

Queen Ethelburga's Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential *to become the best that they can, with the gifts that they have.*



## QUEEN ETHELBURGA'S COLLEGIATE

### CHILD PROTECTION AND SAFEGUARDING POLICY

**Authorised by**                      **The Collegiate Board**

**Signed**                                      .....

**Chair of the Collegiate Board**

**Date**

**Effective date of the policy**              **14 March 2024**

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### CHILD PROTECTION AND SAFEGUARDING POLICY

<p><b>Reviewed:</b> 01-29 February 2024 <b>Due for review:</b> February 2025</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.</p> <p>Keeping children safe in education (DfE, 02 September 2024, updated 03 September 2024) (KCSiE) KCSiE requires governing bodies and proprietors to ensure there is an effective safeguarding/child protection policy in place.</p> <p>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 04 January 2024, updated 19 January 2024)</p> <p>Equality Act (2010)</p> <p>Human Rights Act (1998)</p> <p>The Education Act 2002 (sections <a href="#">157</a> / <a href="#">175</a>)</p> <p><a href="#">Section 157</a> of the Education Act (2002) applies to the proprietors of independent schools</p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Anti-bullying Policy</p> <p>Appraisal Policy</p> <p>Attendance Policy</p> <p>Data Protection and Privacy Policy</p> <p>E-safety – Digital Wellbeing Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>General Health and Safety Policy Statement</p> <p>Intervention Policy</p> <p>Mental Health and Wellbeing Policy</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p>Duty under the Children Act (2004), to co-operate with other organisations and agencies.</p> <p>Sections <a href="#">26</a> &amp; <a href="#">29</a> of the Counter Terrorism Act 2015</p> <p>Sections <a href="#">1</a> and <a href="#">5B</a> of the Female Genital Mutilation Act (2003) and Section <a href="#">70</a> of the Serious Crime Act (2015)</p> <p>Section <a href="#">3</a> of the Domestic Abuse Act (2021)</p> <p><a href="#">Disqualification under the Childcare Act 2006 - Guidance (DfE, 26 February 2015, updated 31 August 2018)</a></p> <p><a href="#">The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019</a></p> <p><a href="#">Relationships and sex education (RSE) and health education (DfE, 25 June 2019, updated 13 September 2021)</a></p> <p><a href="#">Prevent duty guidance - England and Wales (2023) (Home Office, 06 March 2024)</a></p> <p><a href="#">Multi-agency statutory guidance on female genital mutilation (Home Office, DHSC and DfE, 1 April 2016, updated 30 July 2020)</a></p> <p><b>This policy has regard to the following guidance and advice:</b></p> <p><a href="#">The Independent School Standards - Guidance for independent schools (April 2019)</a></p> <p>Recommendations from national and local Serious Case Reviews</p> <p><a href="#">Behaviour in Schools - Advice for headteachers and school staff (DfE, 13 July 2022, updated 19 February 2024)</a></p> <p><a href="#">SEND Code of Practice: 0-25 years (DfE 01 Aril 2015, updated 12 September 2024)</a></p> <p><a href="#">North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance</a></p> <p><a href="#">North Yorkshire Safeguarding Children Partnership - Worried about a child? Make a referral</a></p> <p><a href="#">North Yorkshire Safeguarding Children Partnership - Making a Referral to Children and Families Service</a></p> <p><a href="#">North Yorkshire Safeguarding Children Partnership - Framework for Decision Making (Threshold Guidance)</a></p> <p><a href="#">Guidance for safer working practice for those working with children and young people in education settings (May 2019, updated 15 February 2022)</a></p> <p><a href="#">Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - (DfE, 23 March 2022, updated 20 May 2024)</a></p> <p><a href="#">What to do if you're worried a child is being abused - advice for practitioners (DfE, 26 March 2015)</a></p>	<p>Premises and Security Policy</p> <p>Risk Assessment Policy for Student Welfare</p> <p>Safer Recruitment Policy</p> <p>SEND Policy</p> <p>Smoking, Alcohol, Drugs and Substances Policy</p> <p>Staff Code of Conduct</p> <p>Staff Acceptable Use Policy</p> <p>Student Acceptable Use Policy</p> <p>Supporting Students with Medical Conditions</p> <p>Team QE - Disciplinary, Grievance and Equality Policies</p> <p>Training and Continuing Professional Development Policy</p> <p>Visitor Policy</p> <p>Visiting Speaker Protocol</p> <p>Whistleblowing</p>	
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	<p><a href="#">Information sharing advice for safeguarding practitioners (DfE, 04 July 2018, updated 01 May 2024)</a></p> <p><a href="#">The use of social media for online radicalisation (DfE and Home Office, 1 July 2015)</a></p> <p><a href="#">Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings (DfE, 21 October 2020, updated September 2023)</a></p> <p><a href="#">Use of reasonable force (July 2013, DfE)</a></p> <p><a href="#">Mental health and behaviour in schools (November 2018)</a></p> <p><a href="#">Searching, Screening and Confiscation (DfE, 13 July 2022, updated 19 July 2023)</a></p> <p><a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020, updated 11 March 2024)</a></p> <p><a href="#">Preventing Bullying, including advice on cyberbullying (DfE 22 August 2013, updated 4 July 2017)</a></p> <p><a href="#">Promoting fundamental British values through SMSC (DfE, 27 November 2014)</a></p> <p><a href="#">Supporting pupils with medical conditions at school (DfE, 01 September 2014, updated 16 August 2017)</a></p> <p><a href="#">Modern slavery: how to identify and support victims (Home Office, 24 March 2020, updated 31 May 2024)</a></p> <p><a href="#">Teachers' standards (DfE, 01 July 2011, updated December 2021)</a></p>		
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## Key Contacts

[See Appendix 2 for more detail](#)

<b>Principal: Mr Daniel Machin</b>	Contact: dmachin@qe.org 01423 333302
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The Designated Safeguarding Lead (DSL) for Queen Ethelburga's Collegiate is a member of the Leadership Team. The DSL and the Deputy Designated Safeguarding Leads (DDSLs) have lead responsibility for child protection across the Collegiate. The DSL has responsibility for safeguarding in the EYFS setting. The DSL and DDSLs are also the Prevent Officer and Deputy Prevent Officers responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their contact details are prominently displayed in the academic and boarding settings.

## Named personnel with designated responsibility for Child Protection

Designated Safeguarding Lead and Prevent Officer	Deputy Designated Safeguarding Leads and Deputy Prevent Officers	Member of The Collegiate Board with responsibility for Safeguarding and Prevent	Chair of The Collegiate Board
Erica Papaglimis Head of Student Welfare and Personal Development (DSL)  <b>DSL / DDSL ring group phone number: 01423 452999</b> <b>CP email address: <a href="mailto:cp@qe.org">cp@qe.org</a></b> <b>CPOMS*</b>	Deborah Mills Joe Padmore Kris Horton Rebecca Thackray Serena Rickard	Karen Howells-Lee Contact: <a href="mailto:khowellsllee@Emporium.co.uk">khowellsllee@Emporium.co.uk</a> 01423 333248	Amy Martin Contact: <a href="mailto:amy@qe.org">amy@qe.org</a> 01423 333333

\*Child Protection Online Management System

Details of all Level 3 trained staff can be found in [Appendix 5](#).

Local Safeguarding Children Partnership (LSCP) <b>Please note:</b> this number is for business unit enquiries. If you have a safeguarding concern, <a href="#">see Appendix 2 for contact details</a>	01609 535123 for North Yorkshire Safeguarding Children Partnership (NYSCP) Email: <a href="mailto:nyscp@northyorks.gov.uk">nyscp@northyorks.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>
North Yorkshire Children and Families Service – Children’s Social Care (CSC)	0300 131 2131 Reporting safeguarding concerns see <a href="#">Appendix 8</a>
Contact details for <b>Local Area Designated Officer</b> (LADO acronym still employed by North Yorkshire)	<b>Duty LADO contact:</b> 01609 533080 (within office hours for consultations, new referrals and urgent matters) Email: <a href="mailto:lado@northyorks.gov.uk">lado@northyorks.gov.uk</a>
Advice and support about extremism	North Yorkshire Police Prevent Team 01609 789188 Email: <a href="mailto:Prevent@northyorkshire.pnn.police.uk">Prevent@northyorkshire.pnn.police.uk</a> <a href="#">Prevent   North Yorkshire Police</a> for advice and information
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## Introduction

This policy statement applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as "**the Collegiate**". Staff from across the Collegiate, are collectively known, and will be referred to as "Team QE". This policy also applies to Queen Ethelburga's holiday programmes, including Holidays@QE; QE Short Courses and International Summer School; and Camp QE.

A child is defined as anyone under the age of 18. In line with **Keeping Children Safe in Education 2024 (KCSiE)**, this policy aims to protect children from maltreatment and prevent impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is a broader term than child protection. It is what a school should do to safeguard and promote the welfare of children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm or impairment of mental or physical health or development, also encompassing all aspects of a child's health, safety, and wellbeing. It involves taking action to enable all children to have the best outcomes, growing up in circumstances consistent with safe and effective care.

