



CALDEW SCHOOL

PERSONAL WELFARE POLICY

Reviewed under Student Welfare & Guidance Committee

On school website

Reviewed biennially

Adopted: April 2025

Next review: April 2027

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

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1. MISUSE OF DRUGS / SUBSTANCES

Statement

The Governors strongly support the firm line that is taken by the School on drugs and view any incident involving drugs extremely seriously.

They believe every opportunity should be taken to discourage students from using drugs such as through the Learning For Life lessons and through school assemblies when appropriate. Legal and Illegal drugs education is delivered in Learning For Life lessons from Years 7-11. It has been made clear to parents that the school does everything it can to deter students from experimenting with drugs.

Policy

Introduction

- The Governors' policy on drugs and related matters seeks to reflect current thinking in issues related to illegal drugs and substances and will be guided by national legislation, DfE and LA recommendations.
- The policy applies to all potentially harmful drugs including alcohol, tobacco, volatile and illegal substances and legal or illegal drugs.
- The policy applies to school and all school related activities such as travel to and from school, school trips and residential visits.
- The policy sets out both the educative framework within which the issue of drug taking may be sensitively addressed within school and the disciplinary response to those students who break the school expectations and the law with respect to misuse of substances.

The school aims:

- to enable young people to make healthy, informed choices by increasing knowledge and exploring attitudes relating to drugs and substances
- to increase understanding of the implications and possible consequences of their use and misuse for both the individual and those around them
- to widen understanding of related health and social issues, eg sex and sexuality, crime, HIV and AIDS
- to enable school staff, young people and their parents and carers to identify sources of appropriate support.
- to develop an effective education and training programme for students and staff. Drug related education and training programmes cannot be carried out in isolation but will form part of a comprehensive programme of health education aimed at preparing young people for the opportunities, responsibilities and experience of adult life.
- to raise awareness amongst school staff (teaching and support staff), governors and parents about the issues related to drug use and misuse.
- to keep and provide up-to-date information about resources and local support services.

Curriculum

The school curriculum for teaching the misuse of drugs/ substances will cover the following topics throughout KS3, KS4 and KS5 at an age appropriate level:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

The Legal Position

The Law on Drugs – It is an offence under the Misuse of Drugs Act 1971:

- (i) to supply, or offer to supply, a controlled drug to another in contravention of the Act;
- (ii) to be in possession, or to possess with intent to supply to another, a controlled drug in contravention of the Act; it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing, or continuing to commit, an offence and that as soon as possible after taking possession of it s/he took all such steps as were reasonably open to him to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- (iii) for the occupier or someone concerned in the management of any premises knowingly to permit, or suffer, on those premises the smoking of cannabis; or the production, attempted production, supply, attempted supply or offering to supply of any controlled drug.

Confidentiality

Members of staff should never give guarantee of confidentiality regarding drug or substance misuse issues.

Parents

Irrespective of the sanctions applied, the staff of Caldew School will always work with the parents or carers to solve problems, share information and to try and reach a suitable conclusion in the best interests of all concerned in responding to drug or substance related incidents.

Outside Agencies

The Police, Social Services, the Health Services and other relevant agencies will be involved as deemed appropriate.

Co-ordination of Drugs Related Issues in School

Caldew School has a named person, Mr Hammond, who will act as a Co-ordinator, liaise with outside agencies and work closely with the pastoral teams and senior staff. Any member of staff suspecting he or she has information regarding a drug or substance abuse incident should refer immediately to the Co-ordinator.

Summary

Caldew School Governing Body views the taking and misuse of drugs or other substances extremely seriously and strong measures will be taken to ensure that the problem does not become an accepted aspect of school life. Sanctions will be invoked against any students found to be supplying, in possession of or having misused drugs or other harmful substances, which may include permanent exclusion. Sanctions will likewise be invoked against any student who through their own actions has been deemed to have put the safety of another person at risk. The Police will normally be informed, in line with DfE guidelines.

2. RELATIONSHIP and SEX Education

This policy highlights the significance of learning about forming successful personal relationships, including those most intimate, as a basis for a fulfilling life which realises everyone's potential. It also recognises the importance of understanding the risks to health and wellbeing which may be a significant dimension of entering into sexual relationships. In that respect, it contributes to the maintenance of a safe and caring school environment.

