



ASHVILLE

Safeguarding & Child Protection Policy

Member off staff responsible:

Deputy Head/Designated Safeguarding Lead

ISI Code: 7

Last reviewed: September 2025

Next review due: September 2026

The policy requires Governor approval

This policy applies to Ashville Foundation

Location: Office 365/Web site/Parent Portal/Every

Definition of Terms

College	Ashville College, including the Boarding House, the Pre-Prep School (including Acorns at Ashville), the Prep School, Senior School, and Ashville Trading
DSL	Designated Safeguarding Lead
DDSLs	Deputy Designated Safeguarding Leads
Early help	Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years
EHA	Early Help / Family Assessment
EYFS	Early Years Foundation Stage – children up to and including Reception
Head	Head of the College
LADO	Local Authority Designated Officer
LSCP	Local Safeguarding Children Partnership
MAP	Multi-Agency Partnership
NYSCP	North Yorkshire Safeguarding Children Partnership
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
Staff	Any member of the staff employed by the College in either a teaching or non-teaching role (including Ashville Trading), members of the Governing Body and Volunteers working within the College
TRA	The Teaching Regulation Agency

Introduction

- 1.1 Ashville College is a caring community based on Christian principles whose purpose is to enable each pupil to develop his/her full potential both individually and in society 'as a person of infinite worth to God'. The aim is consistent with establishing a caring community based on our Core values, which are to be Valued, Open Minded, High Achieving, Confident, Inspired, Community Minded, Resilient and Prepared for Life. Further information can be found in the Mission Statement entitled '*Becoming better versions of ourselves*'
- 1.2 The College is a caring community based on Christian values and, as such, the wellbeing of each of its members is a prime concern. Research shows that the risk of abuse is decreased when children have high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult aid prevention of abuse. The Safeguarding and Child Protection policy includes a focus on improving children's wellbeing through these factors.

- 1.3 The College recognises that all children have a right to protection from abuse. It takes seriously its responsibility to protect and safeguard the welfare of children and young people and expects all staff and volunteers to share this commitment.

As such it is our responsibility to take all reasonable measures to:

- 1.3.1 ensure that the College practices safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in:

- 'Keeping Children Safe in Education' (September 2025):
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
- The Education (Independent School Standards) (England) Regulations 2014 (April 2019):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf
- Working Together to Safeguard Children (June 2025):
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Early Years Foundation Stage Statutory Framework (EYFS) (September 2025)
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Teaching Online Safety in Schools (January 2023):
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>
- What to do if you're Worried a Child is being Abused: Advice for Practitioners (March 2015):
https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Disqualification under the Childcare Act 2006 (August 2018):
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- Revised Prevent Duty Guidance: for England and Wales (March 2024):
<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>
- Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People (March 2024):
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>
- National Minimum Standards for Boarding Schools (September 2022):
<https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards>
- Information Sharing Advice for Safeguarding Practitioners (May 2024):
https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf



- Children Missing Education (September 2025):
<https://www.gov.uk/government/publications/children-missing-education/children-missing-education-statutory-guidance-for-local-authorities-and-schools>
- Use of Reasonable Force (July 2013):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- The National Police Chiefs' Council '**When to Call the Police**' (Guidance for Schools and Colleges):
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

1.3.2 ensure that the College carries out all necessary checks on the suitability of people who serve on the College's governing body in accordance with the above regulations and guidance given in '*Keeping Children Safe in Education*' (September 2025) and the National Minimum Standards for Boarding Schools (September 2022).

1.3.3 ensure that where the College ceases to use the services of any person who was engaged in regulated activity (whether employed, contracted, a volunteer or pupil) because that person was considered unsuitable to work with children, a prompt referral is made to the Disclosure and Barring Service (DBS) in line with the guidelines set out in Appendix 7 of this policy.

1.3.4 ensure that where staff from another organisation are working with the pupils on another site, assurances have been received that appropriate child protection checks and procedures apply to those staff.

1.3.5 follow the local inter-agency procedures of the North Yorkshire Safeguarding Children Partnership (or on some occasions, Leeds Safeguarding Children Partnership).

1.3.6 establishing and maintaining an ethos where pupils feel secure and are encouraged to talk and are listened to.

1.3.7 ensuring pupils know there are adults in the College whom they can approach if worried or in difficulty.

1.3.8 including in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and know whom to turn to.

1.4 The following policy sets out guidelines for dealing with issues of Child Protection which might arise in the College. In view of the potential seriousness of all issues of Child Protection the guidelines are mandatory for **all members of staff** (teaching and non-teaching) plus volunteers and Governors and must be rigidly adhered to. It applies wherever staff or volunteers are working with pupils even where this is away from the College, for example at an activity centre or on an educational visit. It also applies to the EYFS (Early Years Foundation Stage) provision.

1.5 The key figure in interpreting and implementing the guidelines is the College's Designated Safeguarding Lead who, in consultation with the Head or, in their absence, their nominated deputy, may initiate statutory procedures for dealing with suspected cases of child abuse. The Designated Safeguarding Lead or one of the deputies should always be available to discuss safeguarding concerns, but in the rare event that the Designated Safeguarding Lead or the deputies are unavailable, staff should speak to one of the Senior Leadership Team, and/or take advice from Children's Social Care.

Safeguarding Role	Name	Position at the School	Contact Details
Designated Safeguarding Lead (DSL)	Frankie Beaumont	Director of Learning Support	f.beaumont@ashville.co.uk
Deputy DSL	Laura Jackson	Senior-Head	lj@ashville.co.uk
Deputy DSL	Alison Wheatcroft	Health Centre Manager	a.wheatcroft@ashville.co.uk
Deputy DSL	Abi Hiley	Head of Prep	a.hiley@ashville.co.uk
Deputy DSL	Pauline Kilburn	PA to the Head of Prep	p.kilburn@ashville.co.uk
Deputy DSL	Patricia Cockburn	Head of Boarding and Senior Mental Health Lead	p.cockburn@ashville.co.uk
Deputy DSL	Leanne Norton	Head of Sixth Form	l.norton@ashville.co.uk
Deputy DSL	Lisa Yates	School Nurse	l.yates@ashville.co.uk
Head	Rhiannon Wilkinson	Head	head@ashville.co.uk
Chair of Governors	Mr. Greg Styles	Governor	G.Styles@ashville.co.uk
Safeguarding Governor	Mr. John Wood	Governor	j.wood@ashville.co.uk

- 1.6** This policy is reviewed regularly to take account of revisions at local or national level and amendments are remedied without delay. To oversee this aspect of the running of the College the Governing Body reviews the policy and procedures as well as the effectiveness with which the related duties are charged on an annual basis and has a designated Governor who acts in a supporting role. The Governor with Safeguarding Responsibility is listed above.
- 1.7** This policy has been prepared bearing in mind the guidance issued by North Yorkshire Safeguarding Children Partnership (NYSCP) as well as the guidance issued in the Department for Education's 'Keeping Children Safe in Education (September 2025)' and 'Working Together to Safeguard Children (June 2025)'. As the College also has a Boarding element, then reference is made to the 'National Minimum Standards for Boarding Schools 2022' (in particular, Standard 11 and Standard 14). For the EYFS, reference is also made to 'Statutory Framework for the Early Years Foundation Stage (September 2025)'.
- 1.8** This policy should be read in conjunction with the following policies/procedures:
- Administration and Storage of Medicines Policy
 - Anti-bullying Policy
 - College Behaviour Policy
 - Health and Safety Policy
 - Low Level Concerns Policy
 - Missing Pupil Procedure
 - Online Safety Policy
 - Restraint of Pupils Policy
 - Supporting emotional health and wellbeing
 - School Excursions and Educational Visits Policy
 - SEND Policy
 - Staff Code of Conduct Policy
 - Recruitment, and Selection Policy and Procedures
 - Substance Abuse Policy
 - Taking, Storing and Using Images of Children Policy

- Whistleblowing Policy
- Working with School Visitors - Checklist

1.9 All Staff in the College **must** read Part 1 of 'Keeping Children Safe in Education' (September 2025). All staff in direct contact with pupils must also read annex B.

1.10 The Governing Body has agreed that, in limited circumstances, associate staff may be asked to read annex A rather than part 1; for example, an individual who may find the language of Part 1 too challenging and has no contact with pupils – Human Resources will advise on this matter.

2. Statement of Intent

2.1 The safety and welfare of all our pupils is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the College will follow the procedures laid down by our own (or where appropriate the relevant child's) local safeguarding partnership as well as the relevant national standards.

2.2 Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Staff are aware of the particular needs of children with SEND or physical or mental health issues or who are looked after and may be more vulnerable to abuse including child on child abuse, child exploitation and online grooming. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication

2.3 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children:

- Who have special educational needs or disabilities
- who have a social worker or have had a social worker in the past
- who are, or have been, looked after children
- who are young carers
- who may experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, or sex or sexual orientation
- who have English as an additional language
- who are living away from home (boarding), particularly where home is in another country
- who are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- who are in the court system
- with a parent in prison
- who are at risk of FGM and other forms of honour-based violence, sexual exploitation, forced marriage or radicalisation

- who are asylum seekers

2.4 All staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; **safeguarding and promoting the welfare of children is everyone's responsibility.**

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's **mental and physical health or development**
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

This includes a duty both to children in need and to children suffering or likely to suffer, significant harm. All staff should read at least Part 1 of KCSIE and Part B for pupil facing staff. All College staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE:

- the College contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children 2025'. This includes providing a coordinated offer of early help or family support when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The College allows access for Children's Social Care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct a section 17 (child in need) or a section 47 (a child suffering or likely to suffer significant harm) assessment.
- the College's safeguarding arrangements take into account the procedures and practice of North Yorkshire local authority as part of the inter-agency safeguarding procedures set up by North Yorkshire Safeguarding Children Partnership.
- the Chair of Governors, will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head.
- there is an effective Child Protection Policy in place together with the Code of Conduct and that these are provided to all staff, including temporary staff and volunteers on induction. The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by North Yorkshire Safeguarding Children Partnership (NYSCP), be updated annually, and be available publicly via the College website.

In order to exercise oversight, Governors receive training annually, and reports from the safeguarding Governor and DSL at EEW committee and Full Governors Board meetings.

3. What is Child Abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home

and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

3.1 Categories of Child Abuse

Child abuse may fall into four broad categories (as described in 'Working Together to Safeguard Children 2025'):

i) **Physical Abuse**

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

ii) **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another, for example, when a child witnesses domestic violence. It may also involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

iii) **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (for example, child on child abuse).

Sexual abuse also includes sexual violence and sexual harassment which 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. Sexual violence includes sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual 'jokes' or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include consensual and non-consensual sharing of nudes and semi-nudes images and videos and sharing sexual images and videos (both often referred to as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation;

coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It can take place wholly online or technically may be used to facilitate offline abuse.

iv) **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care givers)
- ensure access to appropriate medical care or treatment
- provide suitable education.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.2 'Keeping Children Safe in Education 2025' also acknowledges the following as specific safeguarding issues:

i) **Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs or disability they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. College staff should follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, radicalization, and to help prevent the risks of going missing in future. The College follows the North Yorkshire procedure and will contact the Child Missing in Education (CME) Coordinator: CME.Coordinator@northyorks.gov.uk or telephone 01609 532477. See Missing from School Response Checklist in Appendix 1.

College attendance registers are carefully monitored to identify any trends. The College will inform North Yorkshire County Council (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly or has been absent without the College's permission for a continuous period of 10 school days or more.

Further information is contained within the **Missing Pupil Procedure** which is available on request.

ii) **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young

person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The DfE provides: Child Sexual Exploitation: guide for practitioners

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. Indicators of CSE can also be children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant. College will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

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.'

iii) **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

iv) **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g. knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and Home Office County Lines guidance can be found at <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

NYSCP Guidance on Criminal Exploitation and County Lines can be found at <https://www.safeguardingchildren.co.uk/professionals/practice-guidance/criminal-exploitation-and-county-lines/>

v) **Modern Slavery/Trafficking**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

The College recognises trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. The College will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance can be found at <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

vi) **MACE (Multi-Agency Child Exploitation)**

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation and the Level 2 MACE arrangements relate to the multi-agency

information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes. The NYSCP MACE Practice guidance can be found at <https://www.safeguardingchildren.co.uk/professionals/practice-guidance/multi-agency-child-exploitation-mace-and-contextual-safeguarding/>

vii) **So-called 'Honour Based' Abuse (HBA)**

So-called '**honour-based' abuse (HBA)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the Designated Safeguarding Lead or one of the deputies. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

See section 5.11 and appendix 1 for more information on FGM.

viii) **Preventing Radicalisation**

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Staff should follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out in Section 5. This may include a referral to Channel, Prevent or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being involved in terrorism they must call 999.

Further information on each of these issues can be found in Appendix 1.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviour 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.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without them knowing (both male and female), with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

3.3 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection procedures, and speaking to the designated safeguarding lead or one of the deputies.

3.4 Serious Violence

All staff should be aware of indicators, which may signal that a child is at risk from or involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further information can be found:

3.5 Extra Familial Harm

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the Designated Safeguarding Lead (and deputies) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. 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.

3.6 People, or agencies, who may be involved in child protection / safeguarding concerns include:

- The Designated Safeguarding Lead and their deputies (as above)
- The Head
- Children's Social Care, who, through the Duty Team, can provide a source of informal advice
- NYSCP (North Yorkshire Safeguarding Children Partnership) who will help us to increase our knowledge and provide us with people with whom to discuss problems (or on some occasions, Leeds Safeguarding Children Partnership)
- North Yorkshire 'Early Help Consultants' have a critical role in supporting the delivery of NYCC/NYSCP priorities by providing advice and guidance across the Multi-Agency Partnership (MAP)
- The Police, who can provide a source of informal advice.

