College/s are committed to safeguarding and promoting the welfare of all students. We expect staff, volunteers, visitors and students to share this commitment

This responsibility is set out under section 175 (Section 157 for Independent Schools) of the Education Act 2002 and is more fully explained in the statutory guidance for schools and Colleges “Keeping Children Safe in Education” (KCSIE, September 2020). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).<sup>2</sup>

Staff should read the above document together with “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015).

At CATS College Cambridge and CSVPA this guidance applies to all students.

Through their day-to-day contact with students, staff at the College/s have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which students can learn
- Identify students who may benefit from early help
- Know what to do if a student tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

This policy sets out how the College’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of all students at the College/s. Our policy applies to all staff, paid and unpaid, working in the school including governors, administrative staff as well as teachers can be the first point of disclosure for a student. Concerned parents/guardians may also contact the College/s and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

## There are four main elements to our policy:

- **PREVENTION:** through the teaching and pastoral support offered to students and the creation and maintenance of a whole College/s protective ethos
- **PROCEDURES:** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

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<sup>1</sup> We require that Head Office staff who visit the Colleges undergo the NSPCC Basic Child Protection & Safeguarding online course and read.

The names of the DSL and Designated persons for CATS Cambridge and CSVPA will also be shared with Head Office staff.

<sup>2</sup> Staff are required to read and follow the guidance contained in Appendix A (Included in Part 1 of the document).

- **SUPPORTING VULNERABLE CHILDREN:** those who may have been abused or witnessed violence towards others.
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN:** - by conducting the appropriate safer recruitment and Disclosure and Barring Service checks (All procedures for Safer Recruitment are outlined in the Recruitment, Selection and Employment policy).

## Prevention

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

### The College/s will therefore:

- Establish and maintain an environment where our students feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- Ensure students know that there are adults in the College/s whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- Include in the curriculum activities and opportunities which equip our students with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- Include in the curriculum material which will help develop realistic attitudes to the responsibilities of adult life, particularly with regard to student care and parenting skills

## Procedures

- We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>
- The Designated Safeguarding Lead (DSL) for Child Protection for CATS Cambridge is: **Blake Feig**
- The Designated Safeguarding Lead (DSL) for Child Protection for CSVPA is: **Thomas Marty**
- The Designated Governor for Safeguarding is: **Craig Wilson**
- The Chair of Governors is: **Christopher Stacey (acting)**
- The Principal for CATS Cambridge is: **Dominic Tomalin**
- The Rector for CSVPA is: **Karen Askham**

## Practicalities regarding disclosures

- You should always ensure that the time and place is appropriate to allow students to make a disclosure, if it is not, you should reassure the student that you understand they need to discuss something very important and that it warrants time, space and privacy. You should make time to meet before the end of the school day.
- In accordance with the Safeguarding policy only work mobiles and email accounts should be used for any communication with students.
- You should make clear at the beginning of the conversation or communication that there are limits to confidentiality. You should generally inform the student when a confidence has to be broken, but in some circumstances may speak to the DSL/Deputy DSL without informing the student.
- You should not use leading questions when receiving a disclosure from a student. You should ensure that you take effective, verbatim notes, this will help to avoid asking the student having to repeat distressing matters to several people.
- You must report any disclosures by students or parents involving the health or wellbeing of the student to the DSL as soon as possible after the disclosure.

- Any staff member may make a direct referral to Children’s Social care via the Customer service Centre  
Tel: 0345 045 5203
- This includes:
  - Any form of abuse (physical, sexual, emotional or neglect)
  - Substance misuse or risk-taking behaviour
  - Medical concerns (including mental health, such as indications of self-harm)

This is not an exhaustive list.

Such a disclosure to the DSL must be made in an appropriate setting; one in which others cannot overhear. Where appropriate disclosures can be documented via private notes on Shackleton.

Whenever appropriate, students should be encouraged to confide in their parents/legal guardian.

Never be worried about documenting disclosures which you think are too low level to be of concern, they may be a crucial piece of information to complete the picture for the DSL.

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.

## Situations for immediate referral to the DSL, Children's Social Care or the Police

If the student is in imminent danger you should first attempt to contact the DSL/Deputy DSL. If you cannot do so then contact the police. Inform the DSL/Deputy DSL of your action as soon as is practicable. If the student needs immediate medical attention contact the College Nurses or emergency services.

In cases where there has been a disclosure of sexual abuse or physical harm you must make an immediate referral to the DSL/Deputy DSL. If you unable to contact the DSL/Deputy DSL you should make a direct referral to Children’s Social care via the Customer Service Centre Tel: 0345 045 5203.

It is a statutory duty for teachers in England and Wales to report ‘known’ cases of Female Genital Mutilation (FGM) in under-18s which they identify in the course of their professional work to the police. (Multi-agency statutory guidance on female genital mutilation, July 2020). For further information see the FGM section below.

## The College/s will:

- Ensure the DSL has lead responsibility for safeguarding and Child Protection including on-line safety.
- Ensure the DSL has the appropriate status and authority within the College/s to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on student welfare and Child Protection matters. (‘Keeping Children Safe in Education, Annex B’)
- Ensure the activities of the DSL can be delegated to appropriately-trained deputies (DPs).
- Ensure the lead responsibility for Child Protection remains with the DSL and cannot be delegated.
- Ensure the DSL and DPs will undergo the two-day training course run by the Education Safeguarding Team and that this training is updated every two years. In addition to the formal training set out above the DSL and DPs will refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.
- Ensure that every member of staff, paid and unpaid, and the governing body, knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction.
- 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 DP on call rota known to the Boarding Team. If, in exceptional circumstances, the DSL and DDSLs are not available then staff should consider speaking to a member of the senior leadership team and/or take advice from social care.

- Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.

## Governing Body Child Protection Responsibilities

The governing body fully recognises its responsibilities with regard to Child Protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures, and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and Child Protection who will take leadership responsibility for the Colleges safeguarding arrangements and practice and champion Child Protection issues and who has undertaken appropriate training.
- Ensure an annual report is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay with updates to policies and procedures.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the College website.
- Ensure that students' exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure student's wishes and feelings are taken into account where there are safeguarding concerns.

The governing body:

- Ensures that DSL and DPs take advice from a Child Protection specialist when managing complex cases. Contact numbers are found in Appendix B.
- Ensures every member of staff and every governor knows:
  - The name of the designated person/s and their role/s
  - How to identify the signs of abuse and neglect
  - 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 for referring Child Protection concerns to the DSL/DP/s
  - That they have a responsibility to provide a safe environment in which students can learn
  - Where to find the Inter – Agency Procedures on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website
- Ensures that all staff members undergo safeguarding and Child Protection training at induction. The training covers the information in Working Together (2018), Cambridgeshire and Peterborough Safeguarding Children Partnership Board, DfE statutory guidance - Keeping Children Safe in Education, September 2020( Part 1 KCSIE should be read by all staff, Annex A by school leaders and those who work directly with children), What to do if you're worried a child is being abused 2015, Guidance for Safer Working Practice 2019, Prevent 2015, online-safety and how these relate to College policies and procedures. Training also covers the code of conduct 'Staff Guidance for Safer Working Practice' (Appendix C) and whistleblowing. All staff members receive regular safeguarding and Child Protection updates via the College's Daily Bulletin as required and refresher training annually, with full re-training every 3 years.
- Ensures that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the whistle-blowing policy (found here:

[https://catscolleges.sharepoint.com/sites/CATS\\_CSVPACentral\\_HRGeneral/Policies/Forms/AllItems.aspx](https://catscolleges.sharepoint.com/sites/CATS_CSVPACentral_HRGeneral/Policies/Forms/AllItems.aspx)

Any concern/allegation of abuse made against a member of staff will be reported straight away to the Principal/Rector as the employer and in their absence the Chair of Governors. In cases where the Principal/Rector is the subject of a concern/allegation, it will be reported to the Chair of Governors without first notifying the Principal/Rector (See Allegations flowchart Appendix D.). The College/s will follow the procedures set out in Part four of Keeping Children Safe in Education.

- Ensures that parents/guardians are informed of the responsibility placed on the College/s and staff in relation to Child Protection by setting out these duties in the College prospectus & website
- Ensures that this policy is available publicly either via the College website (<http://www.catseducation.com/locations/cambridge.htm>) or by other means.

## Liaison with Other Agencies

The College/s will:

- Work to develop effective links with relevant services to promote the safety and welfare of all students
- Co-operate as required, in line with Working Together to Safeguard Children (July 2018), with key agencies in their enquiries regarding Child Protection matters including attendance and providing written reports at Child Protection conferences and core groups
- Notify the relevant Social Care Team immediately if:
  - It should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently);
  - There is an unexplained absence of a student who is subject to a Child Protection Plan
  - There is any change in circumstances to a student who is subject to a Child Protection Plan

## Record Keeping

The College/s will:

- Keep clear, detailed, accurate, written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- Ensure all records are kept securely, separate from the main student file, and in a locked location
- Ensure all relevant Child Protection records are sent to the receiving school or establishment when a student moves schools in accordance with “Keeping Children Safe in Education” (September 2020) and the Education Safeguarding Team’s Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- Make parents/guardians aware that such records exist except where to do so would place the student at risk of harm.
- All actions and decisions will be led by what is considered to be in the best interests of the child.

## Confidentiality and information sharing

- Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. The Data Protection Act does not prevent College/s staff from sharing information with relevant agencies, where that information may help to protect a student
- Child protection records are subject to the provisions of the Data Protection Act, 2018. This means that a parent, or young person of sufficient age and understanding, may make a request to see the Child Protection record. If any member of staff receives a request from a student or parents to see Child Protection requests, they will refer the request to the Designated Safeguarding Lead or Principal of the College/s

- The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.
- In cases where the 'serious harm test' is met, the College/s understand they must withhold providing data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the College/s will seek independent legal advice.