Principles

The aims of our Relationships and Sex Education (RSE) policy and practice are as follows:

1. To provide accurate information and to enable young people to make responsible and informed decisions.
2. To help and support young people through their physical, emotional and moral development.
3. To help young people to develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help young people to understand difference and to respect both themselves and others; to prevent and remove prejudice.
5. To promote the spiritual, moral, cultural, mental and physical development of young people at school, and to help prepare them for the opportunities, responsibilities and experiences of adult life.
6. To enable young people to understand human sexuality and to respect themselves and others.
7. To give schools ownership of policy and practice through a whole school approach, developed in consultation with parents and the governing body.
8. To build young people's self-esteem and confidence.
9. To equip young people with communication and decision-making skills.
10. To develop relationship skills both in person and online.

The RSE policy will be responsive to local and national initiatives in this field and is subject, for example, to national statute which enables parents to request their children opt out of this provision.

Schemes of work and the content of RSE

The School defines the following topics as RSE, in line with the DFE's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education:

- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- the range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- the choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- The concepts of, and laws relating to, sexual consent, sexual harassment, sexual violence, sexual exploitation, abuse, grooming, coercion, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn
- how sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

The above topics will be taught to students progressively throughout years 7 to 13 in an age appropriate way. In years 7 and 8 we aim to establish a firm foundation from exploring and investigating the nature of positive relationships and healthy lifestyle choices, progressing to more mature and complex themes in year 9 to 13.

Copies of our current schemes of work can be found on the school website at <https://www.caldew.cumbria.sch.uk/students/curriculum/> and example resources are available in school from the Student Wellbeing Co-ordinator.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour. If staff have any concerns about a child's welfare, they should act on them immediately. Staff in this school will follow the school's Safeguarding Policy and procedures and speak to the DSL. In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge behaviours which are potentially criminal in nature.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case by case basis with the DSL using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening. If staff have any concerns regarding such abuse they must speak to the DSL as soon as possible.

When managing the disclosure/report from a child, our initial response is that the disclosure will always be taken seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor will a victim ever be made to feel ashamed for making a report. The DSL will follow the school's Safeguarding procedures which will ensure they gather as much information and context relating to the disclosure as possible. Where necessary, advice will be sought from the Safeguarding Hub who will advise on how to proceed with the concern. Other agencies such as Police and Social Care will be notified and become involved if appropriate.

Decisions about what action to take will consider:

- the wishes of the victim in terms of how they want to proceed;
- the nature of the incident – might a crime have been committed?
- the ages of the children involved;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator;
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Some situations, however, are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal. This includes children making and sharing sexual images and videos of themselves.

Our whole school approach to the prevention of sexual harassment and sexual violence will involve ensuring that sensitive issues are explored through the use of the curriculum (RSE), talking to and educating pupils through dedicated events projects, form tutor programmes and through assemblies. Our school will involve parents to ensure they are clear that the school does not tolerate any form of sexual harassment or sexual violence. We will make parents aware of the procedures to follow if they believe that their child is being abused by another child or children. We want parents to feel confident that our school will take any complaint about sexual harassment or sexual violence seriously and resolve the issue in a way that protects the child. All staff will also receive effective training on how to deal with sexual harassment and sexual violence.

Organisation and delivery

- The Student Wellbeing Co-ordinator is responsible for planning the delivery of RSE
- RSE is taught in KS3 and KS4 within the Learning for Life programme, and in years 12 to 13 through the Personal Development programme. Important aspects are also addressed within the Science and Religion, Philosophy and Ethics departmental programmes of study.
- The tutor time activity programme is used to support in class learning, running parallel to the RSE curriculum in Learning for Life lessons.
- Year group assemblies will also be used to cover some aspects of RSE.
- Regular consultations take place with expert outside agencies to inform provision.
- A wide variety of delivery techniques are employed to cater for varying levels of maturity and different learning styles.

The RSE programme's aims and values feature in the school prospectus and any questions or concerns may be discussed with the Student Wellbeing Co-ordinator.

Related Support Services

The local GP surgery's medical support and the professional advisor acts as a reference point for sexual health services.

If a Student becomes pregnant they will receive further support from the school's designated Pregnant Teenager Support Teacher.

Staffing and support for this policy

1. Governors will ensure that a member of staff is designated as 'lead for RSE practice.' This is currently the Student Wellbeing Co-ordinator. He or she will be trained in this role and receive regular updates, acting as adviser for other teachers who may have responsibility for teaching RPE programmes.