**Working Together to Safeguard Children (2023)** states in its introduction:

*"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *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*
- *promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.*

*Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.*

*Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives."*





This policy is in line with:

- The North Yorkshire Safeguarding Children Partnership (NYSCP) Child Protection Procedures and Practice Guidance [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk);
- The Collegiate's duty under the Children Act (2004) to co-operate with other organisations and agencies;
- Keeping Children Safe in Education 2024 (KCSiE 2024);
- What to Do If You Are Worried A Child is Being Abused (2015);
- Recommendations from national and local Serious Case Reviews;
- Teaching Standards (2011, updated December 2021);
- Education (Independent School Standards) Regulations (2014);
- National Minimum Standards for Boarding Schools (2022);
- Working Together to Safeguard Children (2023, updated 23 February 2024);
- Prevent duty guidance: England and Wales (2023) (Home Office, 06 March 2024)
- Guidance for Safer Working Practice for Those Who Work with Children in Education Settings (2019, updated 15 February 2022);
- Education and Training (Welfare of Children) Act (2021);
- Statutory Framework for the Early Years Foundation Stage (EYFS) (04 January 2024, updated 19 January 2024);
- Children and Social Work Act (2017);
- Filtering and Monitoring Standards for schools and colleges (March 2022, updated May 2024);
- [Guidance supporting local areas to embed working together to safeguard children and the national framework \(DfE, 15 December 2023\)](#)

**This policy applies to all adults, including volunteers, working in or on behalf of the Collegiate and covers situations where a student suffers harm at the hands of another student or students. **Safeguarding is everyone's responsibility.****

The **Child Protection and Safeguarding Policy** and all other policies and procedures are available to all staff on the Home SharePoint site - [Policies and Procedures 2023-25](#).

**If at any point there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care (CSC) and the Police immediately. Anybody can make a referral.**

*"Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.... School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and to prevent concerns from escalating." **KCSiE 2024 (paragraphs 2 and 4).***

Schools and colleges and their staff form part of the wider safeguarding system for children.



## **Collegiate Commitment**

The Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff, including supply staff, contractors, and volunteers, to share this commitment. This includes a commitment that under no circumstances should any staff member or volunteer inflict physical or psychological harm on a child.

The **Collegiate ethos** is to ensure a supportive and mutually respectful environment, encouraging diversity, pro-activity, and innovation, whilst empowering all members of Team QE to thrive. This promotes a positive culture. The most important part of this is that students feel safe and secure, which will enable them to focus on their academic life and the enrichment opportunities available to them. We aim to work with parents and develop relationships based on respect, trust, and responsibility to support happy and confident young people who understand the impact they have on the Collegiate and the wider community.

We encourage students to speak out and to have the moral and social conviction to do the right thing in all circumstances. This includes coming forward and seeking help for themselves and others, so we can work with parents to provide holistic support and care for all our students.

For students to get the most from their time at QE it is vital that the relationship between the school and parents is positive and honest. This will allow the students to receive a consistent message and continuity of support, both from school and home. Effective communication is key to this being successful and we welcome open communication with parents and guardians. We encourage parents to contact us with their concerns as soon as they arise, so we can work together to address the concern.

All welfare concerns are taken seriously, and we encourage children and young people to talk to us about anything that worries them. It is recognised that some children may be especially vulnerable to abuse e.g., those with **Special Educational Needs and Disabilities (SEN)** (ref **KCSiE 2024**) or those who are **lesbian, gay, bisexual, and transgender (LGBT)**. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way, and that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact on behaviour and education. Their behaviour may be challenging, and they may harm others. We will always take a considered and sensitive approach, to best support all our students.

The Collegiate will have regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with **section 94** of the **Education and Skills Act (2008)** and **sections 29 and 38** of the **Counter-Terrorism and Security Act (2015)** and associated regulations.

**Prevent duty guidance: England and Wales (2023)** emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit (See definitions in **Annex B, KCSiE 2024**).



Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Collegiate will take all reasonable measures to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area: to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified.

The Collegiate recognises that children may need support or at risk from harm. In line with **North Yorkshire inter-agency procedures**, and in accordance with **Working Together to Safeguard Children (2023, updated 23 February 2024)**, whenever necessary, the Collegiate is committed to inter-agency working to the **team around a child (TAC) and the team around the family (TAF)** approaches, and to working in the **best interests** of the child.

## Section 1 - Providing a safe and supportive environment

### 1. Safer Recruitment and Selection

**Please see also separate Safer Recruitment Policy**

The Collegiate will practise safer recruitment in checking the suitability of staff, Collegiate Board members 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 (KCSiE 2024)**; **the Education (Independent School Standards) Regulations (2014)**; **the National Minimum Standards for Boarding Schools (2022)**; **the Statutory Framework for the Early Years Foundation Stage (04 January 2024, updated 19 January 2024)**; and the 2015 guidance concerning **Disqualification under the Childcare Act (2006)**, as updated August 2018.

### 2. Safer Working Practice

**Please see also separate Staff Code of Conduct**

The Collegiate has adopted and makes all staff and volunteers aware of issues in the updated guidance promoted by North Yorkshire in [Guidance for Safer Working Practice \(GSWP\) for those working with Children in Education \(2019, updated 15 February 2022\)](#)

Also, the [NSPCC CASPAR briefings](#) and the NSPCC Briefing [The role of schools, colleges and academies in protecting children from grooming and entrapment \(NSPCC Safeguarding in Education Service briefing\) \(northyorks.gov.uk\)](#) are highlighted to ensure that staff are safe and aware of behaviours which should be avoided.

Safer working practice ensures that students are safe and that all staff and volunteers:

- conform to the **Staff Code of Conduct (which includes guidance for staff on one-to-one teaching)**;
- are responsible for their own actions and behaviour, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;



- under the **Sexual Offences Act (2003)**, understand that it is a crime for an adult in a position of trust to engage in sexual activity with a person under the age of 18. Teachers are in a position of trust, along with people, such as boarding staff, who look after, or are responsible for, young people;
- **do not** take mobile phones into the Kindergarten or Early Years areas and any photographs taken of children/students throughout the Collegiate must be officially sanctioned for work purposes and in accordance with Collegiate policy - further details can be found in the **Acceptable Use Policy for Staff** and **Staff Code of Conduct**;
- only post on Collegiate-approved social networks (e.g., school Facebook page) and do not identify by full name any children in photographs taken in Chapter House, Kindergarten or Foundation Stage;
- work in an open and transparent way;
- discuss and/or take advice from Collegiate management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards, regardless of gender or sexuality or any other protected characteristic under the **Equality Act (2010)**; and
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

A risk assessment is in place and regularly reviewed with regards to CCTV - see **Appendix 6**. There is no CCTV within the Early Years setting. **All** personal electronic devices with imaging and sharing capabilities are not permitted with the EYFS, this includes personal mobile phones and cameras. The Collegiate has an **Acceptable Use Policy**, to which all staff must adhere. **Visitors and parents** are asked not to post photographs of other people's children on social media sites without the express permission of those children's parents.

### 3. Related School Practices

Safeguarding covers more than the contribution made to child protection in relation to individual children (see introduction). It also encompasses all aspects of students' mental and physical health, safety and wellbeing including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment, and discrimination;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard students and staff;
- providing effective guidance to students on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- having robust procedures to ensure students' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of students with Special Educational Needs (SEN);



- meeting the needs of students with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid, medical and nursing care in case of injury or illness; and
- providing a confidential listening service.

The Collegiate has in place a separate **Whistleblowing Policy** which staff and volunteers should feel able to follow to raise concerns about poor or unsafe safeguarding practices at the Collegiate, potential failures by the Collegiate or its staff to properly safeguard the welfare of students or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children. General guidance can be found in **KCSiE 2024** paragraph 76, which references [Advice on Whistleblowing](#).

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. The **NSPCC whistleblowing helpline** is available. Staff can call **0800 028 0285**, from 8am to 8pm Monday to Friday. Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**All policies and procedures** are available to all staff on the Q Home SharePoint site - [Policies and Procedures 2023-25](#).

The **Collegiate Modern Slavery statement** is available on the web site at [www.ge.org](http://www.ge.org)

#### 4. Safeguarding Information for students

The Collegiate is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. ***All students know that we have members of staff with responsibility for child protection and know who these are.*** These are detailed on the Queen Ethelburga's Collegiate website, in the Pastoral section and on the student app. We inform students 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.

Additionally, the following information is made available to students through posters that can be found on the noticeboards around school and the boarding houses:

- Childline posters;
- Children's Commissioner contact details;
- the Collegiate's arrangements for consulting with and listening to students including School Council, Boarding Council and Food Committee;
- the name and contact details of the independent listener, school counsellor, spiritual lead; and
- the Collegiate's student concerns and complaints procedure.

We make students aware of these arrangements through form time, Personal Development lessons, house meetings and assemblies.



Personal Development lessons include the topics of preventing extremism, keeping themselves safe and Relationships and Sex Education (see schemes of work). Prefects and Peer Mentors receive annual Child Protection and Safeguarding training.

Students can also raise issues, confidentially, about which they are concerned (including sexual violence and sexual harassment), using the “**virtual**” **bully box** on the **student app**. Students, their friends, or any observer can use the app, or they can inform the pastoral team directly.

Students are given guidance on adjusting behaviour to reduce risks to them **including the safe use of electronic devices and the internet**, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the Collegiate's **E-safety-Digital Wellbeing Policy** and **Acceptable Use Policy**).

## 5. Partnership with Parents and Carers

We recognise that the child's welfare is paramount, but we are committed to working with parents and carers positively, openly, and honestly. We ensure that all parents and carers are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. Referrals to children's social care will not, therefore, be compromised by issues of parental confidentiality, and it may be necessary to refer an allegation without parental consent. See also Section 3 about recording and information sharing. We will make every effort to maintain a positive and supportive working relationship, whilst fulfilling our duties to protect any child.