### The College/s will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Designated Safeguarding Lead or Social Care as required.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children (as set out in "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE July 2018)
- Ensure that the Designated Safeguarding Lead will only disclose any information about a student to other members of staff on a 'need to know' basis
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- Ensure staff are clear with students that they cannot promise to keep secrets

### Communication with Parents/Guardians

The College/s will:

- Ensure that parents/guardians are informed of the responsibility placed on the College/s and staff in relation to Child Protection by setting out its duties in the Colleges' prospectus/website
- Undertake appropriate discussion with parents/guardians prior to involvement of another agency unless the circumstances preclude this action. If the College/s believes that notifying parents could increase the risk of harm to the student, advice will be sought from Social Care. (Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board). Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the student has an injury.
- Record what discussions have taken place with parents/guardians on the Colleges Log of Concern about a Student's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

### Supporting vulnerable Students

- We recognise that any student may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- We recognise that abuse or witnessing violence may have an adverse impact on students which may last into adulthood without appropriate intervention and support.
- This College/s may be the only stable, secure and predictable element in the lives of student at risk. Nevertheless, when at College their behaviour may be challenging and defiant or they may become withdrawn
- We recognise that some vulnerable students may develop abusive behaviours and that these students may need to be referred on for appropriate support and intervention

- Should any children in need be enrolled at the College/s services necessary to safeguard and promote the welfare of these children will provided to support families who may be in need of them.  
Definition: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled

### The College/s will support the student through

- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The College's behaviour policy will support vulnerable students in the College/s. All staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage the students' sense of self-worth. The College/s will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams
- A commitment to develop productive and supportive relationships with parents/guardians
- Recognition that students living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- Monitoring and supporting students' welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'
- When a student is missing from education, the College/s will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the District Education Welfare Officer and Social Care if a student is subject to a Child Protection Plan or there have been ongoing concerns

### Child Sexual Exploitation (CSE)

- Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults
- Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups
- Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming
- It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse
- Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions
- The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.
- The College/s recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions

## Peer on Peer Abuse

- All forms of peer on peer abuse are unacceptable and will be taken seriously
- Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, or “part of growing up”.
- Peer on peer abuse is of a gendered nature (i.e. it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously
- Peer on peer abuse can manifest itself in many ways, such as:
  - Sexual violence and sexual harassment.
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - Sexting (also known as youth produced sexual imagery). Further information can be found in “Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)
  - Bullying - All cases of bullying will be thoroughly investigated and a decision will be made by the DSL whether they should be reported as a child protection issue, or will be dealt with under the behaviour policy. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a student is suffering or likely to suffer significant harm.
  - Upskirting (part of the Voyeurism (Offences) Act, April 2019). This form of abuse typically involves taking a picture under a person’s clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and is now a criminal offence.
- Any allegations of peer on peer abuse will be recorded, investigated and dealt with under the Child Protection procedures outlined in this policy.
- Peer on Peer abuse will not be tolerated, and victims will be appropriately supported.
- Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations. Both will be supported as individuals with the specific arrangements depending on the circumstances of the case. Confidentiality from the wider College community will be maintained where possible.
- In order to minimise the risk of peer-on-peer abuse, the College/s will include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- All staff should be clear as to the College policy and procedures with regards to peer on peer abuse.
- All staff will be trained to manage a report of child-on-child sexual violence and sexual harassment

## Child on child sexual violence and sexual harassment

- 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 are 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 children’s social care and the police as required.
- The initial response to a report from a student is important. It is essential that all victims are reassured that they are being taken seriously, that their wishes will be taken into account when decisions are being made, and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment, recorded electronically, considering the risks posed to all students and putting measures in place to protect them and keep them safe. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:
  - the victim, especially their protection and support;
  - the alleged perpetrator; and
  - all the other students (and, if appropriate, staff) at the College, especially any actions that are appropriate to protect them;
- The DSL (or deputy) will proactively engage with children’s social care and specialist services as required and take advice on:
  - risk and needs assessments and actions arising from them;
  - any investigation (which will also be influenced by the wishes of victims);
  - when to inform the alleged perpetrator of the allegations;
 All concerns, discussions, decisions and reasons for decisions will be recorded electronically.
- The risk and needs assessments and actions arising will continue to be updated as any investigation (internal, or external to the College) progresses.
- Further guidance can be found in ‘Keeping Children Safe in Education - Part Five’ (September 2020), ‘Sexual violence and sexual harassment between children in schools and colleges,’ (DfE, May 2018) and ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ published by the UK Council for Child Internet Safety (UKCCIS)

## Prevention of Radicalisation

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Further information can be found in ‘Revised Prevent duty guidance: for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. CATS Cambridge & CSVPA is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- The Counter-Terrorism and Security Act, 2015 places a duty on authorities (including schools/Colleges) ‘to have due regard to the need to prevent people from being drawn into terrorism’. These duties should be seen alongside schools/Colleges duties to promote British values as a means of “building children’s resilience to radicalisation”.
- The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.
- When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead. If appropriate the DSL will make a Channel referral.
- See also ‘The Prevent Duty, Departmental advice for schools and childcare providers’, DfE (June 2015), and ‘Revised Prevent Duty Guidance: for England and Wales,’ HM Government, (July 2015).

## Students with Special Educational Needs (SEN/D)

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

- The College/s may have students with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual student and raise self-esteem as part of an overall behaviour support plan agreed with parents/guardians
- The College/s may have students who may have communication difficulties and we are aware that they are vulnerable to abuse and may be disproportionately impacted by behaviours such as bullying because they are unable to express themselves to others. Instead such students will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the student.
- Staff must not assume that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- Staff should recognise that these students are more vulnerable to peer-on-peer abuse than other students.
- We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

## Online-safety

We recognise that the online environment and mobile technology presents positive opportunities, but also significant risks. As such emerging technologies will be examined for educational benefit and a risk assessment will be carried out by CATS Colleges IT.