The College is aware of and will always act in line with the NYSCP policies and procedures and practice guidance.

4. Recruitment

4.1 The College is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the College including part-time staff, temporary and supply staff, and peripatetic staff, such as musicians and sports coaches are subject to the necessary statutory vetting checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history, Disqualification from childcare checks (for individuals working in early- or later-years childcare ,including EYFS) and confirming medical fitness for the role. In addition, as part of the shortlisting process the College may carry out an online search as part of our due diligence on shortlisted candidates. This may help us to identify any incidents or issues that have happened, and are publicly available online, which the College might want to explore with the applicant at interview. The College informs all shortlisted candidates that online searches may be done as part of due diligence checks.

All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, as well as adult members of the families of members of staff who live on site, are also vetted.

Further details of our recruitment practices can be found in the '**Staff Recruitment and Selection Policy and Procedures**' which can be obtained from the Human Resources Manager at the College.

- 4.2** The level of DBS check required, and whether a teacher prohibition check is required, will depend on the role and duties of an applicant to work within the College.

For most appointments, an enhanced DBS certificate with children's barred list information will be required as the majority of staff will be engaging in regulated activity with children. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the College may undertake an online update check through the DBS Update Service [file:///C:/Users/Gillian/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/M4T0MS6M/ISBA Child Protection and Safeguarding Template Model Policy - CLEAN.docx](file:///C:/Users/Gillian/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/M4T0MS6M/ISBA%20Child%20Protection%20and%20Safeguarding%20Template%20Model%20Policy%20-%20CLEAN.docx).

- 4.3** Childcare disqualification is an additional requirement unrelated to the criminal record checks provided by the Disclosure and Barring Service (DBS).

The childcare disqualification arrangements apply to staff working with young children in childcare settings, including primary schools, nurseries and other registered settings, such as childcare provision on college sites. The arrangements apply to individuals working with children aged 5 and under during the school day (early years childcare), including Reception classes, and to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care (later-years childcare). The regulations will also apply to boarding staff if there is a boarder under the age of 8.

For staff who work in childcare provision, or who are directly concerned with the management of such provision, the College will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018.

- 4.4** All staff who are taking part in the management of an independent school, including as a member of the governing body, must receive a check for a Section 128 direction. The College will ensure that all staff entering a management role (such as headteachers, teaching positions on the senior management team and any teaching positions which carry a department headship) will receive a check for a Section 128 direction through the Teaching Regulation Agency's (TRA) Teachers' Services system.
- 4.5** The College makes contact with a number of outside agencies, in particular taxi drivers who transport boarders locally. Letters are sent to these organisations ascertaining that all staff, in particular taxi drivers have a valid DBS check. Pupils and staff are advised to use only these organisations that are approved by the College.
- 4.6 Under the Prevent duty visiting speakers are supervised by at least one member of Staff who will complete the 'visiting speaker checklist' prior to the visit. The speaker can only visit once the checklist has been signed off.**

The College has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

The College is required to assess the risk before agreeing to a visiting speaker being allowed to attend the College. This will take into account any vetting requirements considered appropriate in the circumstances.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the College site, will be supervised by a College employee. On attending the College, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving license.

5. Procedures

For staff it is essential to follow a standard procedure in the event of concerns arising about a pupil protection issue.

5.1 If staff believe that a pupil may be at risk of harm, they should speak to one of the following people immediately:

- (i) In the **Pre-Prep (including EYFS)** – the **Head of Prep School**
- (ii) In the **Prep School** – the **Head of Prep School**
- (iii) In the **Senior School** – the **Senior Head**

The member of staff will then be asked to make a record of the incident or concern on CPOMS.

5.2 Staff who have a **genuine concern** about the welfare of a pupil **must RECORD** this on CPOMS. If staff are unsure, they should discuss their concern with one of the people identified above who will give advice on the best course of action. Each of the above staff will have a conversation with the Designated Safeguarding Lead if there is any uncertainty about the appropriate action to be undertaken.

If a referral is not appropriate and early help / family support is identified as a more suitable approach, the Designated Safeguarding Lead or one of the deputies will identify whether this early help should be delivered through a single agency, via a 'Team Around the Family' (TAF) or via targeted whole family intervention. (This may involve discussions with the Early Help Consultant (NYSCP).

If early help / family support is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

If all parties agree that no clear case has been revealed, the Head of Pre-Prep, the Interim Head of Prep School or the relevant Head of Year in Senior School should ensure that a watching brief is maintained to monitor the child's continuing welfare.

Where there is a child protection or safeguarding concern, the College will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of sexually harmful behaviours, such as sexual harassment and sexual violence. The College operates its processes with the best interests of the pupil at their heart.

Appendix 4 contains a flowchart of the action to be taken where there are concerns about a child.

5.2.1 Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health problems and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is living far away from home (e.g., international boarders)
- is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help or family support should discuss this with the College's Designated Safeguarding Lead (DSL) or one of the deputies. The DSL will consider the appropriate action to take in accordance with the North Yorkshire Safeguarding Children Partnership referral threshold document and Signs of Safety framework. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

BUT

- 5.3** In the circumstances where there are **clear indicators of child abuse** or a child makes a **disclosure** staff must follow the following guidance.

It is **not the responsibility** of the College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or one of the deputies in the absence of the Designated Safeguarding Lead) prior to any discussion with parents.

5.3.1 Staff must immediately speak to the DSL or a deputy DSL regarding:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may be at risk of or has suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present) including inappropriate behaviour, e.g. inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual roles and responsibilities; or inappropriate sharing of images and/or videos; and
- any suspicion that a child or children may be abusing another child, including sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. **Abusive comments and interactions should never be passed off or dismissed as 'banter' or 'part of growing up'. Nor will harmful sexual behaviours be dismissed as the same or 'just having a laugh' or 'boys being boys'**
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies
- any concerns related to serious violence or serious crime, including knife crime.

Disclosures or information may be received from pupils, parents or other members of the public. The College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. All staff should handle disclosures with sensitivity.

Such information cannot remain confidential and staff **must** immediately report what they have been told to the Designated Safeguarding Lead or one of the deputies. The member of staff will then be asked to make a record of the disclosure, indicator or incident on CPOMS.

See **Confidentiality** in Section 7 of this policy.

- 5.3.2** The **Report** must be made promptly by the concerned teacher by speaking to the **Designated Safeguarding Lead** or one of the deputies. If there is a risk of immediate serious harm or danger to a child and it is not possible to report to one of the designated people, a referral should be made to Children's Social Care immediately.

Anyone can make a referral, if necessary.

North Yorkshire: 01609 780780
 Leeds: 0113 376 0336 (office hours)
 0113 535 0600 (out of office hours)

Or contact the Police on **999**

Where referrals are **not** made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made, so that the relevant support can be provided to the child and the member of staff who made the referral.

- 5.3.3** The principle is that any suspicions based on clear indicators must be reported as above, and not shelved at the initiative of the concerned teacher in any circumstances.

5.4 Principles for Handling a Disclosure

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead (DSL) or one of the deputies in order that they can make an informed decision of what to do next. Staff should try not to make notes while the child is speaking; eye contact is important to reassure the child that they are being listened to and taken seriously. As soon as possible afterwards, the staff member should record on CPOMS what the child said and in particular make a note of unusual or specific language the child uses.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to repeat the information to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' 'Tell me more about that' rather than 'Did x hit you?'
- avoid asking leading questions if possible
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead or one of the deputies
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- inform the Designated Safeguarding Lead or one of the deputies and then record on CPOMS what happened and what was said, including any questions that you asked

While leading questions should be avoided, it is important that staff know that they can ask a pupil directly whether they have been harmed, and the nature of that harm.

- 5.4.1** A member of staff suspecting or hearing a complaint of abuse must speak directly to the DSL or a deputy DSL immediately and then make a written record of the conversation by logging this on CPOMS. The record should include the date, time and place of the conversation and the detail of what was said and done by whom and in whose presence. The record should use names, not initials.

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead or one of the deputies). However, no child should ever be stopped from speaking or asked to wait until another member of staff can be present.

- 5.4.2 Preserving evidence:** All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved. Handwritten information should be passed to the DSL who will scan it onto CPOMS to be stored in the document vault and the original will be filed securely.

5.5 Action by the Designated Safeguarding Lead (or one of the deputies)

Following any information raising concern, the designated senior person will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780
- any urgent medical needs of the child



- whether to make an enquiry to the Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. North Yorkshire County Council Children & Families Service (see Appendix 9)
- the child's wishes and any fears or concerns they may have.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of harm
- whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an early help or family assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMS. All referrals to social care will be followed up in writing within 24 hours using a universal referral form. If no response or acknowledgment is received within one working day, the Designated Safeguarding Lead or one of the deputies will contact the Children's Social Care Department again. The Designated Safeguarding Lead or one of the deputies will ensure that the child is kept up to date with appropriate information relating to the referral as advised by Children's Social Care.

5.6 Action Following a Child Protection Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the Social Worker involved to stay informed
 - wherever possible, contribute to the Strategy Discussion
 - provide a report for, attend and contribute to any subsequent Child Protection Conference
 - if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
 - where possible, share all reports with parents prior to meetings
 - where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCP Professional Resolution Practice Guidance
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the Child Protection Plan, child moves/goes missing/is removed from school or fails to attend school.

5.7 Recording and Monitoring

Accurate records should be made on CPOMS as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Staff are reminded that all records should be factual as they may be shared with children's social care or in a court process, for example. Any disclosure given by a pupil will be recorded verbatim where possible and a note of the location and description of any injuries seen should be recorded on the CPOMS body map if relevant.

School will record:

- information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a Child Protection Plan



- key contacts in other agencies including GP details
- any disclosures/accounts from child or others, including parents (and keep original notes to pass on to the DSL / deputies)
- significant contacts with carers/other agencies/professionals
- all concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

All records should be objective and include:

- statements, facts and observable things (what was seen/heard)
- diagram indicating position, size and colour of any injuries (do not photograph) – the CPOMS body map may be used for this purpose
- words the child uses, (not translated into 'proper' words)
- non-verbal behaviours.

CPOMS logs should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

All sensitive and Child Protection documents will be retained on CPOMS, a discrete digital child protection recording system which is separate from the child's main file. CPOMS logs are only accessible to the Head, DSL and deputies. These records will be transferred digitally to any school or setting the child moves to; if the receiving school does not have CPOMS, a paper copy of the file will be sent by registered mail, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead, Child Protection.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be printed and sent to the Local Authority

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral to Children's Social Care. If no referral has ever been made to Children's Social Care the child protection record should be retained until the end of the academic year of the child's 25th birthday, at which point the file will be deleted from our electronic system. CPOMS provides a secure method for marking date of destruction. Any paper records will be archived for the same periods of time and then destroyed confidentially.

The DSL is responsible for ensuring that all Child Protection files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

The College notes that Keeping Children Safe in Education (2025), paragraph 119: 'The **Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**'

This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. Consent is not usually an appropriate processing condition for sharing information about the safety and welfare of children, although it is good practice to inform parents / carers that information is going to be shared where possible. Parents should not be informed of a referral if this might increase the risk of harm to the child.



The College will monitor any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/care of child
- Online activity

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

5.8 Supporting the Child and Partnership with Parents

The College recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents. Whilst the College may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

- The College will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- The College will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child/children.

5.8.1 The college has a statutory responsibility to share information with partner agencies to safeguard and promote the welfare of children. This applies not only to referrals when a child is or may be at risk of harm but also where a child may be in need of services (s17 / child in need) or may benefit from early help / family support. The data processing conditions for sharing information in these circumstances are GDPR UK article 6 (public task and / or legal obligation) and, where special category personal data is being shared, article 9 (Safeguarding of children and individuals at risk) and schedule 1 of the DPA 2018 where applicable.

Consent is not usually a relevant processing condition for sharing information to safeguard or protect a child. However, it is good practice that agencies work in partnership with parents and guardians and they are informed of our concerns and aware of referrals to partner agencies unless this would increase the risk of harm to the child.

5.8.2 There are some situations where a parent or carer should **not** be informed of concerns about their child or the decision to share information with partner agencies. The Multi-Agency Partnership identifies cases where discussion with parents/guardians should **not** occur before making a referral; these include situations where:

- discussion with parents would put the pupil at risk of significant harm

- discussion would impede a Police investigation or social work enquiry
- familial sexual abuse is suspected
- organised or multiple abuse is suspected
- it is suspected that a girl has experienced FGM
- fabricated or induced illness is suspected
- there are concerns that the pupil is at risk of forced marriage
- to contact parents/guardians would place staff or others at risk
- it is not possible to contact parents/guardians without causing undue delay in making a referral.

5.8.3 Where the child expresses a wish for his or her parents not to be informed, their views should be taken seriously, and a judgement made based on the child's age and understanding, as to whether the child's wishes should be followed.
(see <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>).

5.8.4 In cases where children have experienced abuse/abused others, the DSL should ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/ intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's Child Protection Record (see Appendix 11).

5.9 Missing Pupil Procedures

Staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from College. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing. Please see the College's separate **Missing Pupil Procedure** for further details.

5.10 What staff should do if a child is seen as at risk of radicalisation

Staff should follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from Children's Social Care.