We encourage parents to discuss any concerns they may have with the appropriate Head of Key Stage, Head of School, Heads of Boarding. Concerns of a safeguarding nature should be reported in accordance with the procedures in this policy. The Collegiate also has a separate **Complaints Policy** for complaints about other matters.

We make parents aware of our **Child Protection and Safeguarding Policy** and they can view it on the parent portal/Collegiate website.

## 6. The Designated Safeguarding Lead (DSL)

The Collegiate Board has appointed a member of the Collegiate's QE Leadership Team (QELT) with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare. As appropriate, and in the best interests of the child, in accordance with **KCSiE 2024**.

The DSL will help to promote educational outcomes by contributing to the assessment of children and **sharing information** about the **welfare, safeguarding and child protection issues** that children, including children with a social worker, are experiencing, or have experienced, **with teachers and Collegiate leadership staff**.



If the DSL is unavailable, the duties will be carried out by the Deputy Designated Safeguarding Leads (DDSLs). In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

A group of senior managers are trained to Level 3 and can provide support (see **Appendix 5** for the list). The names and contact details of the DSL and DDSLs are set out on the front page of this policy. **The DSL is also the lead for safeguarding in EYFS.**

### **6a. Designated Safeguarding Lead (DSL) Responsibilities**

The main responsibilities of the DSL are set out in **Annex C** of **KCSiE 2024** and include:

#### **Referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse, neglect or allegations to the relevant investigating agencies including situations where abuse may be perpetrated by another student or students;
- liaise with staff and act as a source of support, advice, and expertise within the educational establishment;
- act as a point of contact with the safeguarding partners;
- support staff who make referrals to local authority children's social care;
- refer cases to the **Channel programme** where there is a radicalisation concern as required;
- support staff who make referrals to the **Channel programme**;
- report cases of prejudice, hate-based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service (DBS), as required;
- refer cases where a crime may have been committed to the Police as required;
- liaise with the Principal to inform them of any issues and ongoing enquiries under **section 47** of the **Children Act (1989)** and police investigations and ensure there is always cover for this role;
- be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - **PACE Code C 2023**.
- as required, liaise with the "case manager" and the designated officers at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with the Principal in ensuring that action taken is in accordance with the advice and guidance received from children's services, the LADO and/or the police;
- liaise with staff, (especially teachers, pastoral staff, medical staff, IT staff, the Mental Health Lead and the Head of Learning Development) on matters of safety and safeguarding and welfare (including online and digital safety) when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically; and



- press for reconsideration, if, after a referral, the child's situation does not appear to be improving. The DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed, and, most importantly, that the child's situation improves;
- access a range of advice to help them identify children in need of additional mental health support;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- keeping clear, accurate records.
- take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.
- work with the Principal 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:

- ensuring that the Collegiate 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
- supporting 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.

The member of The Collegiate Board with responsibility for Safeguarding should be notified of any referrals made.

### **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 (and any deputies) should also 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.





Training should provide the DSL and DDSs with knowledge and understanding of the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- recognise how to identify signs of abuse and when it is appropriate to make a referral (**Prevent awareness** training will be a part of this);
- understand and support the Collegiate with regards to the requirements of the **Prevent duty**, including online safety, and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- 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 inter-agency working and the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements. For example, through locally agreed common and shared assessment processes;
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority 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;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- ensure that all staff have induction training, and everyone supports a culture of listening to children;
- ensure that all staff are alert to the specific needs of children in need, those with special educational needs, those with relevant health conditions and young carers and can recognise the additional risks that children with SEND face online;
- 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 school or college;
- keep detailed, accurate, secure, written records of child protection issues and/or concerns;
- obtain access to resources and attend any relevant or refresher training courses;
- keep up to date with recent guidance; and
- In addition to formal training, knowledge and skills should be refreshed at regular intervals, at least annually, e.g., via bulletins, meeting other DSLs, or access to new reading material;
- encourage 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.



## Raising Awareness

The designated safeguarding lead should:

- ensure that all staff have access to and understand the Collegiate's **Child Protection and Safeguarding Policy and procedures**, especially new and part time staff;
- Ensure the **Child Protection and Safeguarding Policy** is updated and reviewed annually and work with the Collegiate Board regarding this;
- ensure this policy is publicly available;
- ensure parents are made aware of the **Child Protection and Safeguarding Policy**, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- maintain links with the North Yorkshire Safeguarding Children Partnership (NYSCB) to ensure staff are aware of training opportunities and the local policies on safeguarding;
- ensure that all are alert to the specific needs of children in need, those with special educational needs and young carers;
- 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 QELT.
- where a child leaves the Collegiate, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new establishment separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained;
- where a child leaves the Collegiate, ensure that any records regarding Looked After Children or Previously Looked After Children are forwarded to the new establishment as soon as possible;
- ensure that Child Protection records are retained until the young person's 25<sup>th</sup> birthday, if the Collegiate is the final school. Have regard to other retention requirements of the Independent Inquiry into Child Sexual Abuse (IICSA);
- ensure that, if a child goes missing or leaves to be educated at home, the relevant authorities are notified; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure put in place to protect them.

The DSL will be alert to the specific needs of all children in need, including those with special educational needs, young carers, and looked-after children. In the case of looked-after children, the DSL will liaise with the allocated Social Worker and enlist the help of the Head of Learning Development to produce necessary documentation e.g., a PEP (Personal Education Plan).

**The Collegiate will contribute fully to inter-agency assessment of any child identified as requiring additional support.** The DSL will ensure that relevant staff are aware of their responsibilities relating to the individuals involved.



In accordance with the **Prevent duty guidance: England and Wales (2023)** and **Channel Duty Guidance: Protecting people susceptible to radicalisation (2021, updated 15 December 2023)** the DSL has, in addition, the following responsibilities:

- acting as the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters relating to the **Prevent duty**;
- co-ordinating **Prevent duty** procedures in the school;
- liaising with local Prevent co-ordinators, the police, and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
- undergoing WRAP (Workshop Raising Awareness of Prevent) or other appropriate training - [Prevent duty training](#);
- maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- monitoring the keeping, confidentiality and storage of records in relation to the **Prevent duty**.

## 7. Roles and Responsibilities

### 7a. The Collegiate Board

*The Collegiate Board will ensure:*

- the Collegiate has a **Child Protection and Safeguarding Policy and procedures** in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on the QE website and to parents on request;
- the Collegiate operates safer recruitment procedures and makes sure that all appropriate checks **and supervisions** are carried out on staff and volunteers who work with children;
- the Collegiate has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority, locally agreed inter-agency procedures and government guidance;
- there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned;
- the DSL who is a senior member of the Collegiate's leadership team is designated to take lead responsibility for child protection (and deputies). **This is explicit in their job descriptions (Annex C, KCSiE 2024)**;
- 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;
- the Collegiate has a staff behaviour policy (**Staff Code of Conduct**) provided to all staff – including temporary staff and volunteers – on induction;



- staff and members of the Board adhere to the **Acceptable Use Policy** for using technologies;
- there is a DDSL with responsibility for currently and previously looked after children, who will act in accordance with statutory guidance. They will work alongside the Mental Health Lead, who is a part of the Child Protection Team.
- Staff annually undertake appropriate child protection training and read at least Part 1 and Part 5 of **KCSiE 2024** plus **Annex B**;
- information regarding the role of the DSL is provided to all staff and volunteers on induction;
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of **KCSiE 2024**;
- they remedy, without delay, any deficiencies, or weaknesses regarding child protection arrangements;
- a member of The Collegiate Board is nominated to be responsible for liaising with the relevant local authority and partner agencies in the event of allegations of abuse being made against the Principal or a member of The Collegiate Board and will act in accordance with the advice and guidance received from children's services, the LADO and/or the police. The Chair of the Collegiate Board fulfils this role in the event of allegations of abuse being made against the member of the Board responsible for safeguarding;
- they recognise the importance of information sharing between professionals and local agencies and ensure that the schools contribute to inter-agency working in line with statutory guidance **Working Together to Safeguard Children (2023, updated 23 February 2024)**;
- the Collegiate has appropriate safeguarding responses to children who go missing from education;
- they recognise the expertise of staff managing safeguarding on a daily basis, encouraging staff to contribute to and shape safeguarding arrangements and child protection policy;
- that children are safeguarded from potentially harmful and inappropriate online material, with appropriate filters and monitoring systems with consideration to the number of and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. Refer to **KCSiE 2024** and **Filtering and Monitoring Standards for schools and colleges (May 2024)**.
- Students are taught that 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). We are aware of the [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges \(DfE, 23 March 2022, updated 20 May 2024\)](#)
- students are taught about safeguarding, including online, both in school and at home, through teaching and learning opportunities, as part of providing a broad and balanced curriculum that promotes community cohesion.



This may include covering relevant issues through Personal Development lessons. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

- where services or activities are provided on the premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the Collegiate on these matters where appropriate;
- they carry out a review of safeguarding arrangements, including this policy, each academic year, and ensure that the NYSCP Schools' Safeguarding Audit is completed;
- when there is a safeguarding concern, the child's wishes, and feelings are considered when determining what action to take in the **best interests** of the child;
- all staff and members of the Board recognise that children may abuse their peers, and that this should not be tolerated or passed off as "banter" or just part of growing up. See **Appendix 4** – Child-on-child abuse; and
- the Collegiate has a **Code of Conduct for the Collegiate Board**;
- that any new member of the Collegiate Board receives appropriate safeguarding and child protection training at induction.
- all members of the Collegiate Board receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.