To mitigate risks the following arrangements are in place:

With respect to staff and students:

- The College/s have WiFi within the teaching spaces and the Boarding Houses which has the Fortiguard Security filtering system installed
- The College/s will take all reasonable precautions to ensure that users access only appropriate material. However, due to the global and connected nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur via a College access or if via 3G, 4G or 5G services
- CATS Colleges IT will audit internet use to establish if online-safety measures are adequate and that the implementation of the online-safety measures are appropriate
  - The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990

**With respect to staff:**

- Staff will be issued with a College phone where contact with students is required. It is not permitted for staff to use their personal mobile phone, email or any online social media accounts to communicate with students
- Advice for staff is also included in the code of conduct 'Staff Guidance for Safer Working Practice' (Appendix C)
- Our policy on use of mobile phones, cameras and sharing of images is set out in the code of conduct 'Staff Guidance for Safer Working Practice' (Appendix C) and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the College has developed a policy to outline the required protocol for all staff, students, volunteers and parents/guardians.

#### **With respect to students:**

- Mobile phones should only be used as part of a lesson during lesson time. The sending of abusive or inappropriate text, picture or video messages is forbidden
- WiFi access in the Boarding Houses enables students to contact home via the internet on a regular basis, but is not available overnight to allow students ample time for rest and to aid them in their sleep time management
- The College/s recognise that as a multi-cultural community we must be sensitive to Internet related issues experienced by students outside the College environment e.g. on social networking sites. We provide education to our students about how to keep themselves safe, including on-line and when accessing remote learning

#### **Cyberbullying**

It is essential that students, College 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. Promoting a culture of confident users will support innovation and safety.

Cyberbullying (along with all forms of bullying) will not be tolerated in College. Full details are set out in the College's on Anti-bullying Policy. There is welfare support available to any students who have been affected by Cyberbullying.

#### **Sexting**

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created

The College/s will address any issues with sexting or risky online behaviour guidance and all incidents of concerning online behaviour will be recorded.

## Preventing Unsuitable People from Working with Children

The College/s will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2020) and the College's Recruitment Selection & Employment Policy

- The following members of staff have undertaken Safer Recruitment training:
  - Dominic Tomalin – Principal
  - Qadeer Afzal – Assistant Principal Academic, CATS
  - Jim Todd – Head of Boarding
  - Maria Zabore – Office Manager, CATS
  - Karin Askham – Rector
  - Rupert Morgan – Course Leader Extended Diploma
  - Renata Grant – Dean of Academic Programmes 3-4, Course leader FAD
  - Peter Buncome – Teacher of Photography and Head of Summer School

## What staff should do if they have concerns about another staff member or volunteer who may pose a risk of harm to students

- Any concern/allegation of abuse made against a member of staff (including supply staff and volunteers) will be reported straight away to the Principal/Rector as the employer and in their absence the Chair of Governors. In cases where the Principal/Rector is the subject of a concern/allegation, it will be reported to the Chair of Governors without first notifying the Principal/Rector (See Allegations flowchart Appendix D).

- The College/s will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2020)
- The College/s will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to Child Protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the College and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- Staff (including supply staff and volunteers) who are the subject of a concern/allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected because it is considered that the person may pose a risk of harm to students.
- Consideration must be given to the needs of the student and a recognition that a student may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- The College/s will ensure that all staff, paid and unpaid, 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 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.
- All staff have been made aware of the contents of the code of conduct 'Staff Guidance for Safer Working Practice' (Appendix C).
- The College/s will ensure that staff, supply staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- The College/s will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## Other Related Policies

- Anti-Bullying Policy
- Health and Safety Policy
- E-Safety and Acceptable Use Policy
- Whistleblowing Policy
- Complaints Policy
- Student Behaviour Policy
- Staff Guidance for Safer Working Practice (Appendix C)
- Medical Care Policy
- Missing Student Policy
- Confidentiality Policy
- Misuse of Non-Prescribed Drugs Policy
- Equality and Diversity Policy
- Pastoral Principals and Welfare Policy
- Use of Reasonable Force Policy
- Recruitment Selection & Employment Policy



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### Boarding Schools and Extra Curriculum Activities (on or off College/s site/s)

- As all College/s provide boarding facilities and extra curriculum activities directly under the supervision or management of College staff, the College/s arrangements for Child Protection as written in this policy shall apply.
- Where services or activities are provided separately by another body, either on or off College/s site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## Appendix A

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Four categories of abuse

**Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Neglect** - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.  
It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

### Children showing signs of Abuse and/or Neglect

The College/s recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. College may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The College/s will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

### Young Carers

The College/s recognise that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The College/s will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

## Children Criminal Exploitation (CCE)

Criminal exploitation (CCE) of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families (Keeping Children Safe in Education 2020). The College/s will address indicators of Child Criminal Exploitation (CCE) with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The College/s recognise that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

## Children Missing Education (CME)

The College/s recognise that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The College/s monitor attendance of individual pupils closely, as outlined in the Attendance Policy, and analyse patterns of absence to aid early identification of concerning patterns of absence.

The College/s endeavor to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

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

The College/s 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

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 something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The College/s recognise that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The College/s recognise that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

### Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police.

Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

### Looked after children and previously looked after children

The College/s recognise that a previously looked after child potentially remains vulnerable. The College/s will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter-Agency Procedures.'