Regular auditing of RSE across all departments including assembly topics, Pastoral programmes etc to ensure full coverage of statutory guidance.

2. The Student Wellbeing Co-ordinator will have overall responsibility for PSHE programmes, including oversight of RPE delivery.
3. Governors will ensure that a member of the teaching staff is designated as the lead professional for Child Protection.
4. Governors will ensure that a member of teaching staff is also designated as the lead professional for Pregnant Teenager Support.
5. The school will ensure that all members of staff are made aware of the person(s) carrying out these roles.

3. ANTI-SMOKING including cigarettes and e-cigarettes - vaping

Objectives

The objectives of the policy are:

- To provide a smoke free school environment for everyone.
- To present young people with a consistent message regarding tobacco and drug use and to provide appropriate role models.

Restrictions on smoking within the workplace

Smoking is NOT permitted in any part of the school's premises, including kitchens, within the entrance area to the school or on land adjacent to the school building (car park, garden areas, walkway etc.) where this forms part of the school premises.

The enforcement of this total smoking ban is the responsibility of all designated responsible persons within the school. The school's disciplinary procedure will apply for dealing with both employees and students who breach the smoking ban. Employees who raise genuine concerns about breaches of this policy will be protected from victimisation.

This policy applies to students, employees, governors, parents, visitors, members of the public, contractors and others working in, or using the school's premises or vehicles. This policy will be clearly advertised and visitors to the school will be informed of it.

Staff are authorised to ask non-employees who breach the policy to leave the premises. The smoking policy will apply to all activities held in the school including before and after school sessions and any meetings organised which are attended by school employees as part of their work and/or visitors to such meetings/events.

Employees should avoid being seen smoking in public in sight of students, parents and visitors in order to reinforce a comprehensive approach.

Non-compliance by students will be dealt with in conjunction with the school's disciplinary procedure and overall Behaviour Policy.

Designated smoking areas

There will be NO designated smoking areas provided within the school premises. All former smoking areas/rooms have reverted back to smoke free rooms, under the Workplace (Health, Safety and Welfare) Regulations 1992.

Facilities for Smokers

No facilities for smoking in the workplace will be provided although support will be given to smokers to assist them to stop smoking.

Vehicles

The smoking ban will apply to all school owned/hired/leased vehicles. No-one will be allowed to smoke inside any school owned/hired/leased vehicles. Employees are asked to refrain from smoking in their own vehicles, when used on school business and when carrying passengers.

Help with smoking cessation

The school will support employees and students in school wishing to give up smoking by advertising and promoting external smoking cessation services and through regular health promotion activities. Resources are also available to educate students and free specialist advice regarding health promotion activity will be provided.

Education and Publicity

Suitable posters and No Smoking signs are displayed in school areas to create a positive visual message which supports a smoke free working environment.

Anti-smoking and anti-vaping messages are reinforced through the Learning for Life programme in years 7 to 10. Lessons aim to dispel myths and, in an age appropriate way, provide up to date information the harms of vaping and smoking. Where possible, these messages will be reinforced by external agencies through assemblies and workshops.

New buildings

This policy will apply equally to all future premises at the design stage of any new building, and refurbishment or relocation project.

Links

- **Health and Safety**

The above policy on smoking at work forms part of the School's Health and Safety Policy arrangements.

- **Healthy Schools**

The policy was developed in line with recommended good practice from the Healthy Schools initiative.

- **Drug Education**

Cigarettes contain tobacco which is a drug thus linking the school's smoke free policy to drug education and opportunities within the DFE guidance.

4. WHOLE SCHOOL FOOD

Purpose

To ensure that all aspects of food and nutrition in school promote the health and wellbeing of all students, staff and visitors to the school.

Principles

The following principles are in accord with the aims of the national food in schools strategy and will guide the future development of this policy and its implementation in day to day terms.