Additionally, the Chair of the Collegiate Board is responsible for receiving concerns/allegations about the principal and agreeing any appropriate course of action for investigation. This includes liaison with the Local Authority Designated Officer (LADO) if the matter meets the criteria for being considered as an allegation.

In order to carry out their role, the governing body is responsible for ensuring that they understand the following:

- Their obligations under the **Human Rights Act (1998)** and the **Equality Act 2010 (including the Public Sector Equality Duty)** specifically those outlined in **KCSiE 2024 paragraphs 84-91**. All board members are responsible for reading and ensuring that **paragraphs 84-91 of KCSiE 2024** are adhered to.
- The obligations under the **Data Protection Act (2018)** and **UK General Data Protection Regulation (UK GDPR)**, and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure.



- All Collegiate Board members are responsible for reading and ensuring that **paragraphs 92-93 and 114-122 of KCSiE 2024** are adhered to.

## **7b. The Principal**

### ***The Principal will ensure:***

- the policies and procedures adopted by the Collegiate Board are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- all children are taught about safeguarding and children who cause harm, or whose actions could cause harm, to others are dealt with under school disciplinary procedures (including e-safety);
- personal appropriate CP training is regularly updated;
- action taken is in accordance with the advice and guidance received from CSC, the LADO and/or the police;
- in the event of allegations of abuse being made against a member of staff or volunteer, there is liaison with the LADO and partner agencies;
- the **Prevent** agenda and its objectives have been embedded within the appropriate safeguarding processes; and
- the Collegiate does not provide a platform for extremist speakers and events.

## **7c. All staff and volunteers (including temporary staff)**

- Staff must always adhere to the **Staff Code of Conduct** which has advice on appropriate staff behaviour and how to avoid risk of harm or allegations of harm to a student;
- recognise that they have a responsibility to provide a safe environment in which children can learn;
- attend appropriate training and receive updates at least annually;
- fully comply with the Collegiate's policies and procedures, including the **Staff Code of Conduct** and the **Whistleblowing Policy**;
- recognise that "it can happen here" and act in the interests of the child;
- ensure that they know who the DSL is and are aware of their role;
- recognise that they have a responsibility to identify children who are suffering or are likely to suffer, significant harm and those who may need extra help or support, even if they are not suffering harm or at immediate risk;
- be aware of the signs of abuse and neglect, or issues with mental health, so that they can identify cases of children who may be in need of help or protection;
- take appropriate action, inform the DSL of any concerns, and work with other services as needed;
- understand that, whilst the normal school procedure is to report concerns about a child to the DSL in the first instance, **anyone can make a referral to CSC** .



They should escalate their concerns for the child, if they do not feel those concerns have been taken seriously and/or procedures have not been followed and/or the child's situation does not appear to be improving, or if there is immediate risk to the child;

- read and take note of Part 1 and Part 5 of **KCSiE 2024 and Annex B\* (or Annex A, if appropriate)**; and
- understand that action taken must be in accordance with the advice and guidance received from children's services, the LADO and/or the police.

*\* A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors. Staff are expected to confirm that they have received, read and understood the Collegiate's safeguarding policies and procedures for at least **Part 1 and Part 5 of KCSiE 2024 and Annex B\* (or Annex A, if appropriate)**.*

## 8. Training and Staff Induction

### ***Designated Safeguarding Lead***

The DSL and DDSLs undertake child protection training and attend training in inter-agency and refresher training at least every 2 years, together with appropriate **Prevent duty** training as advised by local agencies.

### ***Child Protection training***

All other staff, including non-teaching staff and members of The Collegiate Board, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, as recommended by the Local Safeguarding Children Partnership (LSCP) (see below).

The Principal and all school staff, including non-teaching staff and the Collegiate Board, undergo child protection training on induction, **to include radicalisation and Prevent**, which is updated regularly in line with advice from the LSCP.

Staff development training will also include training in online safety and, where appropriate for them, the online general awareness training module on **Channel**. Where changes are made to guidance (e.g., KCSiE), staff will be formally updated. Other updates may be given informally e.g., via email or at staff briefings.

Staff will also receive **online safety training**, including understanding the expectations, applicable roles, and responsibilities in relation to **filtering and monitoring** as this is part of the overarching safeguarding approach. The school uses **Cisco** and **Microsoft Purview** to filter internet use and there is a robust system of filtering. We adhere to the DfE filtering and monitoring standards, and these standards are reviewed annually.

Additionally, the Collegiate will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying, and mental health.



Staff are required to undertake supplementary online training, to enhance their knowledge and skills.

The Chair of The Collegiate Board and the Member of The Collegiate Board with responsibility for Safeguarding **and** Prevent attend training in the “Role and Responsibilities of the Governing Body for Child Protection” and training as necessary to enable them to fulfil their safeguarding responsibilities.

### **Induction**

Induction of new staff/volunteers/members of the Collegiate Board and Child Protection training must ensure all staff are able to:

- understand the role of the DSL and the deputies, and their identity;
- understand the **Child Protection and Safeguarding Policy and procedures**, including the **Staff Code of Conduct**;
- understand individual staff responsibilities to ensure that concerns for the safety of a child (both children in need and children at risk of harm) are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- respond in a timely and appropriate way including appropriate communication with children;
- be aware of external avenues for notifying concerns including the use of escalation and whistleblowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have knowledge of safeguarding and KCSiE issues;
- understand that the risk of radicalisation is a safeguarding issue;
- understand the **Behaviour and Discipline Policy**; and
- understand the safeguarding response to children who go missing from education.

Child Protection advice is also available from CSC and North Yorkshire Police.

**Electronic copies of policies and the latest version of KCSiE 2024, Part 1 and Part 5 with Annex B, will be made available to all staff.** Hard copies are distributed to those staff who cannot access the electronic copies.

Key policies and **KCSiE** are distributed through **VWV plus platform** and are also accessible on VWV Plus e-learning. **Policies and key documents are available to all staff on the Home SharePoint site - [Policies and Procedures 2023-25](#).**





## 9. Boarding Facilities

As our school includes boarding facilities, there are additional factors to consider with regard to safeguarding. Staff are trained to be alert to signs of abuse and work closely with any Local Authorities that have children placed within our school.

Furthermore, we commit to ensuring that we are:

- Alert to the extra vulnerabilities of children with SEND.
- Vigilant in reporting inappropriate relationships or where behaviours are a cause for concern.
- Aware of the additional potential for child-on-child abuse, particularly where there are significantly more girls than boys or vice versa within our boarding facilities.
- Proactive in sharing information with statutory partners, including where children reside outside North Yorkshire Local Authority when not attending boarding school.
- Compliant with the additional safeguarding requirements relating to **National Minimum Standards** and regulations for all schools and colleges with residential provision for children.

## 10. Early Years Foundation Stage (EYFS)

The Designated Safeguarding Lead has responsibility for safeguarding in the EYFS setting.

- This policy complies with the **Statutory Framework for the Early Years Foundation Stage (EYFS) (04 January 2024, updated 19 January 2024)** and the statutory guidance **Disqualification under the Childcare Act (2006) (updated 31 August 2018)**
- Early Years provision is registered with Ofsted and ensures compliance with Section 3 of the **Statutory Framework for the Early Years Foundation Stage (EYFS) (04 January 2024, updated 19 January 2024)**.
- The DSL will inform Ofsted of allegations against people living or working in the EYFS setting, or of any other abuse alleged to have taken place on the premises which shows evidence of transferrable risk to the EYFS setting as soon as practicable, but within 14 days at the latest.

## 11. Out of Term Time Activities Organised by the Collegiate

Outside of term time, the Collegiate operates Holidays@QE, Camp QE and QE Short Courses and International Summer School, offering residential opportunities to students on roll at QE and beyond.

**Holidays@QE** offers a residential experience during holiday periods for older students, and this is currently offered to QE students only.



**Camp QE** operates during holiday periods, Monday to Friday, inclusive of evenings, for 5 – 13 year olds. Students who attend include students from both the Collegiate and external schools.

**QE Short Courses and International Summer School** provide residential educational courses, during July and August, to external students. Existing QE students can attend if they wish, and the provision is directed, managed and provided by Queen Ethelburga's.

When services or activities are provided by the school, under the direct supervision or management of our school staff, this child protection and safeguarding policy will apply in relation to any safeguarding concerns or allegations.

The organisers of Short Courses and International Summer School, Camp QE and Holidays@QE follow the normal reporting guidelines for child protection and safeguarding issues to the DSL/DDSL. Reports are made via email to [cp@qe.org](mailto:cp@qe.org).

The DSL/DDSL is on call throughout the year, so concerns to be raised directly. Group leaders are made aware of this procedure via the Child Protection and Safeguarding Policy and annual mandatory training. The Commercial Manager, Commercial Lettings Liaison and Short Courses Directors are all Level 3 Safeguarding trained.

## 12. Use of Collegiate Premises for Non-School Related Activities

When we hire or rent out school facilities/premises to organisations or individuals we will ensure that appropriate arrangements are in place to keep children safe. Organisations or individuals could include, for example, community groups, sports associations and service providers to run community or extra-curricular activities.

Where services are operated independently of the Collegiate, hirers are responsible for following their own organisation's safeguarding procedures, refer to [After-school clubs, community activities and tuition: safeguarding guidance for providers \(DfE, 21 October 2020, updated 19 September 2023\)](#). Outside agencies and groups provide their own Safeguarding and Child Protection policies.