The College, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments of the potential risk in the local area. Such risk assessments are discussed with the Head and the Safeguarding Team and governors responsible for safeguarding to ensure the College's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

5.11 What staff should do if they discover an act of Female Genital Mutilation (FGM)

FGM is illegal in the UK. FGM comprises all procedures involving the partial and or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. Teaching staff and school nurses have a legal duty to report directly to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve Children's Social Care as appropriate. Non-teaching staff who discover that FGM has been carried out should speak to the DSL or a deputy immediately and then make a record on CPOMS. Any staff member who is concerned that a girl may be at risk of FGM (as opposed to 'discovering that it has been carried out') should discuss their concerns with the DSL / deputies and then make a record on CPOMS. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

5.12 Cameras and Mobile technology in EYFS

Ashville EYFS and Key Stage 1 recognises the need to respect pupil's and parents' rights of privacy and is aware of potential child protection issues.

It is recognised that there have been significant advances in mobile devices and wireless technology (including telephones and tablets), many of which have integral cameras, video and recording capabilities. In order to ensure that the dignity, privacy and confidentiality of children and families at the College are not compromised, we recognise the necessity for policy and guidance on the use of such devices.

At Ashville EYFS and Key Stage 1, in line with the EYFS welfare standards, staff are not permitted to have any personal camera-enabled devices in the areas where there are children.

In the EYFS and within Key Stage 1, personal mobile phones, mobile devices, cameras and video recorders cannot be used when in the presence of children, either on College premises or when on school excursions. This applies to all staff, including volunteers. No parent, guardian, carer or visitor is permitted to use their mobile phone or use its camera facility or other mobile device whilst inside school buildings.

Further information is contained within the **Taking, Storing and Using Images of Children Policy** which is available on request.

5.13 Low level concerns about staff

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to College policy
- engaging with a child on a one-to-one basis in a secluded area or without manager agreement

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in certain circumstances, through to that which is ultimately intended to enable abuse. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

All College staff should speak to the Head if they have any low level concern about another adult in school or to self-report any situation they have found themselves in which could be misunderstood by pupils, parents or other staff.

Further information is contained in the **Low Level Concerns Policy**

5.14 Allegations against Staff

Where an allegation is made against any person working in or on behalf of the College or any other person who works with children that he or she has:

- behaved in a way that has harmed a child or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The College will apply the same principles as in the rest of this document and we will always follow the North Yorkshire Safeguarding Children Partnership procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Where the College is not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes **supply teachers and volunteers and contractors**).

Whilst Ashville is not the employer of supply teachers, the College should ensure allegations are dealt with properly. In no circumstances will the College decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies will be fully involved and fully cooperate in any enquiries, but the College will usually take the lead. Whilst the College acknowledges such allegations, (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

5.14.1 Initial Action

If an allegation is made against anyone working with children in the College, the College should **not** undertake their own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the LADO on a no-names basis.

- All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head. If an allegation is reported to the Designated Safeguarding Lead (DSL), the DSL will inform the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and the LADO. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
Where there is a conflict of interest in reporting the matter to the Head, it should be referred directly to the LADO.
- The Head (or the DSL or Chair of Governors where applicable) should immediately discuss the allegation with the Local Authority Designated Officer (LADO) to consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the College's attention and appear to meet the criteria or that are

made directly to the Police and/or Children's Social Care. (NYSCP: Duty Designated Officer for Managing Allegations (LADOs) 01609 533080)

- The Head (or Chair of Governors) as the 'case manager' will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by Children's Social Care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
- The Head (or Chair of Governors, where the allegation relates to the Head) should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and Keeping Children Safe in Education 2025 when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the College and shall provide them with their contact details.
- The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from Children's Social Care or the Police.
- The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or The Teaching Regulation Agency (TRA) should be made where an allegation is substantiated, and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
- If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the College must consider making a referral to The Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

The College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

Where staff have a general concern about a member of staff's behaviour towards a pupil, this should be shared with the Head (or the Chair of Governors, if the subject is the Head).



5.13.2 Subsequent Action

If the LADO advises that the College should investigate the allegation internally then the College will carry out an investigation in line with Disciplinary Procedures and, if appropriate, the College's Whistleblowing Policy.

In accordance with Keeping Children Safe in Education 2025, details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation.
- details of how the allegation was followed up and resolved.
- a note of any action taken, and decisions reached and the outcome as categorised above.
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

Allegations proven to be false, unfounded, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

At the stage when the College is advised or believes that the allegation might constitute a serious offence, the Chair of Governors will be advised that a report should be made to the Charity Commission under its Serious Incident reporting procedure. The Chair of Governors and the designated Safeguarding Governor will continue to be informed throughout the process and will update the Governors, where necessary.

- 5.13.4** In the case of an allegation against a member of the residential boarding staff the Head, in consultation with the Designated Safeguarding Lead, will make an initial assessment about the safety of the pupils in the boarding community and will act to ensure their safety. If required, the member of staff will be moved off campus, and the normal procedures as defined in this policy will be followed.

Any allegation of serious harm or abuse by a person working in the Early Years Foundation Stage must be reported to Ofsted within 14 days, along with details of the action taken in respect of the allegation.

Ofsted Safeguarding Children: 0300 123 3155 (8am – 6pm Mon to Fri)
Email whistleblowing@ofsted.gov.uk
Write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

- 5.13.5** Staff are required to report to the Head (or in their absence the DSL), or the Chair of Governors (if the subject is the Head), any concern or allegations about College practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith, in line with the College's Whistleblowing Policy.

If staff feel unable to raise an issue with the Head or the Chair of Governors, or feel their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice helpline:



For more information and general advice on whistleblowing:
<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

5.14 Allegations Involving Child on Child Abuse

- 5.14.1** All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is likely to include: physical abuse (such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm), bullying (including cyberbullying, prejudice-based and discriminatory bullying), gender-based violence (including initiation/hazing type violence and rituals), grooming, sexual assaults (including girls or boys being sexually touched), upskirting, sexualised play (younger children) and sexually inappropriate behaviour/language, sexting, sexual violence and sexual harassment. **These issues should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' – abuse is abuse!**

Child on child abuse can affect pupils of any gender, but staff should recognise that it is more likely that girls will be victims and boys will be the perpetrators. All child on child abuse is unacceptable and will be taken seriously by the College.

Staff should be aware of the particular needs of children with SEND or who are looked after and may be more vulnerable to abuse including child on child abuse, CSE and online grooming.

- 5.14.2** The College has put in place safeguards to reduce the likelihood of child on child allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out each school's expectations and consequences for unacceptable behaviour together with visible staff presence. The College will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships. The College seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to child on child abuse.

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still very hard to accept. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

Any alleged incident of child on child abuse must be discussed with the Designated Safeguarding Lead (DSL) or one of the deputies immediately and then recorded on CPOMS. Where a concern regarding child on child abuse has been disclosed, advice and guidance will be sought from Children's Social Care and where it is clear

a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies there will usually be a College response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

- 5.14.3** Where allegations involve pupils then the matter should be overseen by the Designated Safeguarding Lead or one of the deputies and the appropriate member of the pastoral staff, who will follow the normal procedures as defined in this policy.
- 5.14.4** A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation and the College Behaviour Policy will apply. Any incident of bullying will be treated as a child protection concern when there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm.
- 5.14.5** The College will take advice from North Yorkshire Safeguarding Children Partnership (NYSCP) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the College will ensure that, subject to the advice of NYSCP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from NYSCP and/ or the Police as appropriate.
- 5.14.6** Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults are crimes and alleged incidents involving pupils will always be passed to the police. The College will follow the guidance contained in The National Police Chiefs' Council '**When to Call the Police**' (Guidance for Schools and Colleges) regarding when to contact the Police. If the DSL decides to make a referral to Children's Social Care and/or a report to the Police against a victim's wishes, the reasons should be explained to the Pupil and appropriate specialist support offered.
- 5.14.7** In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Both pupils will be supported by the designated staff or a member of staff whom the pupil feels comfortable with and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the Designated Safeguarding Lead or one of the deputies will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- the other children (and, if appropriate, staff) at the College, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded and kept under review. At all times, the College will be actively considering the risks posed to the pupils and will put adequate measures in place to protect them and keep them safe. In relation to a report of sexual violence or sexual harassment, the Designated Safeguarding Lead or one of the deputies will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or their experience minimised. The Designated Safeguarding Lead or one of the deputies will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

5.14.8

Sexting

All incidents involving youth produced sexual imagery should be responded to in line with the College's Child Protection Policy.

'Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People' (UK Council for Internet Safety) provides advice on dealing with incidents where:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18.

The advice does not cover:

- The sharing of nudes and semi-nudes of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police as a matter of urgency
- Children and young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain images.

When an incident involving youth produced sexual imagery comes to the College's attention:

- The incident should be referred to the DSL or one of the deputies as soon as possible
- **Staff should not view or forward illegal images of a child**
- The DSL should hold an initial review meeting with appropriate College staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or the police immediately.

5.15 Pupil Information

In order to keep children safe and provide appropriate care for them the College requires accurate and up to date information regarding:

- names (including any previous names), address and date of birth of child
- names and contact details of persons with whom the child normally lives

- names and contact details of all persons with parental responsibility (if different from above)
- for international boarders, the name and contact details of their Education Guardian
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The College encourages all parents and carers to provide more than one emergency contact, providing the College with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- if the child is or has ever been subject to a Child Protection Plan
- name and contact detail of key persons in other agencies, including GP
- any other factors which may impact on the safety and welfare of the child.

5.16 Safeguarding Information for Pupils

Pupils in the College are aware of a number of staff who they can talk to and this is displayed around the schools. The College is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Pupils know that there are designated people with responsibility for safeguarding and know who they are. Pupils are aware of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Children are taught about safeguarding including online safety and we recognise that a one-size fits all approach may not be appropriate for all children.

The College places increasing emphasis on good mental health and emotional wellbeing and recognises that this has an important part to play in protecting pupils from harm through championing resilience, removing the stigma of poor mental health and encouraging pupils and their families to talk to us as soon as they feel they are in need. In doing this we seek to empower pupils to build resilience to the risks of radicalisation and other forms of grooming.

At Ashville we ensure that through the College vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in College policy and there are effective risk management forms in place to safeguard and promote pupils' welfare.

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE/Wellbeing to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation.

The College has implemented the statutory requirements of relationships and sex education and health education but schools have some flexibility to decide how they discharge their duties effectively. The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety.

We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, child on child abuse, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime

- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice.

The College recognises it has a duty to prepare pupils for life in Britain and to keep them safe including from threats of radicalisation through the 'Prevent' strategy.

Pupils who attend the College have the right to learn in safety. The College does not tolerate bullying of any kind and will challenge derogatory language and inappropriate behaviour (including sexual violence and sexual harassment) towards others.

We raise pupil awareness of these and other safety issues through the curriculum, support from staff and helpful information around the schools.

5.17 Online Safety

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

The College recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are the areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Reports of pupils or staff at risk can be made to the Anti-Phishing Working Group (<https://apwg.org/>).
- **Misinformation** is the spreading of deliberate false rumours
- **Disinformation** is the inadvertent spread of false rumours.
- Both of these last two categories are online safety risks and safeguarding harms as outlined in KCSIE 2025 (Paragraph 135)

The College will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe from potentially harmful and inappropriate material online
- The College is adhering to the Filtering and Monitoring Standards published by the Department for Education: <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
- The College's network uses the following filtering and monitoring systems:
 - Email and Phishing filtering – Barracuda
 - School Firewall and filtering - Watchguard M590
 - iPad Specific Filtering – Securely
 - Endpoint protection – Microsoft Defender Endpoint Plan 2
- Such systems aim to reduce the risk of children being exposed to illegal or inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help to manage online behaviour that can increase a child's likelihood of, or causes, harm
- Children are taught about safeguarding, including online
- Staff are equipped with the knowledge to safeguard children online by attending online safety training. The College's Online Safety Policy also sets out the College's approach to online safety including the school managed I-pads.
- Pupils must read and sign the pupil Acceptable Use Policy Guide annually
- Pupils are encouraged to connect their own devices to the College Wi-Fi.
- Where children are undertaking Remote Learning the school ensures this is done safely.
- The College undertakes an annual Review of online safety and an annual risk assessment.

Further information is contained within the **Online Safety Policy** which is available on request.

5.19 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents (if married to the partner or in a civil partnership); it does not include great-aunts or uncles, great grandparents or cousins. If an international boarder is to stay with their Education Guardian for 28 days or more, for example over the Summer holiday, this is private fostering unless the guardian is a close family relative. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

In terms of the Boarding Community, it is important to note that

If a child is intending to remain in a residential setting outside of term time for more than 14 days, this becomes a Private Fostering arrangement.

People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family or be someone who is willing to care for a child of a family they do not know. It is not a private fostering arrangement if the placement was made by a social worker who has intervened on behalf of the local authority.

Examples include:

- Children (sometimes very young) where a parent is unable to care for them because of chronic ill health or where there are alcohol, drug or mental health issues. Sometimes the parent may be in prison
- Adolescents temporarily estranged from their parents
- Children in service families where parents are posted overseas
- Children from overseas where parents are not resident in this country
- Children from abroad who attend a language school or mainstream school in England, staying with host families.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the College who has parental responsibility.

Ashville staff should notify the Designated Safeguarding Lead or her deputies when they become aware of private fostering arrangements. The Designated Safeguarding Lead or one of the deputies will speak to the family of the child involved to check that they are aware of their duty to inform the Local Authority. The College itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

5.20 Work Experience

When work experience placements are organised, the College will ensure that the placement provider has policies and procedures in place to protect our pupils from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The College will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/ instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight)

If the person working with our pupil is unsupervised and the same person is in frequent contact with our pupil, the work is likely to be regulated activity. If so, the College will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

We are aware that we are not able to request an enhanced DBS check with barred list information for staff supervising our pupils who are aged 16 or 17 years old.