In order to achieve the aims of this policy we will test our actions against the following principles. Our actions will assist in:

- raising the nutritional standards of school meals and other food and drink consumed in our school
- increasing the uptake of school meals, including free school meals
- reducing levels of obesity in the learners in our school
- improving the health of the students in our school and their ability to reach their full educational potential
- providing students with the attitude and skills that will support healthy eating outside of school and throughout their lives
- contributing positively to the local economy and global environment by purchasing food locally and from environmentally friendly sources in line with the schools Climate change and Sustainability Policy

The policy in practice

To realise our aims it will be necessary for us to:

Curriculum

- ensure that the formal curriculum provides a coherent learning experience for students progressively presenting students with up-to-date information relating to food, sustainability and nutrition at a level suitable to their maturity
- review regularly what is taught in science, PE and D&T relating to food and nutrition to ensure that links to Learning for Life themes relating to health are made overtly and consistently
- maintain the high profile of messages about food and healthy eating through assemblies, themed "food weeks" and days, and any other appropriate highlighting schemes
- ensure that students are encouraged through key messages in assemblies and relevant lessons to be discriminating in their food shopping and to purchase healthy snacks when using local shops

Drink

- ensure that water is readily available at key locations throughout the school and through the school canteen for both staff and students
- acknowledging the positive contribution of hydration to effective learning, allow students to drink bottled water during lessons
- Ensure that the school canteen only sells healthy drinks
- Ensure students do not bring unhealthy fizzy drinks or energy drinks into school in line with the school rules

Food

- ensure that food and drink provided for students through the catering service reinforces the key healthy eating messages of the curriculum and does not contradict them by offering inappropriate foods
- ensure that the catering service meets governmental guidelines on nutritional content and appropriate foods in the meals it provides
- ensure that the catering service operates within the health and safety framework relating to public catering services and that its staff are trained to an appropriate level to meet the required standards

General

- consult with parents to harness their support for this food policy and to ensure its relevance
- promote a congenial and civilised environment in which students can enjoy their food by providing a dedicated dining space
- ensure the wider staff body is aware of the policy and kept up-to-date with the latest developments in nutritional understanding as it applies to learning
- work in partnership with relevant external agencies, but particularly with the school's catering consultant and catering manager to ensure the aim of this policy is fulfilled
- use a cashless catering system to harness its potential to manage and monitor students' eating habits and increase the efficiency of the operation

Developmental

- explore opportunities to provide food related extra-curricular activities for students
- develop links to curriculum which are directly influenced by the schools commitments on climate change and sustainability

The policy objectives will be achieved through developmental plans appropriate to each objective. More detailed documents, including schemes of work for food, Science, PE and Skills for Life; the School Policy Statement & Procedures Manual for Catering; the school action plan; and premises development priorities support this policy and its implementation.

Implementation

Overall responsibility for implementing this policy rests with the Headteacher. In practice, the Subject Team Leader for Skills for Life will oversee and co-ordinate the necessary work, reporting to the Head. The catering manager and consultant will take responsibility for those parts of the policy relating to the catering service, reporting to the Business Manager.

5. E-Safety

Creating an Online Safety Ethos

- Caldew School believes that online safety (e-Safety) is an essential element of safeguarding students and adults in the digital world, when using technology such as computers, mobile phones or games consoles.
- Caldew School identifies that the internet and information communication technologies are an important part of everyday life so students must be supported to be able to learn how to develop strategies to manage and respond to risk so they can be empowered to build resilience online.

Key responsibilities of staff are:

- Having an awareness of online safety issues, and how they relate to the students in their care.
- To ensure that suitable, age-appropriate and relevant filtering is in place to protect children from inappropriate content (including extremist material) to meet the needs of the school community and ensuring that the filtering and school network system is actively monitored.
- Ensuring all members of staff receive regular, up-to-date and appropriate training regarding online safety roles and responsibilities and provide guidance regarding safe appropriate communications.

- Taking responsibility for online safety incidents and liaising with external agencies as appropriate.
- Modelling good practice in using new and emerging technologies and demonstrating an emphasis on positive learning opportunities rather than focusing on negatives.
- Ensuring that online safety is embedded within the whole school curriculum which enables all pupils to develop an age-appropriate understanding of online safety and the associated risks and safe behaviours.
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- Identifying individuals of concern, and taking appropriate action by working with the designated safeguarding lead.
- Knowing when and how to escalate online safety issues, internally and externally.
- Being able to signpost to appropriate support available for online safety issues, internally and externally.
- To work with and support ICT technical staff and support staff in monitoring the safety and security of school systems and networks.