The Collegiate will seek assurance that the organisation has appropriate Child Protection and Safeguarding policies and procedures in place and inspect these, where required, though aspects of this policy may not apply. Where this is the case, we will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate as outlined in [Keeping children safe in out-of-school settings guidance](#).

We will apply this approach regardless of whether or not there are children who attend any of these services whether or not the children are on our school roll or of a statutory school age.



We will ensure that safeguarding requirements are included in any 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 will lead to termination of the agreement.

Where we receive an allegation relating to an incident that happened when an individual or organisation was using our school premises running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

### **External Hirers Staffing Checks, Prevent, Internet Access, Facility Use and Risk Assessment**

External groups also provide evidence of their own staffing checks including DBS, and the Staff Lead for the group will sign a declaration to confirm this is in place. This declaration includes:

- DBS certification of originality for each member of their staff
- Safeguarding Declaration
- Safeguarding requirement as a condition of using the Collegiate premises.

A Designated QE member of staff will remain with the group, providing a 'welcome pack' detailing protocols, instructions, out of bounds etc. All external hirers are subject to a hire agreement which stipulates conditions and occupation of premises. Failure to comply with this would result in termination of the agreement.

The Collegiate's duties under the Government's Prevent strategy do not automatically extend to groups hiring the premises outside school hours. However, the Collegiate includes Prevent as part of their Safeguarding obligations.

Computer internet access is provided for external groups. This is completed by providing those logging in with individual logins for each attendee. Our internet provision is monitored by the school and will highlight any access to inappropriate material and be reported to our IT team.

Facilities which are timetabled in use by external groups are monitored throughout the day with spot checks. Any topics of activities are vetted through their published itineraries. Facility-use is timetabled to minimise interaction and crossover, and appropriate safeguarding procedures are put in place to maintain the safety of any students on-site.

If the group is residential onsite, a QE member of staff will stay in the same boarding accommodation to provide a liaison between the organisation and the Collegiate. Whilst on-site, visitors are clearly visible by branded uniform and/or lanyards to clearly identify them as visitors. The Collegiate provides **site specific Risk Assessments** as guidance to external groups, which include considerations of safeguarding. External organisations are required to produce their own Risk Assessments associated to their own activity.



## Section 2 – Identifying children and young people who may be suffering significant harm

Teachers and other adults in schools 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, students, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### 1. Early Help

If early help is appropriate, the DSL (or DDSL) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Support will be managed internally via the Collegiate pastoral care processes. *“All staff should be aware of their local early help process and understand their role in it... Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.”* (KCSiE 2024, paragraphs 13 and 56). Chapter 3, Section 1, of **Working Together to Safeguard Children (2023, updated 23 February 2024)** provides detailed guidance on the early help process.

Staff should be particularly alert to the potential need for early help for those identified in paragraph 18 of **KCSiE 2024** and paragraph 124 of **Working Together to Safeguard Children (2023, updated 23 February 2024)**, including a student who:

- is disabled or has certain health conditions and has specific additional needs;
- has special education needs (whether or not they have a statutory Education, Health and Care Plan (EHCP));
- has a mental health need, or is suffering mental ill health;
- is a young carer;
- is bereaved;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, and association with organised crime groups or county lines and/or serious violence, including knife crime;
- is frequently missing/goes missing from care, school, or home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- has a family member in prison or is affected by parental offending;
- is at risk of honour based abuse;
- is at risk of being radicalised or exploited; or
- is a privately fostered child, or
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online, or



- is missing education, or persistently absent from education, including persistent absences for part of the school day;
- has experienced multiple suspensions and is at risk of, or has been, permanently excluded and in Alternative Provision or a Pupil Referral Unit.

This may include:

- children who are looked after, or previously looked after;
- children involved in county lines (see detail in **Annex B, KCSiE 2024**).

## 2. Child-on-child Abuse

This can involve bullying, including cyberbullying, gender-based violence/sexual assault and sexting. It is the Collegiate stance that abuse should never be assumed to be trivial (e.g., “banter”) or just part of growing up. See **Anti-bullying** and **E-safety – Digital Wellbeing** policies and the **Acceptable Use** protocols.

It must be recognised that a student may suffer at the hands of another student or students, (**Child-on-child abuse**), particularly in a residential setting with a high number of boarders where relationships may develop between students, and that where a student does suffer, or is likely to suffer, significant harm in this way, this policy will apply fully and referral procedures in this policy will be followed. Where a student may suffer at the hands of another student, where appropriate, school sanctions will apply (see **Anti-Bullying Policy** and **Behaviour and Discipline Policy**), but advice will be sought from CSC, and inter-agency action will be taken where necessary. For further detail, see **Appendix 4**.

Factors outside of the Collegiate could affect behaviours. **Contextual safeguarding** should consider wider environment factors that are a threat to children’s safety and/or welfare. These could include considering issues involving children when they are not in school or other factors in their home environment. See paragraph 21, **KCSiE 2024**: “...children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.”

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. All children can witness, and be affected by, domestic abuse (See **Annex B, KCSiE 2024**).

## 3. Signs of Abuse

[See Appendix 1 for details of signs of abuse](#). The North Yorkshire Safeguarding Children Partnership (NYSCP) can provide advice on the signs of abuse and the NSPCC website is also a useful source of information and advice.

If staff are unsure about identifying abuse or neglect, they should speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to CSC.



#### 4. Definitions of Abuse

As in the **Children Acts 1989** and **2004**, a child is anyone who has not yet reached his/her 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

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

**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 children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate;
- 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;
- seeing or hearing the ill-treatment of another;
- 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.

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



**Upskirting** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. This is a criminal offence under the **Voyeurism (Offences) Act (2019)**.

The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect** is the persistent failure to meet and be responsive to a child's basic physical, emotional and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers);
- ensure access to appropriate medical care or treatment.

Staff should be aware that behaviours linked to drug-taking, alcohol abuse, truanting and sexting put children in danger.

## 5. Specific safeguarding issues

**Keeping Children Safe in Education** acknowledges the following as specific safeguarding issues:

bullying including online bullying and prejudice-based bullying  
child-on-child abuse  
children missing education\*  
children missing from home or care  
children with family members in prison  
child sexual exploitation and trafficking\*  
county lines  
criminal exploitation  
domestic violence and abuse  
drug/substance misuse  
fabricated or induced illness  
faith abuse  
female genital mutilation\*  
forced marriage\*  
gangs and youth violence  
gender-based violence / violence against women and girls  
hate  
homelessness  
mental health  
neglect  
poor parenting, particularly in relation to babies and young children



private fostering  
preventing radicalisation (see below) \*  
racist, disability and homophobic, transphobic and biphobic abuse  
radicalisation and/or extremist behaviour  
relationship abuse (including teenage relationships)  
sexting/access to pornography or other impact of new technologies on behaviour  
sexual violence and sexual harassment  
upskirting

More information on those marked \* can be found in **Annex B of KCSiE 2024 – to be read by all school leaders and those who work directly with children.**

## 6. Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are 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 significant change in wellbeing, or 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 associated risks and understand the measures in place to manage these.

**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 - see **KCSiE 2024, paragraph 46 and Annex B.**

## 7. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It involves exploitative situations, contexts, and relationships where young people receive something they want or need (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the **seemingly 'consensual' relationship** where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. **What marks out exploitation is an imbalance of power in the relationship with a child under the age of 18.**

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, manipulation, deception, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.





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.

More information including definitions and indicators are included in **Annex B of KCSiE 2024**.

## 8. Child Criminal Exploitation (CCE)

CCE, like CSE, occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in **Annex B of KCSiE 2024**.

## 9. 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 forms of “deal lines.” Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. More information is included in **Annex B of KCSiE 2024**.

## 10. Domestic Abuse

The **Domestic Abuse Act 2021 (Section 1)** defines domestic abuse as any of the following behaviours, either as a pattern of behaviour or as a single incident, between two people over the age of 16, who are “personally connected” to each other:

- a) physical or sexual abuse;
- b) violent or threatening behaviour;
- c) controlling or coercive behaviour;



- d) economic abuse (behaviour that has a substantial adverse effect on the victim's ability to acquire, use or maintain money or other property; or obtain goods or services); and
- e) psychological, emotional, or other abuse.

The **Domestic Abuse Act (2023)** made amendments to the **Domestic Abuse Act (2021)** aimed at strengthening protections for victims of domestic abuse and addressing practical challenges that have emerged since the **2021 Act** was enacted.

Some of the key amendments include:

- **Expanded Definitions:** The **2023 Act** expands the definitions of domestic abuse to include additional acts such as spiritual abuse, elder abuse, and coercive and controlling behaviour.
- **Protection for Children:** The **Act** explicitly acknowledges that exposing a child to domestic violence constitutes an act of domestic violence, thereby safeguarding children who witness or experience the effects of domestic violence.
- **Procedural Amendments:** There are several procedural amendments to simplify the process of obtaining protection orders and ensure that court personnel offer improved assistance. Notably, the **Act** allows complainants of domestic violence to electronically apply for protection orders without the necessity of physically appearing in court.

These amendments aim to increase protection for people exposed to domestic violence, improve access to protection orders, and enhance the monitoring of perpetrators of domestic violence.

People are “personally connected” when they are, or have, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. The definition of Domestic Abuse applies to children if they are victims of domestic abuse or if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. 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.