If the activity undertaken by our pupil on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them.

5.21 Foreign Exchange Visits

When organising Foreign Exchange visits, the organiser must ensure that reasonable steps have been taken to safeguard pupils at the College and visiting pupils (including checking that we have no concerns about Ashville host families and requiring that foreign exchange schools give similar assurances).

It is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. The College will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will use professional judgement to satisfy ourselves that the arrangements are appropriate and sufficient to safeguard every child who will take part in the exchange and make parents aware of agreed arrangements.

For United Kingdom host families, the lead member of the family is DBS checked, whilst a barred list is undertaken for other members of the family over 16. Such steps should be made explicitly clear in the risk management form and discussed with the Second Deputy and the Designated Safeguarding Lead who must subsequently authorise the risk management form.

Of particular importance here is that parents should feel that they have the right to object to their child staying with a particular host family if they so wish, i.e. a host family should not be forced upon a child. For further guidance please refer to the Singleton Report 2009 '**Drawing the Line**' (paragraph 46-54).

6. Additional Arrangements within the EYFS and Key Stage 1

(For additional information relating to Supervision of Pupils in the EYFS and Key Stage 1, please see Appendix 8)

6.1 Pre-prep and Acorns Site Security

6.1.1 Entering the Pre-Prep or Acorns Building:

During the school day, all children, parents, staff and visitors enter via the main entrance to the Pre-Prep Building. Visitors are met by the Pre-Prep Building Secretary or a member of staff who works in these buildings. Those children attending Acorns are taken directly to the pre-school building, where they are met by the Early Years Practitioners.

Staff gain access to both Acorns and the Pre-Prep Building by using coded keypads. Should the office be unattended, visitors must ring the bell adjacent to the office. Visitor badges are made available to approved visitors only, after signing in at the office.

If the Pre-Prep Building secretary is away from her office, unknown visitors are met at the door by staff and asked to show their ID. Staff members reserve the right not to allow access if the visitor is not known/unexpected and does not present with visible ID.

All other entrances are secured, meaning that the only method of gaining entry is via the main entrance to the Pre-Prep Building or the Acorns building. The door to the Pre-Prep Building remains on the keypad throughout the school day, but visitors can gain access to the building between 8:30 and 4:00pm by ringing the bell. The Pre-Prep Secretary or a member of staff will then sign in visitors to Pre-Prep.

6.1.2 Staff Responsibilities

It is the responsibility of all staff to be vigilant with regards to site security by following the procedures set out in this policy. Failure to do so may result in security being breached. As such, all staff must sign to say that they have read, understand and will implement the above procedures.

It is also the responsibility of all staff members to report any security issues to the Head of Pre-Prep or the Head of Prep School as soon as they arise.

6.1.3 Meeting the Medical Needs of Children

Staff refer to the Administration of Medicines Policy for guidance when dealing with minor or short-term medication requirements. For long term or complex medical needs (such as anaphylaxis or diabetes), a meeting must take place between school, parent/s, the school nurse and any other appropriate medical professionals who will assist in putting together a detailed care plan.

It is the responsibility of the College, overseen by the Head of Pre-Prep and the Head of Prep School, that children with health care needs are not disadvantaged and that systems and procedures are put in place to specifically meet these needs.

6.1.4 Intimate Care

It is important to clarify this area to include short term irregular intimate care, such as helping a young child who has wet or soiled themselves, and long-term intimate care that is required in order to fully meet a child's specific needs.

Where help is required for a child who has had an accident, the following procedures, designed to protect both children and staff, should be adhered to:

- wherever possible, the member of staff assisting the child should be of the same gender.
- the member of staff assisting a child must inform a colleague that s/he is helping a child in this way.
- where the privacy of a child is not compromised, any such assistance should not take place in an area that is entirely enclosed. Where this is not possible, a colleague must be in the vicinity to act as support for that member of staff. Leaving the door slightly ajar is more appropriate than it being completely shut.
- where appropriate, the child should be encouraged to be independent in changing clothing and managing his/her cleansing.
- members of staff should report any concerns arising from helping a child in this way to the Head of Prep School immediately.

Please refer to our Intimate Care in EYFS Policy for further details.

Under no circumstances must any of the above procedures be carried out by a volunteer, visitor or member of supply staff unless s/he is the child's parent.

7. Confidentiality

- 7.1 The College has regard to the government document Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers published July 2018 and the updated draft guidance issued by the DfE in July 2023.

The College will have regard to the above guidance and is aware:

- when information must be shared with Police and Children's Social Care where the child/young person is/may be at risk of harm
- when the Pupil's and/or parent's confidentiality must not be breached
- that information is shared on a need to know basis.

- 7.2 All parties involved in a possible Child Protection issue must recognise the primary importance of maintaining discretion and confidentiality at all stages of the procedures. However, staff should understand that they must never give a promise 'not to tell anyone' to a pupil confiding in them.
- 7.3 The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare. 'Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

Where staff have any doubt about sharing information, they should speak to the Designated Safeguarding Lead (DSL) or one of the deputies. Staff should be vigilant and always raise any concerns with the DSL or one of the deputies.

- 7.4** Staff should recognise that dealing with a case of actual or suspected child abuse can be harrowing and that they, as a member of staff, may need the support and help of others in coping with the involvement. Staff should not feel that this is a burden they have to carry alone. Further help should be sought if required from someone who can be relied upon to be discreet. Staff indicated in this statement will be able to help.
- 7.5** All safeguarding concerns about pupils should be recorded directly onto CPOMS. Staff who do not have a CPOMS log-in (e.g., catering, cleaning staff) are provided with paper 'cause for concern' forms (see appendix 11) instead. Agency / supply staff, visitors and volunteers should ask to speak to the DSL or a deputy about any concerns they have and they will then be provided with a paper 'cause for concern' form to complete.
- 7.6** Child Protection files must never be stored in the child's education file. All concerns about pupils will be stored on CPOMS along with other third-party reports, e.g. Police reports, child protection notes, medical notes and Social Work reports. Historical child protection files which are paper based are stored securely in the DSL's office; each paper child protection file should contain a chronological summary of significant events and the actions and involvement of the College.
- 7.7** Child Protection records should be kept for as long as any living victim may bring a claim (as indicated in Section 5.7).

7.8 Transfer of Pupil Records

Where pupils leave the College, the College will ensure that the Child Protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment. This is a legal requirement. When children leave the College (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

CPOMS provides a secure transfer and archiving system. There is no need to keep copies of the child protection file, apart from a digital copy of the chronology summary, except in the following instances:

- where a pupil transfers out of area to a school that does not use CPOMS (the original file should be retained by the College and a paper copy sent to the receiving school);
 - where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the Further Education establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection files to a Further Education establishment that does not use CPOMS, the original file should be retained by the College and a paper copy sent;
 - where the destination school is not known (the CPOMS record should be retained by the College)
 - where the pupil has not attended the nominated school (the CPOMS record should be retained by the College)
 - there is any on-going legal action (a pdf of the CPOMS record should be retained by the College).
- 7.8.1** CPOMS data transfer relies on the use of the pupil UPN. Where the receiving school does not have CPOMS, pupil records should be transferred in a secure manner, for example by hand. When hand-delivering pupil records, a list of names of those pupils whose records are being transferred and the name of the school they are being

transferred to will be made and a signature obtained from the receiving school as proof of receipt.

- 7.8.2** If a pupil moves from the College, child protection records will be forwarded on to the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should be done with a face-to-face handover.
- 7.8.3** If sending by post, a paper copy of the CPOMS record should be printed out and sent via 'Special Delivery'; a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- 7.8.4** A note of all pupils' child protection records transferred or received should be kept on the CPOMS chronology as evidence for College purposes. This will include the pupil's name, date of birth, where and to whom the records were sent and/or received along with the date of transfer. A copy of the CPOMS chronology will also be retained for audit purposes.
- 7.8.5** All child protection files received by the College, whether live or closed files, must be kept with all the contents enclosed and not remove any material unless the retention of that information would breach the Data Protection Act 2018.
- 7.8.6** In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information verbally with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 7.8.7** If a child is receiving Early Help or has a Child in Need plan or Child Protection Plan, the College will ensure a child's lead professional or Social Worker is informed when the child leaves the College.
- 7.9** When the Designated Safeguarding Lead resigns from their post or no longer retains the responsibility for child protection, there should be a full face-to-face handover/exchange of information with the new post holder.

In exceptional circumstances when a face-to-face handover is not feasible, it is the responsibility of the Head to ensure that the new post holder is fully conversant with all procedures and case files.

8. Training

- 8.1** The Designated Safeguarding Lead and the deputies undertake training with NYSCP every two years to ensure they are up to date with policy and procedures within this area. The designated staff also attend other training relevant to their role and responsibilities; for example, safeguarding conferences, local DSL network CPD and MIST safeguarding training.
- 8.2** To ensure safer recruitment practices are followed in the appointment of new staff to the College there are a number of staff who have completed certified courses in safer recruitment procedures. This included the Head, Deputy Heads, Head of Prep School, the Estates Manager, the Bursar and the HR Manager as well as a member of the Governing Body.
- 8.3** The Designated Safeguarding Lead and the deputies ensure that all new staff and Governors to the College undertake initial Child Protection training (which includes the issuing of 'Keeping Children Safe in Education' Part 1 to all new staff, as well as Annex B to all staff in direct contact with pupils) on arrival as well as arranging/delivering regular safeguarding updates. Each academic year, all staff will complete online Child Protection / safeguarding training, which is supported by face to face training each September. Other

safeguarding updates or training are delivered either online or in person throughout the academic year. All resident boarding staff and the Boarding Liaison Governors are updated annually in aspects of Child Protection considering, in particular, issues relating to the Boarding Community.

8.4 All new Staff will be provided with induction training that includes:

- the Child Protection Policy
- the role and identity of the DSL and deputies, and how to contact these
- the College Behaviour Policy
- the Staff Code of Conduct including the College's whistleblowing procedure, low level concerns reporting, the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- Online safety guidance, including the filtering & monitoring systems in place
- the safeguarding response to children who go missing from education
- a copy of Part one of Keeping Children Safe in Education
- School leaders and staff who work directly with children will also be required to read Annex B of Keeping Children Safe in Education (and Part five of Keeping Children Safe in Education).

Copies of the above documents are provided to all staff during the induction process.

8.5 All Staff are also required to:

- Read Part one of Keeping Children Safe in Education and confirm that they have done so. Each time Part one of Keeping Children Safe in Education is updated by the Department for Education, staff will be updated on the changes via a Safeguarding Update.
- Understand key information contained in Part one of Keeping Children Safe in Education. The College will ensure staff understanding by asking all staff to complete the optional KCSIE Questionnaire as part of the EduCare **Child Protection Refresher 2025** course.
- Receive training in safeguarding and child protection regularly, in line with advice from the North Yorkshire Safeguarding Children Partnership. Training will include online safety and harmful sexual behaviours. It will also include Prevent and Channel awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular Safeguarding Updates, at least twice a year, to provide them with relevant skills and knowledge to safeguard children effectively.

8.6 All staff will receive regular safeguarding and child protection updates at least twice a year.

8.7 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the staff Code of Conduct, which is issued at Induction as is the College's Policy on the Restraint of Pupils and the College's Behaviour Policy. Updated versions of the Code of Conduct are circulated annually.

8.8 Pupils who have been given posts of responsibility around the College, for example, Red Ties, Liaison Prefects, Boarding Prefects as well as all Sixth Form Pupils should receive Child Protection Training (with a focus on the appropriate action that should be taken if they receive allegations or have concerns about a pupil) annually from the Designated Safeguarding Lead or one of the deputies.

9. External Lettings



The College rents out the premises/facilities to external organisations and individuals for non-school activities through Ashville Trading.

When services or activities are provided by the College under the direct supervision or management of their college staff, the College's arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. Ashville Trading will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the College on these matters where appropriate. Safeguarding requirements are included in the transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If the school received an allegation relating to an incident where an individual or organization was using the school premises for running an activity for children, the school would follow our own safeguarding policies and procedures and inform the local authority designated officer (LADO).

10. Conclusion

Staff are asked to recognise that this policy is designed above all to protect the interests of the pupil, to support staff and to ensure that required action is taken as quickly as possible. As such they must be followed without exception by staff who may become involved with a Child Protection issue.