### Children at Risk of Radicalisation

The College/s recognise that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the Colleges' safeguarding response. The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty. Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015), The Prevent duty: Departmental advice for schools and childminders (June 2015)

### Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child 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 pupil'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
- Where the child is perceived to be at risk of harm through any substance associated criminality

### Children who have Family Members in Prison

The College/s are committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The College/s recognise that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance. The College/s will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The College/s will work with the family and the child to minimise the risk of the child not achieving their full potential.

### Further Information

In addition to the information above it is important that staff who work directly with students recall the further information found in KCSIE 2020 Annex A.



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## Appendix B

### Contact Details

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
Karen 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 (acting)	Tel: +44 (0)7912 575 790
Education Safeguarding Team	ECPSGeneral@cambridgeshire.gov.uk
Early Help Hub (EHH)	Tel: +44 (0)345 045 1362
Customer Service Centre (Social Care)	Tel: +44 (0)345 045 5203
Emergency Duty Team (Out of hours)	Tel: +44 (0)1733 234 724
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Designated Officer (LADO) LADO@cambridgeshire.gov.uk	Tel: +44 (0)1223 727 967
Named Senior Officer for allegations Senior Education Adviser – Diane Stygal	Tel: +44 (0)1223 507 115
Prevent Engagement Team	Tel: +44 (0)1480 422 596 prevent@cams.pnn.police.uk

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures  
<http://www.safeguardingcambspeterborough.org.uk/children-board/>

### Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2020)

Safeguarding and remote education during coronavirus (COVID-19) (May 2020)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

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



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SCHOOL OF  
VISUAL &  
PERFORMING  
ARTS

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

## Appendix C

### Staff Guidance for Safer Working Practice (Code of Conduct)

All staff will be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense guidelines of how this can be achieved (they are not exhaustive):

- Never making sexually suggestive comments to students in jest or fun, or engages in rough, physical or sexually provocative games, including horseplay
- Never asking for personal information without providing an explanation of the reason for asking it and how the information is going to be used and stored and not guaranteeing confidentiality and privacy.
- Doing things of a personal nature for a student that they can do for themselves
- If a student approaches you inappropriately, discourage them and ensure you implement safe working practices such as: you are never alone with them, informing your line manager immediately or as soon as possible. In addition, make a written record of what has happened, including dates and times; what you said to your student; whom you spoke with after the event; and what advice you were given.
- If you find yourself in the position of teaching one on one always notify your line manager or another member of staff of the situation. If you have to move location then this also needs to be made known. Always leave the classroom door open and always make sure the student sits nearest the door. Where this is not possible, never obstruct exit pathway of the student by placing yourself between the exit and the student.
- If you have to speak to a student on a personal matter it is always best practice to have another member of staff present. Where this is impossible, notify your immediate line manager prior to speaking to the student and where this is not feasible then as soon as you possibly can and remember to record notes about the interaction.
- If you are teaching a subject which requires physical contact to support your teaching such as in Music or sports, ensure that you have made the student aware that physical contact is required, i.e. "I am going to show you how to place your arm. Is it ok if I hold your arm?" You should never engage in physical contact without prior agreement with the student.
- It is not appropriate for staff to socialise with students without the College being aware, and it is not appropriate for staff to use chat rooms or other online forums not set up by the College to communicate with students (i.e. Facebook and Twitter). Staff should always communicate within clearly defined boundaries. Staff should ensure that:
  - Personal social networking sites are set at private and never listed as approved contacts
  - Staff never use or access social networking sites of students
  - Staff do not give their personal mobile details to students, including their mobile telephone number
  - Staff only use equipment e.g. mobile phones, provided by school/service to communicate with students, making sure that parents have given permission for this form of communication to be used
  - Staff only make contact with students for professional reasons and in accordance with any College policy
  - Staff recognize that text messaging should only be used a part of an agreed protocol and when other forms of communication are not possible
  - Staff do not use internet or web-based communication channels to send personal messages to a young person
  - Staff may not register or post on the CATS Cambridge or CSVPA Facebook page without the express permission of the Principal or Rector. A new account must be created without any personal details or friends on and students may not access any personal information about you. Your College email should be used to sign up and not a personal one.



- Staff may not drive students in their own car unless they have business insurance and have logged all documents with the Operations/H & S Transport Manager. Any student needing transportation must therefore be transported by our registered Taxi company whose drivers are all DBS checked.
- Staff should not use personal mobiles to contact students at any time.
- Staff should not use personal cameras to take pictures of students.

As the University Foundation Programme has a shelf life of two years it is not considered appropriate for staff to have contact with former students for two years after they have left the College. Staff may however contact students or former students at any time using CATS College email.