Key responsibilities of students are:

- Respecting the feelings and rights of others both on and offline.
- Seeking help from a trusted adult if things go wrong, and supporting others that may be experiencing online safety issues. At a level that is appropriate to their individual age, ability and vulnerabilities:
- Taking responsibility for keeping themselves and others safe online.
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.
- Taking Responsibility for their own Passwords and Online accounts, making sure they keep these private and do not share them with others.
- Assessing the personal risks of using any particular technology, and behaving safely and responsibly to limit those risks.

Key responsibilities of parents and carers are:

- Discussing online safety issues with their children, supporting the school in their online safety approaches, and reinforcing appropriate safe online behaviours at home.
- Role modelling safe and appropriate uses of new and emerging technology.
- Identifying changes in behaviour that could indicate that their child is at risk of harm online.
- Seeking help and support from the school, or other appropriate agencies, if they or their child encounters online problems or concerns.
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.

Engagement and education of students:

- An online safety (e-Safety) curriculum will be established and embedded throughout the whole school, to raise awareness regarding the importance of safe and responsible internet use amongst students and the use of emerging technology such as AI.
- E-Safety will be included in the PSHE, RPE, Citizenship and Computing programmes of study covering both safe school and home use.
- Safe and responsible use of the Internet and technology will be reinforced across the curriculum and within all subject areas.

Engagement and education of students who are considered to be vulnerable

- Caldew School is aware that some students may be considered to be more vulnerable online due to a range of factors and will ensure that differentiated and ability appropriate e-Safety education is given, with input from specialist staff as appropriate (e.g. SEND/Safeguarding Team).

Engagement and education of staff

- Up-to-date and appropriate staff training in safe and responsible Internet use, both professionally and personally, will be provided for all members of staff on a regular basis.
- Regular staff updates and training will be given highlighting specific e-safety risks associated with student groups within Caldew School.
- Policies and protocols will be updated regularly and communicated in line with changes in legislation

Engagement and education of parents and carers

- Caldew School recognise that parents/carers have an essential role to play in enabling children to become safe and responsible users of the internet and digital technology.
- A partnership approach to online safety at home and at school with parents will be encouraged. This may include offering parent evenings with demonstrations and suggestions for safe home Internet use or highlighting online safety at other well attended events e.g. parent evenings.
- Parents will be requested to read online safety information as part of the Home School Agreement.
- Information and guidance for parents on online safety will be made available to parents in a variety of formats.
- Parents will be encouraged to role model positive behaviour for their children online.

Responding to Online Incidents and Concerns

- All members of the school community will be informed about the procedure for reporting e-Safety concerns (such as breaches of filtering, cyberbullying, illegal content etc.).
- The Designated Safeguarding Lead (DSL) will be informed of any e-Safety incidents. All will then be recorded.
- The Designated Safeguarding Lead (DSL) will ensure that online safety concerns are escalated and reported to relevant agencies in line with the Cumbria Safeguarding Children Partnership thresholds and procedures.
- Complaints about Internet misuse will be dealt with under the School's complaints procedure.
- Complaints about online bullying will be dealt with under the School's anti-bullying procedures.
- The school will manage e-Safety incidents in accordance with the school discipline/behaviour policy where appropriate.
- The school will inform parents/carers of any incidents of concern as and when required.
- After any investigations are completed, the school will debrief, identify lessons learnt and implement any changes as required.
- Where there is cause for concern or fear that illegal activity has taken place or is taking place then the school will contact the Cumbria Safeguarding Children Partnership or Local Police.
- Parents and students will need to work in partnership with the school to resolve issues.

Responding to concerns regarding Self-Generated Indecent Images of Children (SGIIOC or "Sexting")

- Caldew School ensure that all members of the community are made aware of the social, psychological and criminal consequences of sharing, possessing and creating indecent images of children (known as "sexting").
- The school will implement preventative approaches via a range of age and ability appropriate educational approaches for students, staff and parents/carers.
- Caldew School views "sexting" as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Safeguarding Lead (Helen Howson).