If anyone wishes to contact Children's Social Care at North Yorkshire County Council Children and Young People's Service directly, then they can do so through the Customer Services Centre at the address below:

North Yorkshire County Council
County Hall
Northallerton
North Yorkshire
DL7 8AD

Telephone: 01609 780780

Appendices

List of Contents:

- 1. Further Information on Specific Safeguarding Issues**
- 2. The Role of the Safeguarding Lead**
- 3. Role of the Nominated Safeguarding Governor**
- 4. Staff Responses**
- 5. Indicators of Abuse**
- 6. Staff Code of Practice**
- 7. Allegations Against Staff**
- 8. Arrangements for Supervision of Pupils in EYFS and Key Stage 1**
- 9. Useful Contact Numbers**
- 10. Useful Sources of Information**
- 11. Child Protection Paperwork**

Appendix 1

Further Information on Specific Issues

List of Contents:

1. Children Missing from Education
2. Child Exploitation
3. Cybercrime
4. So-called 'Honor Based' Abuse (HBA)
5. Preventing Radicalisation
6. Domestic Abuse
7. Peer on Peer Abuse/Child on Child Abuse
8. Sexual Violence and Sexual Harassment between Children in Schools
9. Upskirting
10. Special Educational Need and/or Disabilities and LGBT

KCSIE Annex B also contains information on:

- Child Abduction and Community Safety Incidents
- Children and the Court System
- Children with Family Members in Prison
- Homelessness

1. Children Missing in Education

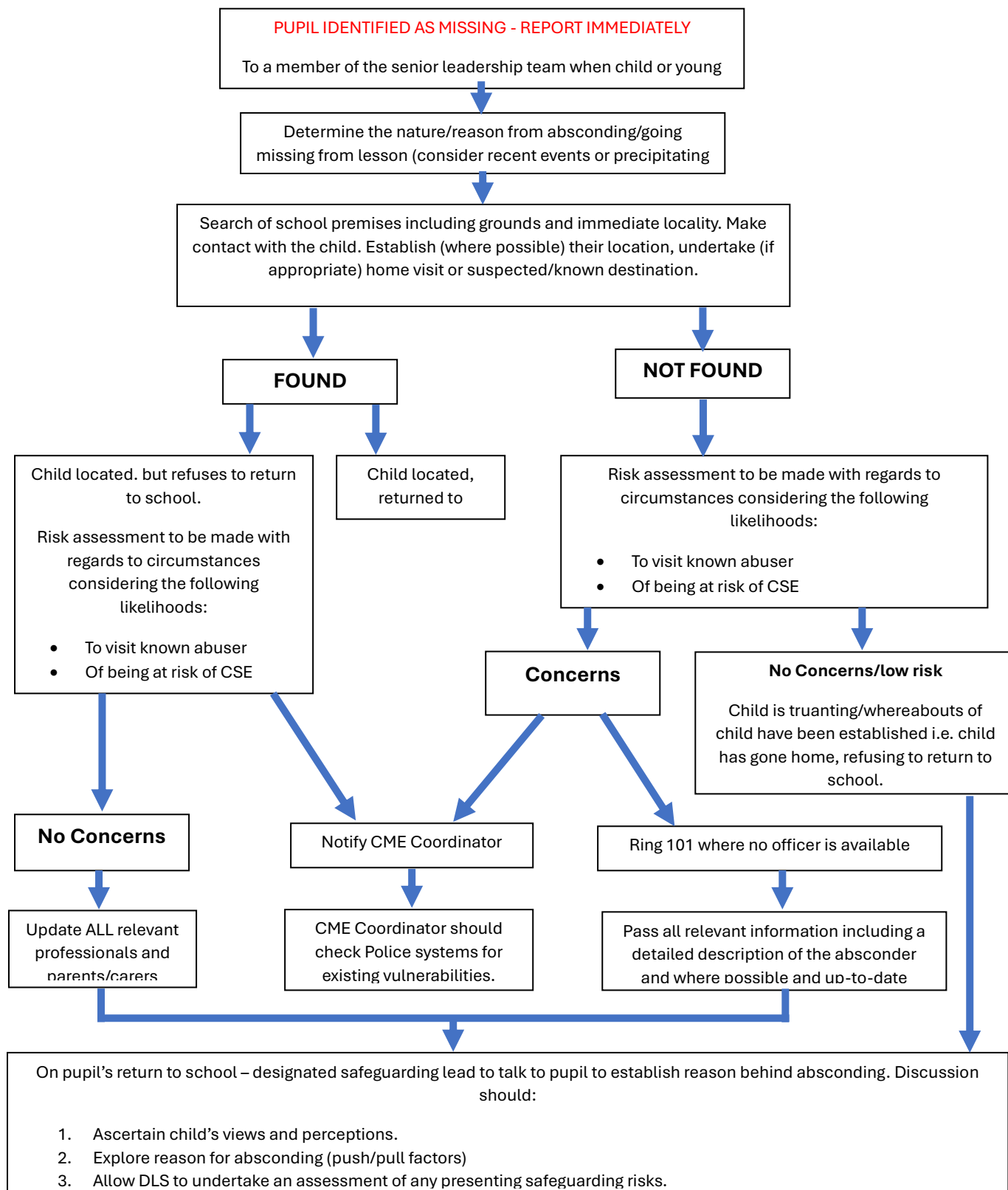
All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs or disability they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. College staff should follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of going missing in future. The College follows the North Yorkshire procedure and will contact the Child Missing in Education (CME) Coordinator: CME.Coordinator@northyorks.gov.uk or telephone 01609 532477.

College attendance registers are carefully monitored to identify any trends. The College will inform North Yorkshire County Council (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly or has been absent without the College's permission for a continuous period of 10 school days or more.

Missing from School Response Checklist

Referral pathway for reporting children and young people missing/absconded during the school day.



2. Child Exploitation: Criminal/County Lines; Child Sexual Exploitation; Modern Slavery

Child Sexual Exploitation

The College recognises Child Sexual Exploitation (CSE) can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. The College will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police.

'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.'

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional wellbeing
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs, **in addition to those mentioned above**, which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- in girls, repeat pregnancy, abortions, miscarriage
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- being seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- contact with known perpetrators
- being involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- recruiting other young people to exploitative situations
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- getting involved in crime
- police involvement, police records
- being involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation

The College recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Trafficking of persons means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. Trafficking is a crime and where suspected, will always be reported to the police and Children's Social Care.

National NRM guidance can also be found:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655504/6.3920_HO_Modern_Slavery_Awareness_Booklet_web.pdf

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or one of the deputies), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

So-called 'Honour Based Abuse (HBA)

So-called '**honour-based**' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Why is it Carried Out?

Belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Is part of being a woman/is a rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Is mistakenly believed to make childbirth easier.

Is FGM Legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and Occurrences that may Point to FGM Happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may Indicate a Child has Undergone FGM

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return
- A pupil is reluctant to undergo medical examination
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Disclosure.

Actions

If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015 and these procedures will remain when dealing with concerns regarding the potential for FGM to take place.



Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated **health** and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

Teachers and school nurses **must personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher / school nurse has a good reason not to, they should also still discuss any such case with the College's Designated Safeguarding Lead and involve Children's Social Care as appropriate.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. Non-teaching staff who discover that a girl has experienced FGM and any member of staff who has concerns that a girl *may* have experienced or may be at risk of FGM (as opposed to discovering that it has occurred) should speak to the DSL or a deputy without delay; they will then be asked to make a record on CPOMS.

Anyone can report concerns about FGM to North Yorkshire Police on the direct number 101.

The national helpline is 0800 028 3550 and fgm.help@nspcc.org.uk

In addition, there are a local support groups to help victims:

Black Health Initiative (BHI)
315 Chapeltown Road
Leeds LS7 3JT
Tel: 0113 307 0300

Home Office

fgmenquiries@homeoffice.gov.uk

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Potential Signs or Indicators that a Child is Facing Forced Marriage

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further or higher education
- Self-harm/attempted suicide
- Eating disorders
- Depression/isolation

- Substance misuse
- Unwanted pregnancy
- Early marriage of siblings
- Running away from home
- Unreasonable restrictions, e.g. kept at home by parents
- Female Genital Mutilation.

Actions

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

College staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fcdo.gov.uk

3. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on schools to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively.

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. the local safeguarding partnership, (formerly the LSCB), police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of the local safeguarding partnership, policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials

School buildings must not be used to give a platform to extremists.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature

- Behavioural changes
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 141-210 of the Revised Prevent duty guidance: for England and Wales (Updated March 2024) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area. Schools will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate. They will need to consider the level of risk to identify the most appropriate referral, which could include for example, Channel or Children's Social Care. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements

take into account the policies and procedures of the Local Safeguarding Children Partnership.

- Schools should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.
- Schools will be expected to ensure that children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. The College's Designated Safeguarding Lead (and deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the College may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages.

Anyone can report concerns about children becoming radicalised to the Police Prevent Team on the direct number 01609 643580.

(email: Prevent@nothyorkshire.pnn.police.uk or speak to North Yorkshire County Council Prevent Officer on 01609 533487)

6. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass:

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

If the College receives an Operation Encompass notification, this will be recorded on the pupil's CPOMS log. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the DSL will make a referral to children's social care if they are concerned about the child's welfare.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Advice is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse>

- Refuge what is domestic violence/effects of domestic violence on children
<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children>
- SafeLives: young people and domestic abuse
<https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>
- Domestic Abuse: Specialist Sources of Support
<https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support>

NYSCP guidance is also available:

<https://www.safeguardingchildren.co.uk/Resources/practice-guidance-domestic-abuse>

7 Child on Child Abuse

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

8. Sexual Violence and Sexual Harassment between Children in Schools

The College recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the College. The College takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach may be undertaken when responding to all such complaints; however, the College will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead in conjunction with one of the deputies. The DSL has attended AIM training and will use the AIM assessment tools to ascertain the risk and needs of all pupils involved / affected and determine the next course of action. There are a number of options the College may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children

involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It 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. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured and taken seriously and that they are 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.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that College staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably

believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- the age of consent is 16
- sexual intercourse without consent is rape

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names sexual 'jokes' or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
 - sharing of unwanted explicit content
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats.

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. How the College responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously 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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Section 5:1

As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or one of the deputies).

More details can be found in Part 5 of 'Keeping Children Safe in Education 2025'.

8. Upskirting

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

9. Special Educational Needs and/or Disabilities and LGBT

Special Educational Needs and/or Disabilities

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead or one of the deputies as appropriate.

Lesbian, Gay, Bi or Trans (LGBT) pupils

Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT as can the children of LGBT parents / carers. The college strives to provide safe spaces for any pupil who identifies as LGBT or is affected by LGBT discrimination.

Appendix 2

The Role of the Safeguarding Lead

The Designated Safeguarding Lead

The College has appointed a senior member of staff with the necessary status and authority the Deputy Head Pupils to be responsible for matters relating to child protection and welfare. Parents are welcome to approach the Designated Safeguarding Lead (DSL) if they have any concerns about the welfare of any child in the College, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's class teacher (in the Prep School) or the child's Head of Year/Housemaster/Housemistress (in Senior School) or the Head who will notify the Designated Safeguarding Lead in accordance with these procedures.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during college hours) for staff in the College to discuss any safeguarding concerns. During term time, the DSL will organise a rota whereby one of the DSL or the deputies will be contactable for staff during evenings and weekends as well as out of term activities.

The main responsibilities of the Designated Safeguarding Lead are detailed below (as defined by Keeping Children safe in Education 2025).

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the North Yorkshire County Council through the online reporting system. Hate crimes should also be reported to the police
- Access a range of advice to help them identify children in need of additional mental health support.

Working with Others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the Head to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, Chief Information Officer, senior mental health leads and Director of Learning Support and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the College knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information Sharing and Managing the Child Protection File

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child; at Ashville, this is done via CPOMS.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in KCSIE 2025.

Where children leave the College (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. When receiving child protection files from a child's previous school, the designated safeguarding lead should ensure that all relevant staff (e.g. the SENCo) are made aware of the contents of the file, as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the College's Child Protection Policy and procedures, especially new and part-time staff;
- ensure the College's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Safeguarding Governor (and the Board of Governors) regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and College leadership staff.

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the College, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at College;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges
- obtain access to resources and attend any relevant or refresher training courses; and,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the Views of Children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the College may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

The critical importance of recording, holding, using and sharing information effectively is set out in all parts of KCSIE 2025, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the College, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The DSL should ensure:

- the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.
- that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- that North Yorkshire Children & Families Service is informed where the child leaves the school.

In addition, the Designated Safeguarding Lead's responsibilities include:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- to ensure that the Pupil's wishes and feelings are taken into account when determining what action to take and what services to provide



- to ensure a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure the College may put in place to protect them
- to meet with the Governor with Safeguarding Responsibility on a termly basis
- to monitor the keeping, confidentiality and storage of records in relation to child protection
- to keep parents informed of action to be taken under these procedures in relation to their child in accordance with paragraph 5.8 of the College's Child Protection Policy
- to lead regular case monitoring reviews of vulnerable Pupils with designated staff responsible for child protection. These reviews will be evidenced by minutes and recorded in case files
- to inform the Children's Social Care Department in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child protection plan as advised by the Children's Social Care department
- to ensure the College keeps and maintains records of staff training on child protection and safer recruitment procedures.

The College also has three Deputy DSLs who can perform many of the roles above, but whilst the activities of the designated safeguarding lead can be delegated to the appropriately trained deputies, the ultimate lead responsibility for child protection, remains with the designated safeguarding lead and this lead responsibility should not be delegated.

If the Designated Safeguarding Lead is unavailable their duties will be carried out by one of the **Deputies**, who have received appropriate training.

Role Description for Deputy Designated Safeguarding Leads (DDSLs)

The DDSLs work closely with the Designated Safeguarding Lead who takes immediate line management responsibility for the day-to-day Child Protection work in the College.

The DDSLs receive communications from staff about safeguarding issues, complaints or allegations (with the exception of those concerning staff). They are responsible for contacting the Designated Safeguarding Lead promptly with a written summary of all safeguarding issues that they encounter. Having agreed the strategy for dealing with the case, they are then responsible for ensuring that the correct procedure is followed for making sure that all relevant parties liaise as appropriate and for monitoring progress and keeping accurate records. They are required to keep the Designated Safeguarding Lead fully informed on progress, taking advice as necessary, and ensuring that there are appropriate arrangements in place for monitoring and review until the case is signed off as completed. In addition, they should access a range of advice to help them identify children in need of additional mental health support.