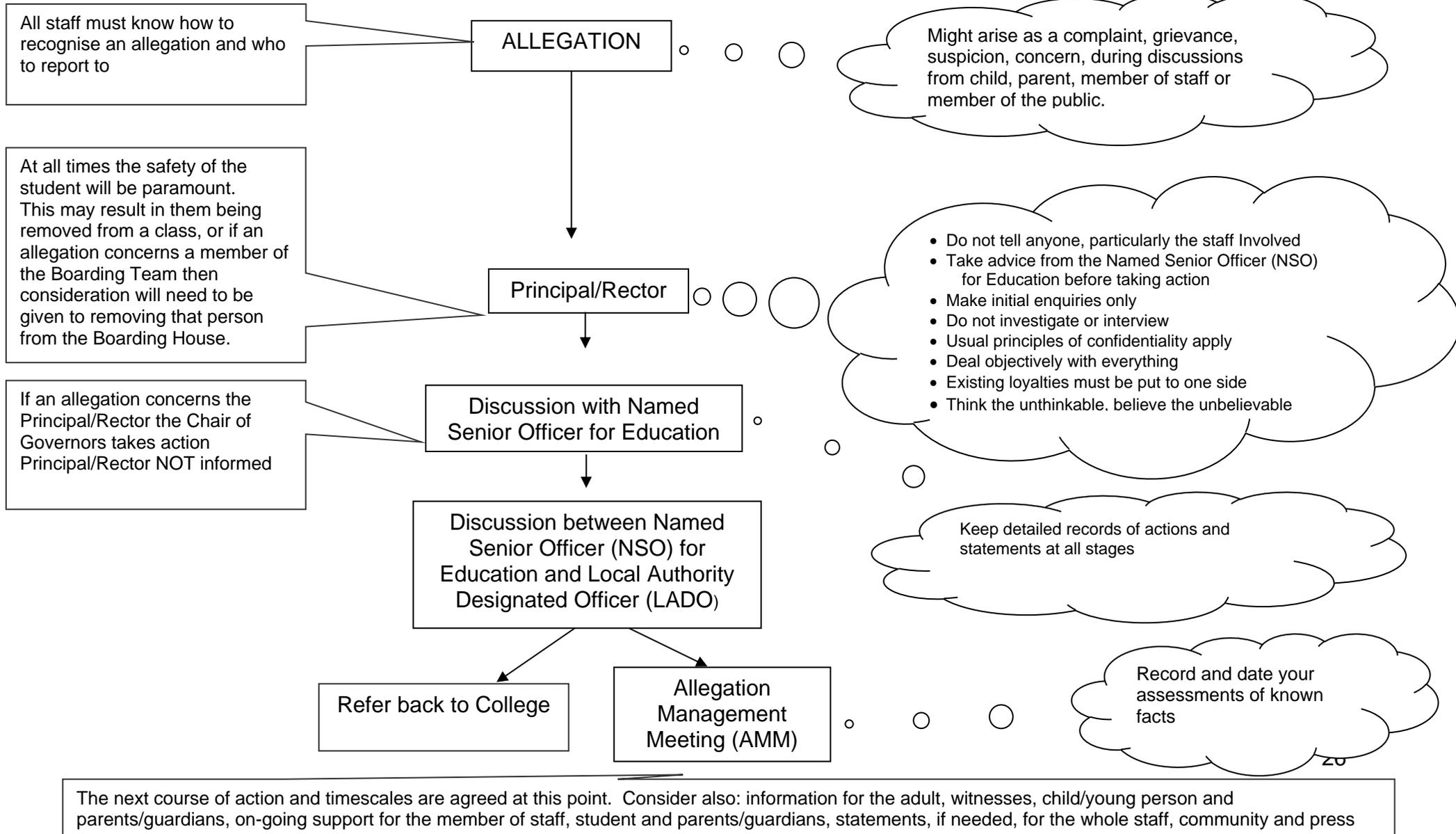
In terms of physical contact with students always remember whether behaviour is situational appropriate - a hug initiated by the student at graduation in the presence of others would be viewed differently to a hug initiated by you alone in a classroom. Again with any allegation, history of initiating contact is seen as a contributing factor.

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.

NB The above guidance should not be considered exhaustive and more detailed guidance can be found in "Guidance for Safer Working Practice for those working with children and young people in education settings" (May 2019). If staff feel further guidance is required for specific posts/activities, or they have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager/DSL.