- If the school are made aware of incident involving indecent images of a child the school will:
 - Immediately notify the Designated Safeguarding Lead.
 - Act in accordance with the school's safeguarding protocol and take advice from the Cumbria Safeguarding Children Partnership and Police..
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 - Store the device securely.
 - Consider the vulnerabilities of children(s) involved (including carrying out relevant checks with other agencies)
 - Put the necessary safeguards in place for children e.g. offer counselling support and immediate protection and offer appropriate pastoral support for those involved.
 - Inform parents/carers about the incident and how it is being managed.
 - Implement appropriate sanctions in accordance with the school's behaviour policy but taking care not to further traumatise victims where possible.
 - Review the handling of any incidents to ensure that the school is implementing best practice and the leadership team will review and update any management procedures where necessary.
- The school will not view the image unless they have been asked to do by the Police or Children's Services..
- The school will not send, share or save indecent images of children and will not allow or request children to do so.
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- Further and more specific advice is contained within the UKCIS document 'Sharing nudes and semi-nudes - Advice for education settings working with children and young people' which also includes advice on responding to incidents and safeguarding children and young people.

Responding to concerns regarding Online Child Sexual Abuse

- Caldew School will ensure that all members of the community are made aware of online child sexual abuse, including exploitation and grooming.
- The school will implement preventative approaches for online child sexual abuse via a range of age and ability appropriate educational approaches for students, staff and parents/carers.
- Caldew School views online child sexual abuse as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Safeguarding Lead (Helen Howson).
- If the school is unclear if a criminal offence has been committed, then the Designated
- Safeguarding Lead will obtain advice immediately through the Cumbria Safeguarding Children Partnership and/or Local Police.
- If the school are made aware of incident involving online child sexual abuse of a child, then the school will:
 - Act in accordance with the school's child protection and safeguarding policy and the relevant Cumbria Safeguarding Children Partnership procedures.
 - Immediately notify the Designated Safeguarding Lead.
 - Store any devices involved securely.
 - Immediately inform local police via 101.
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 - Make a referral to Children's Services.
 - Put the necessary safeguards in place for pupil(s) e.g. offer counselling support and immediate protection and offer appropriate pastoral support for those involved.
 - Inform parents/carers about the incident and how it is being managed.
 - Review the handling of any incidents to ensure that the school is implementing best practice and the school leadership team will review and update any management procedures where necessary.
- The school will take action regarding online child sexual abuse regardless of the use of school equipment or personal equipment, both on and off the school premises.

- The school will ensure that all members of the community are aware of sources of support regarding online child sexual abuse.
- If students at other schools are believed to have been targeted, then the school will seek support from the Cumbria Safeguarding Children Partnership to enable other schools to take appropriate action to safeguarding their community.

Responding to concerns regarding Indecent Images of Children (IIOC)

- Caldew School will ensure that all members of the community are made aware of the criminal nature of Indecent Images of Children (IIOC) including the possible consequences.
- The school will take action regarding Indecent Images of Children (IIOC) regardless of the use of school equipment or personal equipment, both on and off the premises.
- If the school is unclear if a criminal offence has been committed, then the Designated Safeguarding Lead will obtain advice immediately through the Education Safeguarding Team and/or local police.
- If the school are made aware of Indecent Images of Children (IIOC) then the school will:
 - Act in accordance with the school's safeguarding policy and the relevant Cumbria Safeguarding Children Partnership procedures.
 - Immediately notify the school Designated Safeguard Lead.
 - Store any devices involved securely.
- If the school are made aware that a member of staff or a pupil has been inadvertently exposed to indecent images of children whilst using the internet then the school will:
 - Ensure that the Designated Safeguard Lead is informed.
 - Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk.
 - Ensure that any copies that exist of the image, for example in emails, are deleted.

Responding to concerns regarding cyberbullying

- Cyberbullying, along with all other forms of bullying, of any member of Caldew School community will not be tolerated. Full details are set out in the school policies regarding anti-bullying and behaviour.
- All incidents of online bullying reported will be recorded.
- There are clear procedures in place to investigate incidents or allegations and support anyone in the school community affected by bullying.
- If the school is unclear if a criminal offence has been committed then the Designated Safeguarding Lead will obtain advice immediately through the Cumbria Safeguarding Children Partnership and/or local police.
- Students, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Students, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the schools e-Safety ethos.
- Sanctions for those involved in online or cyberbullying may include:
 - Those involved will be asked to remove any material deemed to be inappropriate or offensive.
 - A service provider may be contacted to remove content if those involved refuse to or are unable to delete content.
 - Internet access may be suspended at school for the user for a period of time. Other sanctions for students and staff may also be used in accordance to the schools antibullying, behaviour policy or ICT Acceptable Use Policy.
 - Parent/carers of students involved in online bullying will be informed.
 - The Police will be contacted if a criminal offence is suspected