As part of the College's Safeguarding Training Programme, the DDSLs are responsible for delivering Child Protection/Safeguarding Training as required, but not until they have completed a year in role. They attend regular management meetings with the Designated Safeguarding Lead and the half-termly meetings of the Safeguarding Team. They are expected to liaise with the Heads of Year, Housemasters/Housemistresses, Medical Centre staff and Mental Health Lead/Pastoral Mentors as part of their casework as well as social workers, if required. They are also expected to support the Designated Safeguarding Lead with the administration of safeguarding work; for example, updating training materials, maintaining intranet pages, collating case information, preparing welfare correspondence and sharing information appropriately with those who need to know.

The Deputy Designated Safeguarding Leads have a role with:

Policy:

- Holding and being conversant with current local and national safeguarding procedures and inter-agency working.
- Keeping up to date through training. It is a requirement that this takes place at least every two years. Keeping written records of all training and passing a copy of certificates to the HR Manager as well as the DSL.
- Being alert to the specific needs of children in need, those with special educational needs and young carers.

- Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Being able to keep detailed, accurate, secure written records of concerns and referrals.
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Recognising the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.
- Informing and keeping abreast of the College's annual reviews of its safeguarding Policies, including the Child Protection Policy, Antibullying Policy and the Online Safety Policy.
- Advising, on the basis of their day-to-day experience in the job, on any areas which need attention when it comes to the development of policies and procedures to safeguard children.
- Ensuring that any deficiencies or weaknesses in safeguarding policy and procedures are remedied without delay through the Designated Safeguarding Lead.

Raising Awareness:

- Developing safeguarding awareness with all involved in the College's pastoral care system.
- Briefing and guiding Teaching and Support staff and senior pupils on safeguarding matters. This includes training all new staff as part of their induction after arrival at the College. Part-time and voluntary staff who work with children must also be made aware of the College's arrangements for Child Protection and their responsibilities. All staff must receive Safeguarding Training every year.
- Ensuring that staff know where to find the Child Protection Policy and procedures and that their importance is understood.

Referrals:

- Liaison over safeguarding matters with the local Safeguarding Children Partnerships (Leeds and North Yorkshire) as directed by the Designated Safeguarding Lead.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the North Yorkshire County Council through the online reporting system. Hate crimes should also be reported to the police
- Access a range of advice to help them identify children in need of additional mental health support.

Availability:

- During term time the DSL or one of the deputies will always be available (during school hours) for staff in the College to discuss any safeguarding concerns.
- During evenings and weekends as well as out of term activities the DSL will organise a rota whereby one of the DSL or the deputies will be contactable for staff.

Appendix 3

Nominated Safeguarding Governor

Role of the Nominated Safeguarding and Child Protection Governor

Background:

The document 'Working Together to Safeguard Children' provides statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance requires schools to have 'a senior board level lead to take strategic leadership responsibility for the organisation's safeguarding arrangements'.

Ashville College has nominated a safeguarding governor who is responsible for the oversight of safeguarding policies and procedures on behalf of the Governing Body. The Nominated Safeguarding & Child Protection Governor may also be supported by a deputy. The Deputy will assist the Nominated Governor in fulfilling these responsibilities.

It should, however, be noted that this in no way alters the fact that the full Governing Body remains collectively responsible for safeguarding.

The roles and duties listed below act as an aide memoire for what it would be reasonable for a nominated safeguarding governor to undertake.

Role and Duties:

1. The main role of the Nominated Safeguarding Governor on behalf of the Governing Body (which retains overall responsibility) is to act as the College's senior board level lead to take leadership responsibility for the College's safeguarding arrangements, which he/she will do by discharging the following functions:

champion the promotion of well-being, safeguarding and child protection issues at the highest level within the College.

encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.

ensure that the Governing Body puts in place a suitable child protection and safeguarding policy (**Child Protection Policy**) and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice.

ensure the College has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the College website or by other means.

ensure the Governing Body receives regular training on safeguarding and child protection, including changes to Keeping Children Safe in Education.

be familiar with the local safeguarding partnership, guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment and the local safeguarding partnership's, threshold document, contributing to inter-agency working.

contribute to ensuring any deficiencies in the College's safeguarding practices brought to Governors' attention from any source are investigated and addressed.

meet regularly with the College's Designated Safeguarding Lead (**DSL**) in order to monitor the effectiveness of the College's Child Protection Policy and procedures and the

implementation of these across the College. It is recommended that this is at least a termly meeting and that these are formally documented.

ensure that the Governing Body receives a written report on the implementation of the College's Child Protection Policy and procedures to support the full Governing Body's review of safeguarding in the College at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance.

to update the Full Governing Body on a termly basis with regard to safeguarding matters, and to ensure the Clerk to the Governors includes safeguarding as an item on the agenda at all Governors' Committees.

ensure that the Governing Body received a verbal report on implementation of the College's Child Protection Policy and procedures on a termly basis.

ensure that the Governing Body is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the College's Child Protection Policy or procedures.

ensure that the Governing Body is made aware of what 'early help' is available to Ashville pupils.

ensure that the DSL is part of the College's senior leadership team and has sufficient time and resources at his/her disposal to carry out his/her duties effectively.

ensure that the DSL (and Deputy DSLs) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

ensure that arrangements are in place for the inclusion of child protection training on the College's procedures in an induction programme for all people working in the College, no matter for how long, nor the status of that individual.

ensure that the College makes opportunities available to staff to feed into and shape the College's approach to safeguarding and safeguarding policies.

ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.

review the College's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.

be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.

ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material.

ensure that staff have the necessary knowledge and understanding to keep looked after and previously looked after children safe, with identified staff tasked to promote the educational achievement of looked after children.

Ensure that systems are in place to provide additional academic and pastoral support to any pupil who has a social worker or has had one in the past.

ensure that the Governing Body carries out regular risk assessments of factors particular to the College which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing from education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, hate crime, honour based abuse (HBA), female genital mutilation and cyberbullying.

both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.

aspire to have one of the Safeguarding Governors attending each of the Safeguarding Team Meetings and e-Safety Team Meetings each half term.

ensure that where the College rents out school facilities/premises to organisations or individuals, that appropriate arrangements are in place to keep children safe. The governing body, through the Safeguarding Governor should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary).

2. The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of his/her duties, will be publicised widely within the College community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.

Each of the Nominated Safeguarding Governor, any Deputies and the Chair of the Governing Body will undertake appropriate training in accordance with the local safeguarding partnership's, recommendations to fulfil the respective role and duties.



Appendix 4

Staff Responses

List of Contents:

- 1. Checklist for all Staff: Initial Response**
- 2. Reporting a Suspicion or Disclosure Flowchart**
- 3. Dealing with a Disclosure of Abuse**
- 4. Questioning of Children**

1. Checklist for all Staff: Initial Response

IF

- ◆ You suspect a child may have been abused or neglected
- ◆ You suspect a child may be at risk of abuse, neglect or wider safeguarding issues
- ◆ A child discloses abuse
- ◆ A third party expresses concern to you

You should **OBSERVE, R E C O R D, and REPORT.**

- R** Respond without showing signs of disquiet, anxiety or shock.
- E** Enquire casually about how an injury was sustained or why a child appears upset.
- C** Confidentiality should not be promised to children or adults.
- O** Observe carefully the behaviour or demeanour of the child or the person expressing concern.
- R** Record what you have seen and heard.
- D** Do not interrogate or enter into detailed investigations; rather encourage the child to say what he or she wants until enough information is gained to decide whether or not a referral is appropriate.

And then **REPORT** to the Designated Safeguarding Lead or one of the Deputies, having consulted the relevant staff in the Pre-Prep, Prep School or Senior School, if appropriate. The DSL will then ask you to make a record on CPOMS – this should be factual and as detailed as possible.

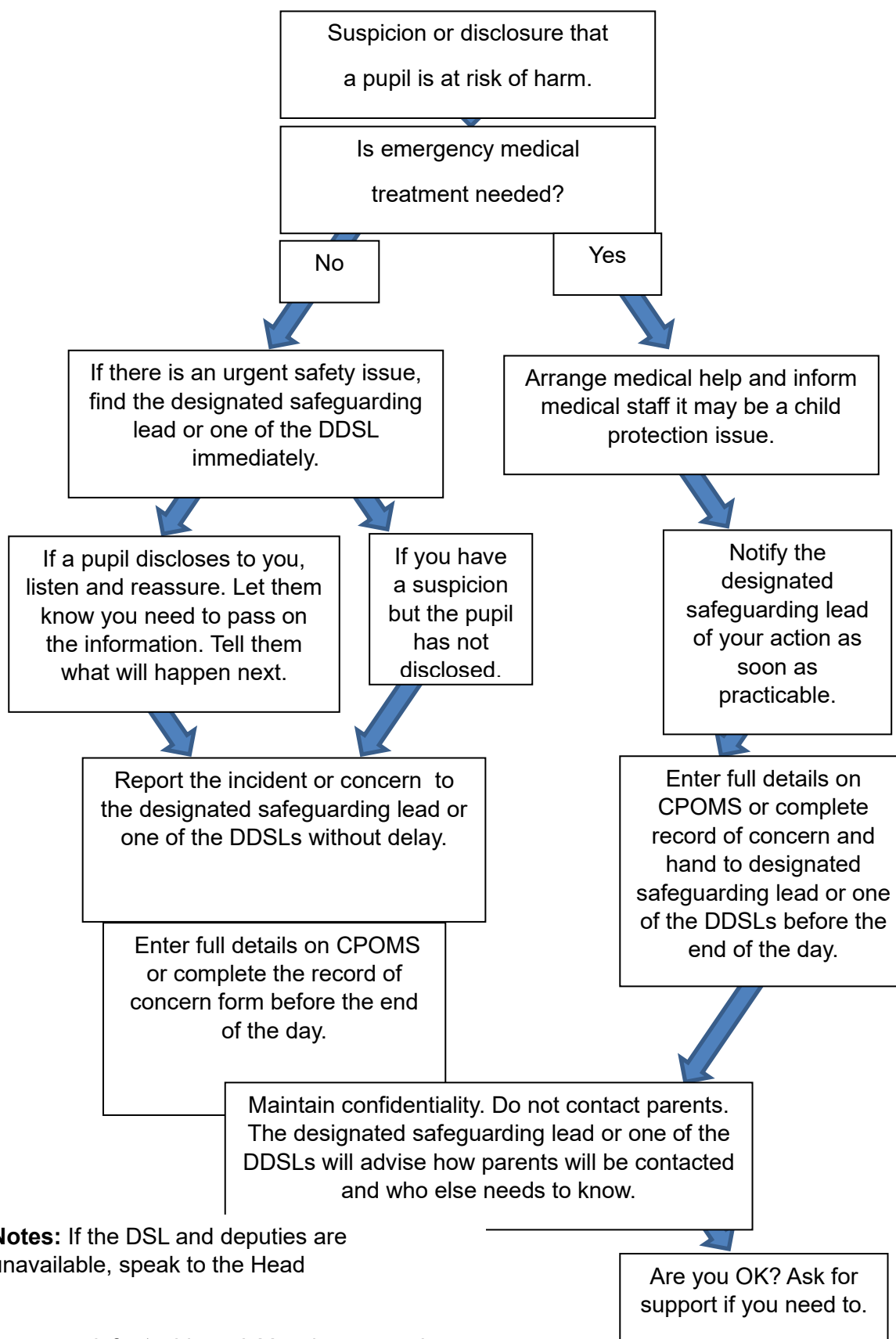
Please remember that the matter should be dealt with at all levels with the utmost discretion.

Reminders

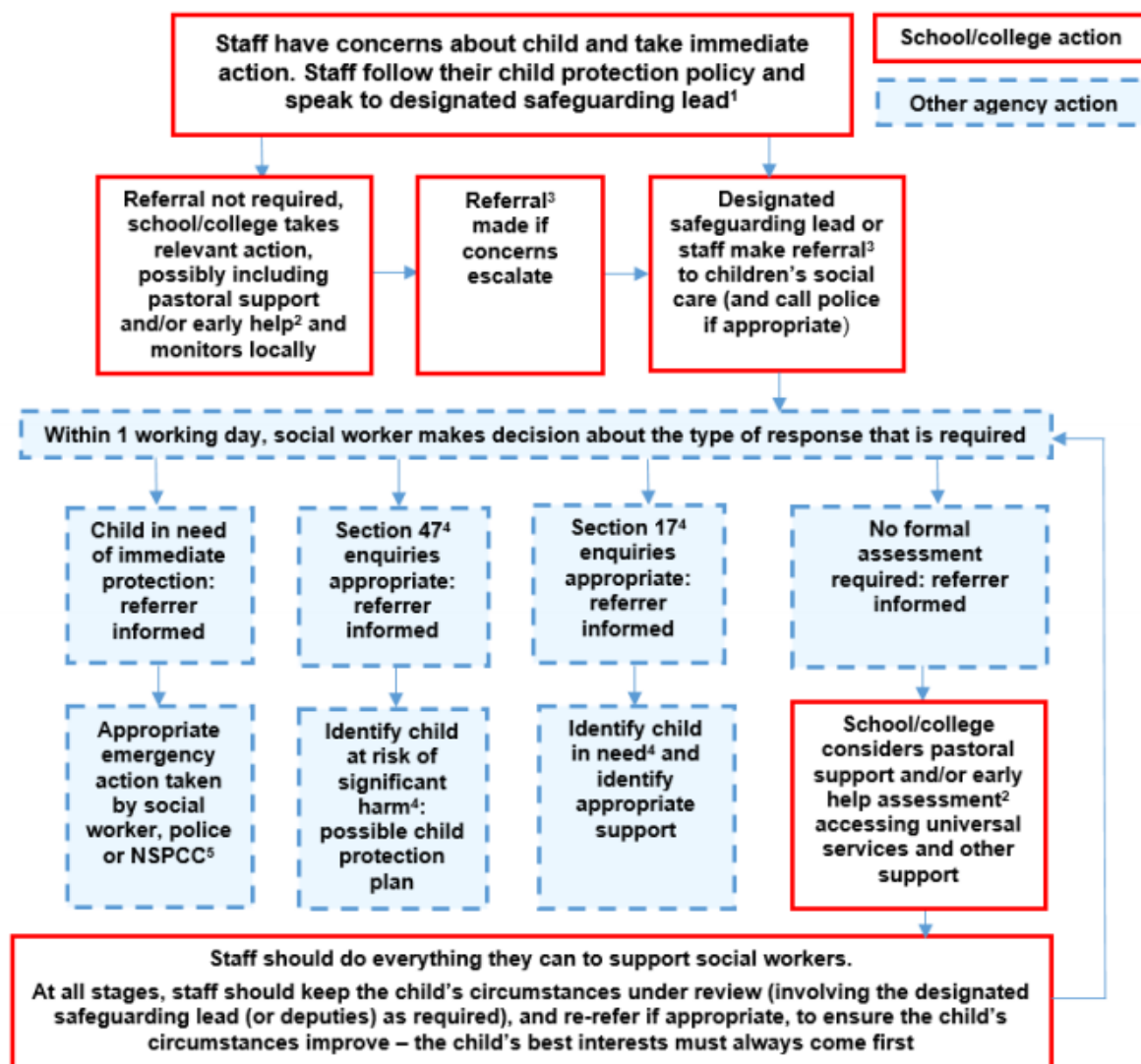
- If you are involved in dealing with a disclosure, whether actual or suspected, it can be a harrowing experience. You do not need to feel you have to deal with it on your own. You can seek help from the DSL or a deputy who can be relied upon to be discreet. Disclosures from pupils are confidential and must not be discussed with anyone except a Designated lead / deputy, the Head or a LA Social Worker.