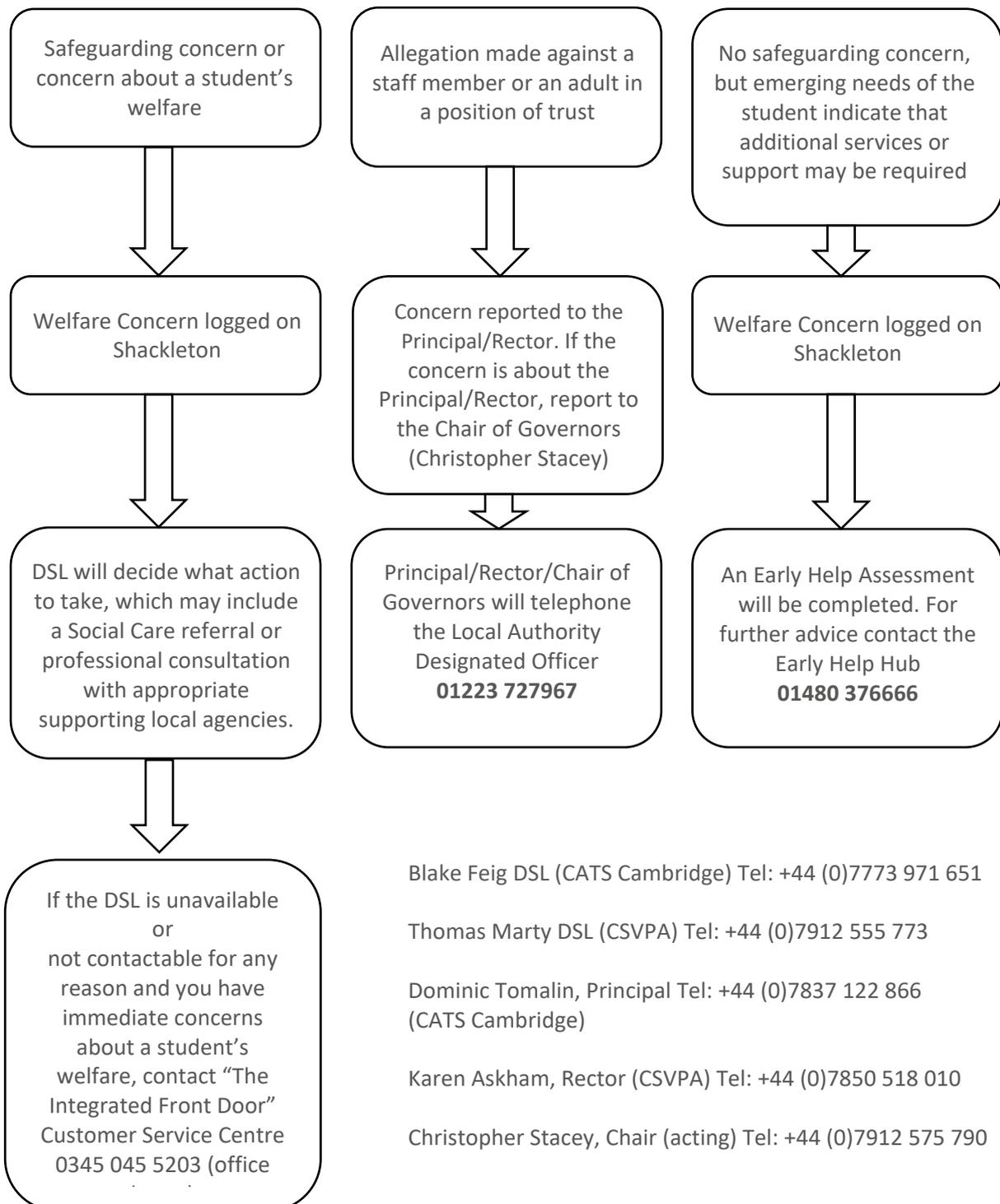
**Appendix D**

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children (see also KCSIE Part four)



## Appendix E

### Overall process flowchart





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*Appendix F*

# SAFEGUARDING AND SAFEGUARDING AND CHILD PROTECTION POLICY COVID-19 SCHOOL ARRANGEMENTS FOR CATS CAMBRIDGE & CSVPA

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Date added to Policy	Sept 2020
Approved by Board of Governors	26th September 2020
Next Review Date	As required, based on UK Government guidance
Lead for Review	Principal, Rector, DSLs, Designated Governor for Safeguarding and Child Protection



## Introduction

From 20th March 2020 parents were asked to keep their children at home, wherever possible and where it was safer to do so. Schools are to remain open only for those children of workers critical to the COVID-19 response and children who are vulnerable, with an EHCP or have an allocated Social Worker.

This revised addendum of CATS Cambridge and CSVPA Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements during this time, to protect all children, whether attending school or remaining at home, from harm and abuse.

CATS Cambridge and CSVPA are committed to ensuring the safety and wellbeing of all their students and will ensure compliance with Keeping Children Safe in Education (KCSIE) which remains in force throughout the response to coronavirus (COVID-19).

The following safeguarding principles therefore remain unchanged:

- The best interests of children must always continue to come first;
- If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately;
- A DSL or deputy should be available;
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children;
- Children should continue to be protected when they are online.

## Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Blake Feig CATS Cambridge	+44 7773 971 651	bfeig@catscambridge.com
	Tomas Marty CSVPA	+44 7912 555 773	tmarty@csvpa.com
Deputy Designated Safeguarding Leads	James Todd CATS Cambridge	+44 7900 490 117	jtodd@catscambridge.com
	Amna Blake CATS Cambridge	+44 7741 144 280	ablake@catscambridge.com
	Elizabeth Nantais CSVPA	+44 7747 533 306	enantais@csvpa.com
Principal	Dominic Tomalin CATS Cambridge	+44 7837 122 866	dtomalin@catscambridge.com
Rector	Karen Askham CSVPA	+44 7850 518 010	kaskham@csvpa.com
Chair of Governors	Christopher Stacey	+44 7912 575 790	cstacey@ceg-uk.com



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## Supporting Children in School

CATS Cambridge & CSVPA is committed to ensuring the safety and wellbeing of all its students.

CATS Cambridge & CSVPA will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

CATS Cambridge & CSVPA will refer to the Government guidance for education and childcare settings on how to implement social distancing: [implementing protective measures in education and childcare settings](#)

CATS Cambridge & CSVPA will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

CATS Cambridge & CSVPA will continue to be a safe spaces for all children to attend and flourish. We recognise that for some children the return to school after an extended period of time at home will be challenging and staff will support children to adjust to the necessary changes to the school environment and routines. Supporting pupil wellbeing will be at the forefront of our approach and school staff will seek to provide reassurance to pupils as we manage the transition period. Staff will talk to the children about the changes to the school day in an age appropriate manner, acknowledge and listen to pupil anxieties and support children to understand the altered routines.