Children who witness domestic abuse are also victims and this can have a lasting impact on the child/children. The **National Domestic Abuse helpline** can be called free of charge and in confidence, 24 hours a day on **0808 2000 247**. More information is included in **Annex B of KCSiE 2024**.

Queen Ethelburga's Collegiate is part of **Operation Encompass**. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children were recognised as victims of domestic abuse in their own right in the **Domestic Abuse Act (2021)**.



Operation Encompass means that the police will share information with the Collegiate about all police attended Domestic Abuse incidents which involve any of our children **PRIOR** to the start of the next school day.

### 11. Reporting Female Genital Mutilation (FGM) – Mandatory Duty

All staff must be aware of the **requirement for teachers to report** according to the policy 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 students. This mandatory reporting duty commenced in **October 2015, Serious Crimes Act (2015)**. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Should any other member of staff discover evidence of FGM, they should report this to the DSL, who will report concerns to the appropriate authority. The report to the Police should be made orally by calling 101, the single non-emergency number. Where this is risk to life or the likelihood of serious immediate harm, professionals should report the case immediately to the police, including dialling 999 if appropriate. It is best practice for all reports to be made by the close of play the next day if it is not an emergency. **The duty to report to the police does not apply in relation to at risk or suspected cases.**

### 12. Female Genital Mutilation (FGM)

FGM 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. They should have regard to the non-statutory guidance **Information sharing for safeguarding practitioners (2018, updated 01 May 2024)**. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in [Multi-agency statutory guidance on Female Genital Mutilation \(Home Office, DHSS and DfE, 01 April 2016, updated 30 July 2020\)](#). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and CSC. Indicators that FGM may have taken place include:

- difficulty walking, sitting, or standing;
- frequent urinary, menstrual or stomach problems;
- prolonged or frequent absences, especially with noticeable behaviour changes on return;
- pain/discomfort and non-explicit confiding that there is a problem;



- Reluctance to undergo normal medical examinations.

More information is included in **Annex B of KCSiE 2024**.

### 13. Other forms of Honour-based Abuse

Other forms of Honour-based Abuse, including Honour-based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes **FGM, forced marriage** (illegal in England and Wales) and practices such as **breast ironing**. All forms of HBV should be regarded as abuse and reported accordingly. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. For guidance on forced marriage, the Forced Marriage Unit can be contacted on [fm@fco.gov.uk](mailto:fm@fco.gov.uk). More information is included in **Annex B of KCSiE 2024**.

### 14. Mental Health

All staff must be aware that mental health problems can, in some cases, be an indicator that a child had suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or deputy and a report placed on CPOMS so appropriate action can be instigated. Queen Ethelburga's has a DDSL who is the Collegiate Mental Health Lead.

The Mental Health Lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by:

- developing a whole-school approach to support mental wellbeing.
- promoting good mental health and emotional wellbeing for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.
- liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation.

The Safeguarding and Complex Welfare Team support with any concerns regarding a child's mental health and wellbeing and support and training is provided by Ebor Psychology to help recognise the signs of possible mental health problems. Students are taught in Personal Development, the curriculum and whole school awareness weeks how to look after their own mental health and support positive mental health in others.

### 15. Radicalisation and the Prevent duty

In line with the **Counter-Terrorism and Security Act (2015)**, due regard will be paid to the need to prevent people from being drawn into terrorism ("the **Prevent duty**").



The Collegiate aims to build students' resilience to radicalisation by **promoting fundamental British values** and enabling them to challenge extremist views.

The Collegiate is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Collegiate has adopted the Government's definitions for the purposes of compliance with the **Prevent duty**:

**Extremism:** *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".*

**Radicalisation:** *"the process by which a person comes to support terrorism and forms of extremism leading to terrorism".*

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

[Channel Duty Guidance: Protecting people susceptible to radicalisation \(Home Office, 22 February 2021, updated 15 December 2023\)](#) notes the following:

Paragraph 51. *"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer or family pressure; influence from other people or via the internet; bullying; being a victim or perpetrator of crime; anti-social behaviour; family tension; hate crime; lack of self-esteem or identity; and personal or political grievances."*

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;



- possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause, or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the Collegiate's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note [The use of social media for online radicalisation \(DfE and Home Office, 1 July 2015\)](#) includes information on how social media is used to radicalise young people and guidance on protecting students at risk.

## 16. Sexual Violence and Sexual Harassment

The Collegiate does not accept that any form of sexual violence or sexual harassment is acceptable, and it will deal robustly with any reported incidents. It is acknowledged that this can occur between 2 or more children of any age.

All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read **Part 5 of KCSiE 2024** to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

The Collegiate acknowledges that children who are victims of sexual violence and /or sexual harassment wherever it happens may find their experiences stressful and distressing. The victims will be reassured they are being taken seriously and will be given support and kept safe.



### **Sexual violence includes:**

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in a sexual activity without consent.

**Sexual Harassment** means unwanted conduct of a sexual nature. This can be online or offline, inside, or outside of school. Sexual Harassment can include the following, but this list is not exhaustive:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviours
- Displaying pictures, photos, or drawings of a sexual nature
- Upskirting
- Online sexual harassment. (This may be standalone or part of a wider pattern of sexual harassment and sexual violence)

### **Risk Assessment**

When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment. Where there is a report of sexual harassment the decision as to whether to complete a risk assessment will be made on a case-by-case basis dependent on the circumstances.

The risk assessment should include:

- the victim and in particular their protection and support
- whether there have been other victims
- the alleged perpetrator
- all other children at the Collegiate
- the time and location of the incident including whether any action is required to make the location safer.

These risk assessments will be reviewed on a regular basis.

It is important that when dealing with incidents of sexual violence or sexual harassment that the victim is supported and that their siblings may also need additional support at this time. Students who report incidents of sexual violence will be encouraged to speak to their parents / carers about the incident and report it to the relevant authorities as soon as possible.

The Collegiate will consider the risks posed to the victim from other health needs, including physical, mental, and sexual health problems, as well as unwanted pregnancy which may arise as a result of an incident, and will consider recommending additional support.



## 17. 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.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the **National Referral Mechanism** is available in the statutory guidance [Modern slavery: how to identify and support victims \(Home Office, 24 March 2020, updated 31 May 2024\)](#).





### Section 3 - Taking action to ensure that children are safe at school and at home

All staff and volunteers follow the **North Yorkshire Safeguarding Children Partnership Child Protection Procedures and Guidance** [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) which are consistent with *Keeping Children Safe in Education*, *Working Together to Safeguard Children* and *What To Do If You Are Worried A Child is Being Abused*. **See Appendix 7 for the KCSiE chart indicating actions where there are concerns about a child.**

It is important that 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 feel embarrassed, humiliated, or 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 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 facilitates communication – **KCSiE 2024**, paragraph 17.

It is **not** the responsibility of staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. They must not assume that indicators of possible abuse such as behaviour, mood, and injury, relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs. All concerns indicating possible abuse or neglect must be reported in accordance with these procedures prior to any discussion with parents.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. - **KCSiE 2024**, paragraph 21.

#### 1. Reporting a concern

Staff and volunteers must immediately report:

- 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 / language which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, 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., staff in school or person 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 role and responsibilities; or inappropriate sharing of images; (Ref. **Whistleblowing Policy**)
- any concerns relating to peer abuse;
- suddenly having expensive items / cash which is unusual for them;
- any concerns relating to youth produced sexual imagery (sexting) or access to pornography; or
- concerns about a child missing from school.

A member of staff or volunteer must report concerns to the DSL or in her absence, the DDSs. If the concern involves an allegation against a member of staff or volunteer, the procedures in Section 4 of this policy should be followed. A flowchart for actions where there are concerns about a child is given in **KCSiE 2024** Part 1 and in **Appendix 7** of this policy. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL. An entry should be put onto CPOMS.

## 2. Responding to Disclosure

Disclosures or information may be received from students, parents, or other members of the public. The Collegiate recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff and volunteers will handle disclosures with sensitivity.

Such information cannot remain confidential, and staff will immediately communicate what they have been told in accordance with these procedures.

Children with communication difficulties will be enabled to express themselves to a member of staff with appropriate skills.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why. We will provide a secure, caring, supportive and protective relationship for the child.

## 3. Action to be taken

A member of staff or volunteer hearing a complaint of abuse will not investigate but will, wherever possible, elicit enough information to pass on to the DSL so that an informed decision can be taken of what to do next.



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 speak to another member of school staff if they do not want to do so;
- clarify the information;
- try to keep questions to a minimum. Questions should not be leading; instead, ask questions of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror, or surprise;
- not express feelings or judgments regarding any person alleged to have harmed the child;
- not give a guarantee of absolute confidentiality - explain sensitively to the child that staff members have a responsibility to refer the information to the DSL;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told; and
- explain what will happen next and that the child will be involved as appropriate and be informed of what action is to be taken.

The member of staff or volunteer must keep a sufficient record of the conversation including the date and time; the location of the conversation; and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use full names, not initials. The record must be kept securely and handed to the DSL / DDSL to whom the matter is reported.

All matters should be reported to the DSL or DDSLs as soon as possible, unless it is an allegation against a member of staff, in which case the procedures set out in Section 4 of this policy should be followed.

*If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to the [Children's Social Care](#) or the police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made. A referral should be made as either **Section 17**, which is a child in need, or a **Section 47**, which is a child suffering, or likely to suffer, significant harm. Staff should follow up on a referral, should the local authority not notify, within one working day, their decision on action to be taken.*

See pages 35/36 for details of reporting FGM.

Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism. See the NPCC guidance on when to call the police, as cited in **KCSiE 2024** - link below.

[When to call the police guidance for schools and colleges \(NPCC\)](#)



#### 4. Action by the Designated Safeguarding Lead and Deputies

The following actions will be taken where there are safeguarding concerns about **any child, including where there is already an open case to Children's Social Care (CSC)** e.g., Looked After Child.

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child;
- the appropriateness of early help;
- whether to make an enquiry to the Customer Service Centre – Multi Agency Screening Team (MAST) **0300 131 2131** to establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register);
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g., North Yorkshire Council Children and Families Service, MAST and CSC; and
- the child's wishes or feelings, and any fears or concerns they may have, particularly in cases where another student or students may be the perpetrators and what must be done to help the victim feel safe.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk; or
- whether to make an immediate child protection referral to CSC because a child is suffering or is likely to suffer significant harm; **OR**
- not to make a referral at this stage;
- if further monitoring is necessary and if so, how best to do this and by whom;
- if it would be appropriate to undertake an assessment e.g., Common Assessment Framework (CAF) and/or make a referral for other services; or
- if actions need to be taken to help the victim in situations where another student, or students, are involved and whether this merits action taken under disciplinary procedures.

If there is room for doubt as to whether a referral should be made, the DSL will consult with CSC on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a child may be suffering or at risk of significant harm, the child's safety and welfare will be the overriding consideration. A referral to CSC will be made without delay.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to CSC **within 24 hours**. If no response or acknowledgment is received within three working days, the DSL will contact CSC again.



Where relevant, the Collegiate will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The Collegiate will respond to requests for information from the police promptly and in any event within five to ten working days.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to CSC will be accompanied by a standard referral form.

## 5. Allegations against students

Allegations against students should be reported in accordance with the procedures set out in this policy. A student against whom an allegation of abuse has been made may be suspended from the Collegiate during the investigation and the Collegiate's policies on behaviour, discipline and sanctions will apply.

The Collegiate will take advice from CSC on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student[s] accused of abuse. The Collegiate will have regard to **Part 5 of KCSiE 2024** in responding to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and / or online.

If it is necessary for a child to be interviewed by the police in relation to allegations of abuse, the Collegiate will ensure that, subject to the advice of CSC, the child's-parents are informed as soon as possible, and that the child-is supported during the interview by an appropriate adult. In the case of children whose parents are abroad, the child's educational guardian will be requested to provide support to the child and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Where an allegation is made against a child, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Please see **Appendix 4**.

## 6. Action following a Child Protection Referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL to attend multi-agency meetings and provide reports for these. Other Collegiate staff, however, may be asked to contribute. These reports are stored on CPOMS.

The DSL will:

- make regular contact with CSC;
- contribute to the Strategy Discussion and all assessments;
- provide a report for, attend, and contribute to any subsequent Child Protection Conference;
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;



- where possible and appropriate, 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 procedures detailed in [North Yorkshire Safeguarding Children Partnership Procedures Manual](#); and
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in CSC 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.

## 7. Missing student and children missing education procedures

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student who is absent from school or who go missing from education, particularly for prolonged periods and/or repeated occasions. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the student for being missing. The Collegiate monitors persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

Please see the Collegiate's separate **Children Missing Education / Missing Student Policy** for further details.

### Children Missing Education

The Collegiate shall inform the applicable local authority (within which the child resides when not at the school) of any child who is going to be deleted from the admission register where he /she:

- (i) has been taken out of school by his /her parents and are being educated outside the school system e.g., home education;
- (ii) has ceased to attend the Collegiate and no longer live within reasonable distance of the Collegiate;
- (iii) has been certified by the Collegiate medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the Collegiate after ceasing to be of compulsory school age;
- (iv) is in custody for a period of more than four months due to a final court order and the Collegiate does not reasonably believe he/she will be returning at the end of that period; or,
- (v) has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.



This will assist the local authority to:

- (i) fulfil its duty to identify children of compulsory school age who are missing from education; and
- (ii) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The Collegiate shall inform the applicable local authority of any child who fails to attend school regularly or has been absent without the Collegiate's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Collegiate and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

If a student goes missing from education or is removed from roll to be educated at home, any Child Protection file should be copied and the copy sent to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.

The Collegiate is also aware that children being absent from education, particularly for prolonged periods, can be a vital warning sign of a range of safeguarding concerns.

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- An attendance register is taken for the AM and PM periods.
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSL will meet regularly with the Attendance Lead, Head of Learning Development, Mental Health Lead and other members of the Welfare and Wellbeing teams to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our **Attendance Policy** including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Our response to students who are absent from education include:

Parental meetings

Referral to early help

Bespoke timetables to allow for pastoral support.



## 8. 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 stepparents; it does not include great-aunts or uncles, great grandparents, or cousins.

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.

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 be involved in trafficking, child sexual exploitation or modern-day slavery.

Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The Collegiate has a duty to inform the local authority of the private fostering arrangements and will do so even if parents say they will inform the local authority.

On admission, the Collegiate will take steps to verify the relationship of the adults to the child who is being registered.

## 9. The use of 'Reasonable Force' to Safeguard Children

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has **Special Educational Needs or Disabilities (SEND)**, mental health or with a medical condition. These decisions will also align with our duties under the **Equality Act 2010** and the **Public Sector Equality Duty**.





## 10. Secure premises (See also Premises and Security Policy and Visitor Policy)

The Collegiate will take all practicable steps to ensure that Collegiate premises are as secure as circumstances permit.

All visitors must sign in on arrival and sign out on departure and are escorted whilst on Collegiate premises by a member of staff or appropriately vetted volunteer. All visitors will be given a visitor lanyard. A name badge is attached to the lanyard, with the title 'Visitor' and DSL contact details, which must be clearly displayed and always worn whilst on the Collegiate premises.

All visitors to the boarding houses must report to the duty member of staff immediately on arrival and must observe the necessity to be kept under sufficient staff supervision during their visit.

The Collegiate's policy on the use of mobile technology and cameras, including in the EYFS setting, is as follows:

- the Collegiate's **E-safety – Digital Wellbeing Policy** and **Acceptable Use Policy** sets out the expectations of students in relation to the use of mobile technology, including mobile phones and any mobile device with a camera facility onto the premises. Online Safety can be categorised into four areas of risk: **content, contact, conduct and commerce**. Further details can be found in the **E-safety – Digital Wellbeing Policy**.
- staff and volunteers should use mobile technology and cameras in accordance with the guidance set out in the Staff Code of Conduct;
- parents may bring mobile phones or cameras onto the premises but may only take photographs during events such as plays, concerts or sporting events. Such photographs must be for personal use only. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful; and
- the Collegiate has CCTV on the premises. The Collegiate's policy on the use of CCTV is set out in the **CCTV Policy**, which applies to the Collegiate including the EYFS setting.

## 11. Recording and information sharing

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL 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 children.

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the LADO, CSC and / or the police before discussing details with parents.



In relation to Channel referrals, the DSL will consider seeking the consent of the student (or their parent/guardian where appropriate) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

See also **Section 4** of this policy for details about the disclosure of information where an allegation has been made against a member of staff or volunteer.

The Collegiate will record:

- information about the child: name, address, date of birth, 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;
- where reasonably possible, more than one emergency contact number for each student;
- key contacts in other agencies, including GP details for boarders;
- significant contacts with carers/other agencies/professionals;
- any disclosures/accounts from child or others, including parents (and keep original notes);
- all concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed physically or electronically, 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 (not photograph);
- words the child uses, (not translated into 'proper' words); and
- non-verbal behaviours.

All child protection documents will be retained in a '**Child Protection**' file, separate from the child's main file or on CPOMS. This will be locked away and only accessible to the Principal and DSL. These records will be copied and transferred securely to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.' The file will be transferred separately from the main pupil file, ensuring secure transit, and obtaining confirmation of receipt. The final school will retain the CP file until the child's 25<sup>th</sup> birthday. Along with the original child protection file, a record will be kept of when and to which establishment the copy file was sent. If the child goes missing from education or is removed from roll to be educated at home, then any CP file should be copied and the copy sent to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.



When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UK General Data Protection Regulation** (in force from **May 2018**), and where relevant, the **Education (Pupil Information) (England) Regulations (2005)** and the **Freedom of Information Act (2000)**. Data Protection does not prevent the sharing of information for the purposes of keeping children safe.

The Collegiate will keep all child protection records confidential, allowing disclosure only to those who need the information to safeguard and promote the welfare of children. The Collegiate will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under **section 47** of the **Children Act 1989 (updated 2023)** in accordance with the requirements of **Working Together to Safeguard Children (2023, updated 23 February 2024)**, the **Prevent Duty Guidance for England and Wales (2023)** and **Channel Duty Guidance: Protecting people susceptible to radicalisation (2021, updated 15 December 2023)**.

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

- injuries/marks;
- attendance;
- changes e.g., in mood/academic functioning;
- relationships;
- language;
- behaviours;
- demeanour and appearance;
- statements, comments;
- medicals;
- stories, 'news,' drawings;
- response to P.E./sport;
- family circumstances; or
- parental behaviour/care of the child.

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



## Section 4 - Allegations regarding person(s) working in or on behalf of the Collegiate provision (including supply staff and volunteers)

The procedures in this section will be followed where an allegation is made against any person working in or on behalf of the Collegiate, where he or she has:

- a) behaved in a way that has harmed a child or may have harmed a child;
- b) possibly committed a criminal offence against or related to a child; or
- c) behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children;
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferrable risk).