Reporting a Suspicion or Disclosure Flowchart



Actions Where there are Concerns About a Child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

3. Dealing with a Disclosure of Abuse

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but try not to ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

Staff should speak to the DSL or deputy without delay and then record concerns on CPOMS. Staff who do not have access to CPOMS will be asked to complete a Cause for Concern Form. If you are worried a child is at risk from harm, you must always log your concern electronically or in hard copy but you must actively go to find the DSL or one of the deputies in person straight away.

You must not deal with this yourself. All disclosures of abuse must be responded to in keeping with the professional roles and responsibilities outlined in Keeping Children Safe in Education (September 2025)

4 Disclosure of Abuse – Questioning Children

1. Only ask enough questions to gain basic information.
2. Take the allegation seriously; support the child – do not investigate!
3. Use open-ended questions: ✓ Avoid leading questions: X

When	When did it happen? Did it happen last night?	✓ X
Where	Where did it happen? Did he/she come into your bedroom?	✓ X
Who	Who did it? Was it daddy? etc.	✓ X
What	What happened? Did such and such happen?	✓ X
How	Avoid if possible! These questions require a judgement call by a child and may also induce self-recrimination.	
Why	Avoid if possible! These questions require a judgement call by a child and may also induce self-recrimination.	

Remember:

- a. Keep the questions open-ended.
- b. However, staff need to be aware that, whilst leading questions should be avoided if possible, they may ask a child directly whether they have been harmed and the nature of that harm.
- c. Do not prompt or suggest to obtain the answer you think you want to hear.
- d. If you need to make handwritten notes of the initial disclosure, sign and date these and pass to the DSL on the same working day. The DSL will scan these into CPOMS and retain the original securely.



Appendix 5

Indicators of Abuse

Possible Signs of Physical Abuse

- Injuries, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to explain and discuss injuries
- Untreated injuries or delay in reporting them
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Fear of returning home
- Fear of medical help
- Arms and legs covered in hot weather
- Withdrawal from physical contact
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Bruises, commonly on the head but also on the ear or neck or soft areas, such as the abdomen, back and buttocks
- Bruises in the shape of a hand or object
- Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- Bite marks – usually oval or circular in shape
- Visible wounds. Indentations or bruising from individual teeth
- Scarring

Possible Signs of Emotional Abuse

- Fear of parents being contacted
- Admission of punishment which appears excessive
- Physical, intellectual and emotional development lags
- Significant decline in concentration
- Sudden speech disorders
- Over-reaction to mistakes
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, (e.g. rocking; constant hair-twisting; excessive thumb-sucking)
- Self-mutilation
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing or scavenging
- Indiscriminate friendliness
- Socio-emotional immaturity
- Lack of social skills or have few, if any, friends

In babies and pre-school children:

- May be overly affectionate towards strangers or people they have not known for very long
- Lack of confidence or become wary or anxious
- Be aggressive or nasty towards other children and animals

Possible Signs of Non-organic Failure to Thrive

- Significant lack of growth
- Weight loss
- Hair loss
- Poor skin or muscle tone
- Circulatory disorders

Possible Signs of Neglect

- Constant hunger
- Seem hungry or turn up at school without having breakfast or bringing lunch (if not school lunches)
- Emaciation
- Constant tiredness
- Poor personal hygiene
- Poor state of clothing
- Inadequate clothing, e.g. not having a winter coat
- Untreated medical problems, injuries and/or dental issues
- Frequent lateness or non-attendance at school
- Low self-esteem
- Destructive tendencies
- Neurotic behaviour (e.g. rocking; constant hair-twisting; excessive thumb-sucking)
- Limited social relationships
- Chronic running away
- Compulsive stealing or scavenging
- Repeated accidental injuries caused by a lack of supervision
- Recurring illnesses or infections, e.g. skin sores, rashes, flea bites, scabies or ringworm
- Taking on the role of carer for other family members
- Left alone for a long time
- Poor language, communication or social skills

Possible Signs of Sexual Abuse

1. Pupils under the age of five may:

- Become insecure or cling to parent in fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal area; smell of semen, etc.
- Have soreness or bleeding in the throat, anal or genital area
- Regress to a much younger behavioural pattern
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried
- Change from being happy and active to being withdrawn and fearful
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Play out sexual acts in too knowledgeable a way with dolls or other pupils
- Produce drawings or representations of sex organs such as erect penises
- Repeat obscene words or phrases
- Say repeatedly that they are bad, dirty or wicked.

2. Pupils from the ages of five to twelve may:

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Seem to be keeping secret something that is worrying them
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn or regressing to younger behaviour patterns
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club
- Could use sexual language or know information they would not expect them to
- Be reluctant to undress for PE
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike or avoid being alone with of a particular babysitter, relative or other adult
- Have terrifying dreams
- Act in a sexual way, inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse
- Start wetting themselves
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat.

3. Pupils from age of twelve onwards may:

- Be fearful about certain people like relatives or friends
- Assume the role of parents in the house to such an extent that they are taking care of everyone's needs except their own
- Not be allowed to go out on dates or have friends around
- Might avoid being alone with people, such as family members or friends
- Find excuses not to go home or to a particular place
- Run away frequently
- Have unexplained sums of money
- Be unable to concentrate; seen to be in a world of their own
- Experience memory loss
- Have recurring nightmares/be afraid of the dark
- Exhibit a sudden change in school/work habits, begin to truant
- Be fearful of undressing for PE
- Be withdrawn, isolated or excessively worried
- Have outbursts of anger or irritability
- Be chronically depressed
- Be suicidal
- Use drugs or drink to excess
- Self-mutilate, show self-hatred
- Become anorexic or bulimic
- Be inappropriately seductive
- Have soreness/bleeding in the genital or anal areas or in the throat
- Have chronic ailments such as stomach pains and headaches
- Become pregnant
- Have a sexually transmitted infection (STI)
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Become sexually active from a young age; might be promiscuous
- Sexually abuse a child, sibling or friend.



Appendix 6

Staff Code of Conduct Reminders

Here are some helpful, everyday reminders which apply within the day-to-day routine of the College.

Routine Considerations:

In order that staff do not place themselves or pupils at risk of harm or of allegations of harm to a pupil, members of staff must:

- conduct themselves with pupils mindful of their teacher-pupil relationship and their legal position of trust, avoiding any sense of inappropriate informality, friendship with a peer or of favouritism;
- staff should avoid situations where they are on their own with a pupil and, in such situations, plan ahead, and signal the arrangement to a line manager. Measures will include: ensuring that there is easy sight into the classroom (door or windows/no closed doors); having another member of staff or support staff in the vicinity. Where this is not practicable, alternative arrangements should be considered and, if necessary, discussed and agreed with the DSL/DDSL and line managers.
- avoid last-minute or informal arrangements for one-to-one tuition or coaching;
- not give lifts in cars (or any private vehicle) to pupils, particularly one-to-one, other than in an emergency when a senior member of staff and/or the DSL/DDSL should be informed of the circumstances as soon as is practicable;
- ensure any out-of-school contact with pupils adheres to College policy, is necessary, and is 'open' (e.g. relevant line managers are copied into emails); phone or text messages have to be authorised and need to have the formal consent of parents;
- seek immediate advice from your line manager and the DSL or Deputy DSL if a pupil's interaction with you (in any form) seems inappropriate, out of the ordinary or makes you feel uncomfortable.

Specific Advice Relating to Mobile Phones, Digital Communications and Social Media

- Pupils' mobile telephone numbers and text messages must not be used without the express, written permission of the pupils' parents and only in exceptional circumstances (usually related directly to the safety and wellbeing of the child) with the prior approval of a line manager and a DSL/DDSL.
- Mobile numbers of pupils must not be stored on a personal mobile and pupils should not have access to teachers' personal mobile numbers; (Housemasters/Housemistresses and other pastoral leaders may keep confidential paper copies of pupils' telephone numbers, with the prior approval of the DSL for exceptional pastoral circumstances).
- If necessary, e.g. in the context of a planned, risk-assessed educational visit, it is best practice to use a school-issued mobile to make contact with a pupil (e.g. on a trip or school outing) and to collect and use pupil telephone numbers only for use in an emergency. (Alternative strategies may be possible, e.g. asking other pupils to make contact using their mobile phones).

Digital Communication

- Transparency, openness and appropriate professional purpose must underpin all academic and pastoral interaction with pupils via electronic and digital means.
- The College's digital learning platform (Firefly) or Teams should be the default forum for digital communication on academic matters between staff and pupils.
- Only College email addresses (@ashville.co.uk) should be used to give and receive appropriate messages between staff and pupils, and the system is readily available to scrutiny if necessary.
- It is good practice to keep email contact brief, formal and professional. If the e-communication with a pupil necessitates a more substantial response, then consider more appropriate alternatives or copy in a line manager (e.g. Head of Prep School, Head of Department or Head of Year) to the exchange.

Facebook and Other Social Networking Sites

- College staff must consider carefully the public nature of such sites and decide if it is appropriate to join.
- Be aware of the information about you that may be available on the web and social network sites and that may be open to parents, pupils and colleagues. If you have any concerns that anything exists that could compromise your professional reputation, or undermine the reputation of the College, inform your line manager or the DSL/DDSL without delay.
- Contact between staff and current pupils on Facebook and other social networking sites is prohibited. Never allow an existing pupil to join your circle of "Friends".
- It is not acceptable for any member of staff to be Facebook "friends", or linked via any other social networking site, with a current or former pupil under the age of 18. Even at this point, staff must consider carefully the extended network of "Friends" of former pupils that may include siblings and parents still within the College.
- Training and advice on privacy settings on social networking sites and their safe use can be obtained from the College's IT Helpdesk personnel. Members of staff should report any unwanted contact/emails/messages from pupils to a line manager and the DSL immediately. Do not engage with any inappropriate digital contact from pupils.

Photography, Video Recording and Audio Recording

- Any recording taken of a pupil must be for legitimate educational reasons. The validity and necessity of such recording must be transparent, obvious and approved in advance by a line manager or the DSL/DDSL;
- Pupil consent must always be obtained; recordings must never be clandestine;
- Care must be taken if recording images of pupils in clothing other than normal school dress, e.g. sports kit or costume drama. It is never acceptable to record images where pupils may not be fully dressed, e.g. backstage in drama productions or changing rooms or sports venues;
- It is best practice to use designated College IT equipment to make or show recordings (or any other relevant material for educational purposes). Staff must not use their own personal IT equipment to record or show such images.
- Any temporarily stored recordings must be held on a College issued computer. They must not be held on a personal computer or equivalent IT device. Copies must not be made nor distributed or shared.

More details can be found in the **Staff Code of Conduct**.

Appendix 7

Allegations against Staff

The College has procedures for dealing with allegations against staff that aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. These procedures will be used where staff have:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against Staff: The Designated Officer (LADO) should be informed of all allegations that come to the College's attention and appear to meet the criteria. Where an allegation or complaint is made against any member of staff, agency worker, visitor or volunteer, the matter should be reported immediately to the Head, or the Chair of Governors in her absence. Where appropriate, the Head will consult with the Designated Safeguarding Lead and all allegations will be discussed with the (LADO) before further action is taken.

Where there is a conflict of interest in reporting the matter to the Head, it should be referred directly to the Chair of Governors who will inform the LADO.

Allegations against the Head or Chair of Governors: Where an allegation or complaint is made against the Head, the person receiving the allegation should immediately inform the Chair of Governors or in his absence the Vice Chair, without first notifying the Head. Where an allegation is made against the Chair of Governors, the allegation should be reported to the Vice Chair without notifying the Chair of Governors first. Again, any such allegations will be discussed with the (LADO) (within one working day) before further action is taken.

Disclosure of information: The Head will inform the accused person of the allegation as soon as possible after the (LADO) has been consulted. The parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed. Where the (LADO) advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Head should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process.