CATS Cambridge & CSVPA recognise that the current circumstances may adversely affect the mental health of children and their parents. School staff have been briefed to look out for changes in behaviour or in a child's emotional state, which could range from being excessively clingy, fearful, withdrawn or aggressive as more children return to school. As always, pupil wellbeing is at the heart of our work, and school staff will seek to provide appropriate support for pupils both in school and where required from specialist services.

## Supporting children not in school

CATS Cambridge & CSVPA is committed to ensuring the safety and wellbeing of all its children and young people.

CATS Cambridge & CSVPA recognise that some children will not be eligible to return to school immediately due to the phased nature of re-opening, potential travel and visa limitations and that some parents/carers of children eligible to attend may choose not to send them to school at this time.

CATS Cambridge & CSVPA recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at school name need to be aware of this in setting expectations of pupils' work where they are at home.

Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.



Details of this plan will be recorded, as should a record of all contact made.

CATS Cambridge & CSVPA and their DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The College Counsellor and members of the Welfare Team will continue to contact those students who have been identified as requiring extra support. Where appropriate, those students will continue to be offered support sessions online.

If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about safe and well checks.

The school will share safeguarding messages on its website and social media pages.

CATS Cambridge & CSVPA will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

## Vulnerable children

Vulnerable children include those who have a Social Worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHCP).

Those who have a Social Worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those about whom there have been concerns but not currently open to Social Care.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Currently CATS Cambridge & CSVPA do not have any students who are classified as Vulnerable Children. We will however continue to work with and support children's Social Workers to help protect vulnerable children when needed. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Blake Feig (CATS Cambridge) and Thomas Marty (CSVPA)

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and CATS Cambridge & CSVPA & CSVPA will explore the reasons for this directly with the parent.



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VISUAL &  
PERFORMING  
ARTS

Where parents are concerned about the risk of the child contracting COVID19, CATS Cambridge & CSVPA or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

CATS Cambridge & CSVPA will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### Attendance monitoring

Local Authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

All lessons will be taught online until September 21st 2020 and teachers will provide tuition from home. The students who are in our boarding houses, will continue to be monitored in boarding. Morning registers and evening curfew checks will continue to be completed daily. Full details of the College's processes for attendance can be found here: [https://www.catseducation.com/ugc-1/1/7/0/attendance\\_and\\_engagement\\_policy.pdf](https://www.catseducation.com/ugc-1/1/7/0/attendance_and_engagement_policy.pdf)

CATS Cambridge & CSVPA will follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

### How Will This Look in CATS Cambridge & CSVPA?

To support the above, CATS Cambridge & CSVPA will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, CATS Cambridge & CSVPA will notify their Social Worker.

### Designated Safeguarding Lead Arrangements

CATS Cambridge & CSVPA have Designated Safeguarding Leads (DSL's) and Deputy DSL's.

The Designated Safeguarding Leads are: Blake Feig (CATS Cambridge) and Thomas Marty (CSVPA)

The Deputy Designated Safeguarding Leads are: James Todd and Amna Blake (CATS Cambridge) and Elizabeth Nantais (CSVPA)

We will endeavour to have a trained DSL (or deputy) available on site. Where this is not possible, a trained DSL (or deputy) will be available to be contacted via phone or email or through our electronic recording system, Shackleton.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.



It is important that all CATS Cambridge & CSVPA staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with Social Workers, and attend all multi-agency meetings, which are being held remotely.

### Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the College's Safeguarding and Child Protection Policy. CATS Cambridge & CSVPA uses an electronic recording system, Shackleton, which staff are able to access from home.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal according to the Safeguarding and Child Protection Policy.

If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.

Concerns around the Principal should be directed to the Chair of Governors: Christopher Stacey.

### Safeguarding Training and induction

DSL training will continue in modified form whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The Local Authority Education Safeguarding Team is providing advice and guidance, where needed, to schools through a dedicated helpline.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020). All staff will receive updates as appropriate and will follow the guidance set out in Keeping Children Safe in Education 2020. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter CATS Cambridge & CSVPA, they will continue to be provided with a safeguarding induction.

Upon arrival, they will be given a copy of the receiving setting's Safeguarding and Child Protection Policy, guidance on local processes and confirmation of DSL arrangements.

### Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, CATS Cambridge & CSVPA will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020).



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VISUAL &  
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ARTS

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where CATS Cambridge & CSVPA are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

CATS Cambridge & CSVPA will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 of KCSIE.

CATS Cambridge & CSVPA will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 143 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:  
Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, CATS Cambridge & CSVPA will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

### Online safety in schools and colleges

CATS Cambridge & CSVPA will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

### Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.



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School closures bring lots of challenges for both school staff and parents, and both are increasingly looking to the benefits of technology to continue delivering some form of learning experience for children.

As always, there are huge benefits to be gained from the appropriate use of technology, and accessing learning resources whilst at home is a great example of this. However, parents (and teachers) need to be aware of the potential risks that go along with this.

CATS Cambridge & CSVPA will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. All staff will continue to follow the guidance for communicating with students online as outlined in the College's Safeguarding and Child Protection Policy and Guidance for Safer Working Practice, Addendum April 2020.

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-1.pdf>

### Peer on Peer Abuse

CATS Cambridge & CSVPA recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding and Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

### Children moving schools

As always, where children join our school from other settings we will seek confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe.

In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed Social Worker and where relevant for the Virtual School Head.

Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.