The College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Support: The College has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

Action to be taken against the accused: Where an investigation by the police or the local authority Children's Social Care services is unnecessary, the (LADO) will discuss the steps to be taken with the Head (or the Chair or Vice Chair of Governors as appropriate). The appropriate

action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake a further investigation to determine the appropriate action. If so, the (LADO) will discuss with the Head how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances, it may be appropriate to appoint an independent investigator as advised by the North Yorkshire Safeguarding Children Partnership.

Suspension: Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a child or other children at the College is or are at risk of significant harm
- the allegation is so serious that it might be grounds for dismissal.

The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, false or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment or providing an assistant in the classroom. The (LADO) will be contacted for advice if necessary.

Staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded, and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

If a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements will be made for alternative accommodation away from children.

Criminal proceedings: The College will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to work: If it is decided that the person who has been suspended should return to work, the College should consider how to facilitate this, for example, a phased return may be appropriate and/or the provision of a mentor to provide assistance and support in the short term. The College should also consider how to manage the contact with the child[ren] who made the allegation if they are still attending the College.

Ceasing to use staff: If the College ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement **will not** be used and there will be a prompt referral to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the Governors without delay.

Resignation: If a member of staff tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the College. Resignation **will not** prevent a referral to the Disclosure and Barring Service in appropriate circumstances.

Where a teacher has been dismissed or would have been dismissed had he/she not resigned, separate consideration will be given as to whether a referral to The Teaching Regulation Agency (TRA) should be made, where the criteria are met.

Timescales: All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved as quickly as is practicable and ideally within one week. It is expected that most cases of allegations

of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 14 days (in line with the Disciplinary Procedures).

Substantiated allegations:

The Head will discuss with the (LADO) whether a referral to the Disclosure and Barring Service or The Teaching Regulation Agency should be made where an allegation is substantiated, and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to The Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

Disclosure and Barring Service:

Address: PO Box 3961, Royal Wootton Bassett, SN4 4HH
Telephone: 03000 200190

More information on Barring Referrals can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/792793/CCS0119367774-001_Barring_Referrals_Document_Flowchart_A5_Booklet_V3_DG-2.pdf

Teaching Regulation Agency:

Address: Cheylesmore House
5 Quinton Road
Coventry, CV1 2WT

Telephone: 0207 593 5393

email: misconduct.teacher@education.gov.uk

Unfounded or malicious allegations:

In accordance with Keeping Children Safe in Education 2025, details of allegations that are found to have been malicious or false following an investigation should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

Allegations proven to be false, unfounded, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it, in accordance with the College's policies relating to behaviour and discipline; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the College on the basis that they have treated the College or a member of Staff unreasonably in accordance with the College's Terms and Conditions.

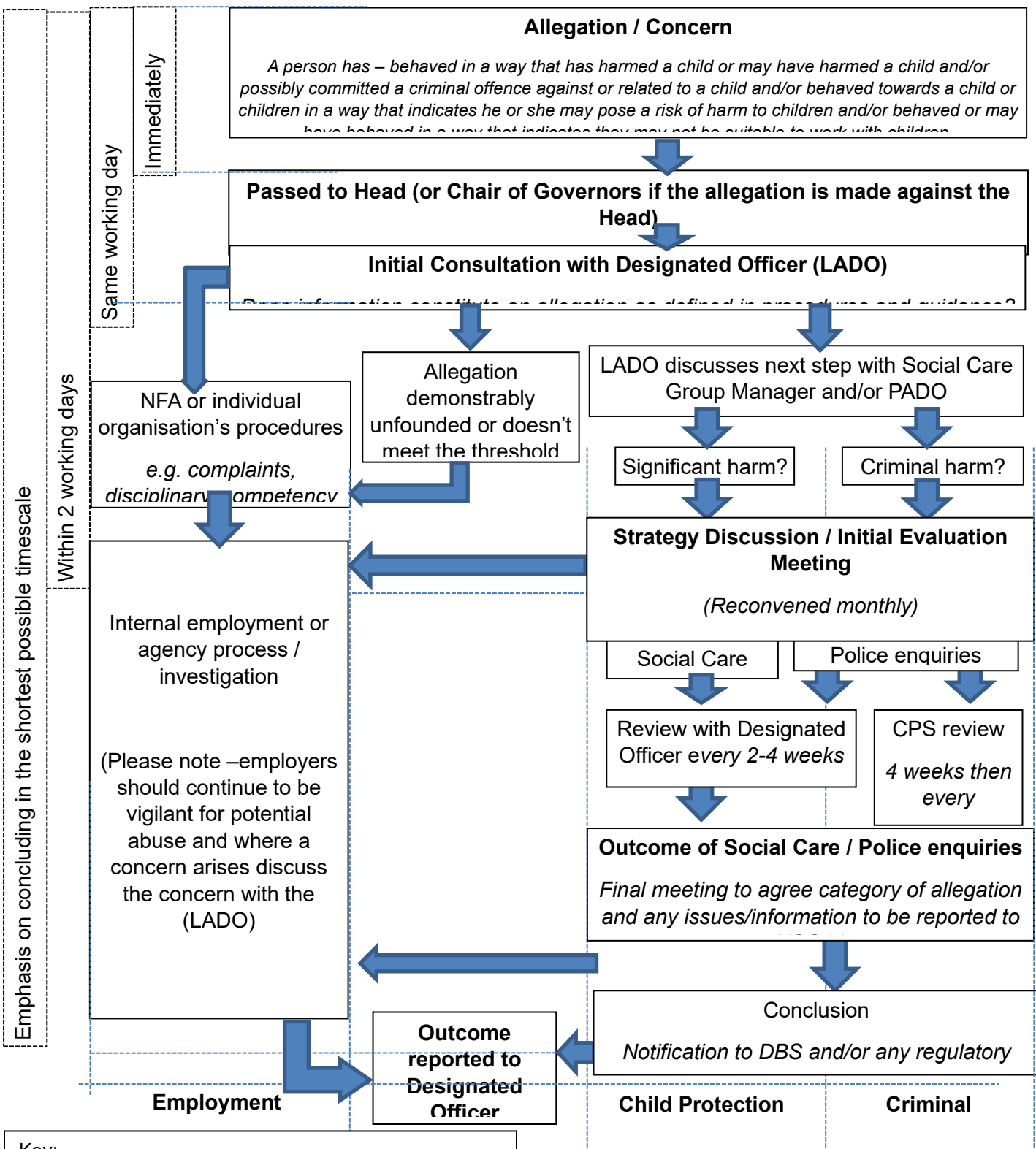
Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the College reserves the right to contact the police to determine whether any action might be appropriate.

Record keeping:

The College has an obligation to preserve records of founded, unfounded and unsubstantiated allegations at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

References: Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

Managing Allegations against Staff



Key:

LADO Local Area Designated Officer

PADO Police Authority Designated Officer

the EYFS and Key Stage 1

Reception, Year 1 and Year 2



Before School Care (Morning Club): Children are supervised by staff between 7.45am and 8.10am in the Pre- Prep School. Other members of staff, including the Head of the Pre-Prep and the Prep Leadership Team are within easy reach if necessary.

Arrival at school: Children in Reception to Year 2 will be dropped off on the yard that sits between Acorns and the Pre-Prep building. This yard can be accessed through the small wooden gates between Acorns and Year 2 by the tree sculpture. Children can be dropped from 8.15am where they will be met by the staff on duty.

The school day: The children spend the majority of the school day with their class teacher, who takes full responsibility for their welfare and planned activities throughout the day. Other staff from across the College will also be involved in leading some activities.

During non-class teacher delivered sessions staffing is planned appropriately reflecting the ages of the pupils and the differing needs of the subject specialisms

Ratios: The College meets all statutory EYFS ratios as prescribed both inside and outside the classroom.

Outside: At morning, lunchtime and afternoon playtime children in EYFS and KS1 are supervised by appropriately trained staff

Staff follow the guidelines and procedures set out in the Educational Visits Policy when planning visits out of school. Ratios of adults to children are taken into account and all risk management forms completed are filed in the Risk Management file.

Lunch: In the lunch hall there are an appropriate number of lunchtime supervisors to supervise the children.

After-School Care (4.00 – 6.00pm): Children signed-in to our after-school club (Plus 2) are looked after by an appropriate number of staff

End of Day Security: If a child is not collected by 6.00pm we refer to the Uncollected Child Procedure.

Arrangements for the Supervision of Pupils in Acorns

Before School Care (Morning Club 7.45am – 8.15am):

Children in Acorns are supervised by a relevant member of staff and all stipulated ratios are adhered to.

On arrival at Acorns, children are met by their teachers who will settle them in the classroom. Each child is assigned a key worker who is the main point of contact for the family. All staff take equal responsibility for the welfare and planned activities of all children in Acorns. Other staff are also involved in leading some activities throughout the week including MFL, PE, Music etc

Ratios: The College meets all statutory EYFS ratios as prescribed both inside and outside the classroom.

Outside:

Children are supervised when using the outdoor learning environment adhering to staff ratios.

Lunch:

In the lunch hall there are an appropriate number of lunchtime supervisors to supervise the children.

End of Day Security:

If a child is not collected by 6.00pm we refer to the Uncollected Child Procedure.

Appendix 9

Useful Contact Numbers

Customer Resolution Centre (office hours and the Emergency Duty Team). Telephone: 01609 780780
children&families@northyorks.gov.uk

For advice ask to speak to a social worker in the MAST

Duty LADO (consultations, new referrals and urgent matters) Telephone: 01609 533080

Designated Officers

Julie Kaye Telephone:
Mobile:

Andy Kenyon Telephone: 01609 532508
Mobile: 07973 825752

Heather Pearson Telephone: 01609 534215
Mobile: 07973 792398

(including CME Coordinator) 01609 532301

Manager 01609 532477
Safeguardingunit@northyorks.gov.uk

Business Support

NYSCP Manager James Parkes Telephone: 01609 535123
Safeguarding Children james.parkes@northyorks.gov.uk
Board Manager,
North Yorkshire Safeguarding
Children Board,
South Block,
NYCC, County Hall,
Racecourse Lane,
Northallerton.
DL7 8AE

Early Help: **Central** Telephone: 01609 534829
(Selby, Hambleton and
Richmondshire)

West Telephone: 01609 534842
(Harrogate, Knaresborough,
Ripon and Craven)

East Telephone: 01609 534852
(Scarborough, Ryedale,
Whitby)



**NYSCP
Postal Address**

NYSCP,
North Yorkshire County
Council
County Hall,
Northallerton,
North Yorkshire.
DL7 8AD

**Leeds Safeguarding
Children Board**

**Duty and Advice Team
(office hours)**

Telephone: 0113 376 0336 (option 3)

**Children's Emergency
Duty Team**

Telephone: 0113 535 0600
childrensedt@leeds.gov.uk

Appendix 10

Useful Sources of Information

Useful Websites:

North Yorkshire Safeguarding Children Board
<http://www.safeguardingchildren.co.uk/>

Working Together to Safeguard Children 2023
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you are Worried a Child is being Abused
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

NSPCC
<https://www.nspcc.org.uk/>

Specific Safeguarding Issues: Advice for 5-11-Year-Old Witnesses in Criminal Courts
<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Advice for 12-17-Year-Old Witnesses in Criminal Courts
<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Bullying including Cyberbullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Children Missing Education
<https://www.gov.uk/government/publications/children-missing-education>

Children with Family Members in Prison
<https://www.nicco.org.uk/>

Child Sexual Exploitation
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Criminal Exploitation of Children and Vulnerable Adults: County Lines
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic Violence
<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
Fabricated or Induced Illness
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith Abuse
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female Genital Mutilation (FGM)

<https://www.gov.uk/government/collections/female-genital-mutilation>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced Marriage

<https://www.gov.uk/guidance/forced-marriage>

Gangs and Youth Violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Gender-based Violence/Violence against Women and Girls

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate <http://educateagainsthate.com/>

Homelessness <https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

Information and Advice on Drugs <https://www.talktofrank.com/>

Medical Conditions: Supporting Pupils at School

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

Mental Health

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

Private Fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Preventing Radicalisation

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Relationship Abuse

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

Sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

Overview of Sexting Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759009/Overview_of_Sexting_Guidance.pdf

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Appendix 11

Child Protection Paperwork

List of Contents:

1. Child Protection: Cause for Concern Form
2. Child Protection: Files Transferred/Received

Cause for Concern Form

This form should be used to raise child protection concerns about a pupil.

Note: Please do not interpret what is seen or heard; simply record the facts.

When completed this form should be handed to the Designated Safeguarding Lead or one of the Deputies.

Name of Pupil			
Date and Time of observed behaviour/discussion/disclosure			
Nature of Incident/Concern including Relevant Background (Record child's word verbatim and any wishes and feelings expressed)			
Name (Print)		Date	
Position/ Area of the College		Signature	
Report Received by		Date	
Details of Siblings of Pupil			

This section will be completed by the Designated Safeguarding Lead or one of the Deputies.

Action Taken	By Whom?	Outcome
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Discuss with the child Ensure that the child's wishes and feelings are ascertained where appropriate and fully recorded			
Scanned and logged on CPOMS			
Check Concerns/Behaviour Database			
Contact Parents (Indicate if Telephone call or meeting)			
Check SEN Register			
Refer to Children's Social Care			
If no further action required, give reasons: 			
Name (Print)		Date	
Designation		Signature	

Files

Transferred/Received

Now online – for use if issues with internet access

Child's Name	Child's Date of Birth	Where and to/from Whom Records Sent/Received	Date Sent/ Date Received