We will always follow the North Yorkshire Safeguarding Children's Partnership (NYSCP) practice guidance:

[Managing Allegations Against Those Who Work or Volunteer with Children \(NYSCP\)](#)  
and DfE Guidance in **Part 4** of **Keeping Children Safe in Education, 2024**.

**Timescales for resolution will depend on the nature, seriousness, and complexity of the allegation.**

### 1. Reporting the Allegation

Any allegation or concern about a member of staff (including the DSL) must be reported, without delay, to the **Principal** and a record must be kept. In the Principal's absence, such allegations should be reported to the Chair of The Collegiate Board or in their absence to the Member of The Collegiate Board with responsibility for Safeguarding **and** Prevent, Karen Howells-Lee. Allegations concerning a volunteer must be reported to the DSL or the Principal.

Should the Principal be the subject of an allegation, the allegation must be reported directly to the Chair of The Collegiate Board or in their absence to the Member of The Collegiate Board with responsibility for Safeguarding **and** Prevent, without first notifying the Principal.

Allegations against any member of the Collegiate Board except allegations against the Chair of the Collegiate Board should be reported to the Chair of the Collegiate Board. Allegations against the Chair of the Collegiate Board should be reported to the Member of the Collegiate Board with responsibility for Safeguarding **and** Prevent.

Where the Collegiate is not the employer of the person causing concern, it will liaise with relevant parties, such as the employment agency and the LADO, supporting any investigation and ensuring that due processes are carried out.

In case of serious harm, the police will be informed from the outset. Those receiving the allegation should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse and must report the matter immediately to the relevant senior person as set out in the paragraphs above.

The person to whom the allegation is reported will act in accordance with the procedures in this section and will be known as the "case manager".



The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs. The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

All allegations that come to the attention of the Collegiate and meet the above criteria will be referred by the case manager to the North Yorkshire LADO **as soon as possible**, within one working day, before any further action is taken, and any matters that involve possible abuse will be co-ordinated by the LADO, who will advise on what is to happen next. Any allegations not meeting the above criteria will be dealt with in accordance with the North Yorkshire Safeguarding Children Partnership procedures. Advice will be sought from the LADO in borderline cases.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

**North Yorkshire LADO (See Appendix 2 of the Child Protection and Safeguarding Policy for further contacts)**

Duty LADO: Contact 01609 533080 or Email: [lado@northyorks.gov.uk](mailto:lado@northyorks.gov.uk)

## **2. Disclosure of information**

The Collegiate has regard to DfE guidance on **Information Sharing**: [Information sharing advice for safeguarding practitioners \(DfE, 04 July 2018, updated 01 May 2024\)](#).

Advice will be taken from the LADO, police, and CSC, as appropriate, to agree who needs to know and exactly what information can be shared, how to manage speculation, leaks, and gossip and what, if any, information can be reasonably given to the wider community, to reduce speculation. Consideration will be given throughout to the support and information needs of the students, parents, and staff.

The Chair of The Collegiate Board will be informed of any allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Advice will be taken on how to manage press interest, if and when it should arise. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

The case manager will inform the accused staff member about the allegation as soon as possible after consulting the LADO.

The parents and carers of the student[s] involved will be informed of the allegation as soon as possible if they do not already know of it. They should also be kept informed of the progress of the case, including the outcome of any disciplinary process, but they cannot normally be given details of information considered in reaching a decision.



The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidentiality and data protection and the advice of external agencies. Parents and carers will be made aware of the requirement to maintain confidentiality about allegations while investigations are ongoing.

Where a Child Protection Strategy Discussion/Meeting is needed, or Police or CSC may need to be involved, details will not be disclosed to the accused or parents until those agencies have been consulted and have agreed what information can be disclosed.

### 3. Further action to be taken by the Collegiate

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Collegiate will act in accordance with Part Four of **Keeping Children Safe in Education (KCSiE 2024)** and the Collegiate's employment procedures. Careful consideration will be given to whether the circumstances of the case warrant a person being suspended from contact with children, or whether alternative arrangements can be put in place until the allegation or concern is resolved. The power to suspend lies with the proprietor of the Collegiate, and where it is deemed appropriate, written confirmation should be given within one working day, to include reasons and a named contact for support. Where a member of boarding staff is suspended pending an investigation of a child protection nature, alternative accommodation, away from children, will be found.

### 4. Following up Allegations of Serious Harm or Abuse

A referral to DBS will be made as soon as possible if the criteria are met in respect of any person whose services are no longer used because they have engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

**Contact information for DBS – address: box 101, Darlington DL1 9FA telephone: 01325 953795**

Separate consideration will be given as to whether a referral to the **Teaching Regulation Agency (TRA)** should be made in respect of any teacher who has been dismissed or has resigned because of 'unacceptable professional conduct,' 'conduct that might bring the profession into disrepute' or 'for a conviction, at any time, for a relevant offence.'

'Compromise agreements' – by which a staff member agrees to resign, the Collegiate agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference – will not be considered in these circumstances.

The Collegiate will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children on the premises of the Early Years setting where the risk affects EYFS (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

Reference will be made to the requirements of the **Statutory Framework for the Early Years Foundation Stage (EYFS) (04 January 2024, updated 19 January 2024)**.



## 5. Action Regarding Unsubstantiated/False/Malicious/Unfounded Allegations

If an allegation is determined to be unfounded, the Collegiate will refer the matter to CSC to determine whether the child concerned needs services or may have been harmed by someone else.

If an allegation by a student is shown to have been deliberately invented or malicious, the Principal will decide whether to apply an appropriate sanction in accordance with the Collegiate's **Behaviour and Discipline Policy**.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to remove their child or children from the Collegiate on the basis that they have treated the Collegiate or a member of staff unreasonably.

The Collegiate will consider whether the police should be asked to consider whether any action might be appropriate against the persons responsible, whether the person is a student or a parent.

## 6. Record keeping

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely in a locked safe within DSL's office. While we acknowledge such allegations, (as all others), may be false, malicious, or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

The Collegiate will keep a clear and comprehensive summary of any allegations made, details of how the allegations were followed up and resolved, and of any action taken and decisions reached. These will be kept in the staff member's confidential personnel file, unless found to be malicious, at which point they will be removed. Records will be retained on file at least until the staff member reaches normal pension age, or for 10 years from the date of the allegation if that is longer. The purpose of the record is to enable accurate information to be given in response to any future request for a reference and to prevent unnecessary re-investigation of allegations resurface after a period of time.

An allegation proven to be false, unsubstantiated, unfounded, or malicious will not be referred to in employer references. In accordance with **Keeping Children Safe in Education**, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.

## 7. Low-level Concerns about staff behaviour

Queen Ethelburga's Collegiate recognise the possibility that adults working in **any** role within the school may harm children.



Any concerns about the conduct of other adults in the Collegiate should be taken to the Principal without delay; any concerns about the Principal should be taken to the Chair of the Collegiate Board, Amy Martin.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult, within or outside of the organisation; or because of vetting checks undertaken.

Staff should be encouraged to refer **low-level concerns** to the **Principal** in order that appropriate investigations can be carried out to protect the students at the Collegiate and to protect those working in or on behalf of the Collegiate from potential false allegations or misunderstandings.

**Low-level concerns can also be referred to the DSL, Head of HR or Head of Staffing and Departmental Management.**

Concerns may be graded low-level if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)
- details of the concern
- context in which the concern arose
- action taken.

Staff should record all low-level concerns on the CPOMS software called StaffSafe. These concerns can only be seen by the Principal and the DSL. They are unable to see entries about themselves. The Principal is the ultimate decision maker in respect of all low-level concerns but may wish to consult with the DSL to take a more collaborative approach.

Records must be kept confidential, held securely, and comply with the **Data Protection Act 2018**. They should be kept until an employee leaves, and reviewed, so that any patterns can be identified. Guidance on what should, and should not, be included in references can be found in **KCSiE** (paragraph 448, September 2024).





## Section 5 – Review of Safeguarding at the Collegiate

The Designated Safeguarding Lead will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Collegiate Board, as necessary. Any child protection incidents at the Collegiate will be followed by a review of these procedures by the DSL and a report made to the Collegiate Board. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the Collegiate's procedures. Any deficiencies or weaknesses regarding child protection arrangements at any time will be remedied without delay.

In addition, the Collegiate Board will undertake an annual review of this policy and the Collegiate's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Member of The Collegiate Board responsible for Child Protection and Safeguarding, preparing a written report commissioned by the Collegiate Board. The written report should address how the Collegiate ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the Collegiate and how these have been handled; and the contribution the Collegiate is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The Collegiate Board should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The Collegiate Board will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Collegiate Board will be made.

The Board also complete an annual review with the Designated Safeguarding Lead on the filtering and monitoring systems in place ensuring that the Collegiate is not 'over blocking' and imposing unreasonable restrictions but are safeguarding students online (**KCSiE 2024**) and meets the standards set out in the **Filtering and Monitoring Standards (May 2024)**.

A copy of the annual review can be found in **Appendix 1** of the **E-safety and Digital Wellbeing Policy**.



## Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	<ul style="list-style-type: none"> <li>Annual policy review concluded on 29 February 2024.</li> <li>Policy was published with effect from 14 March 2024.</li> <li>Signed by the Collegiate Board 13 March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> </ul>	01.03.2024
1.0 Amendments and updates	<ul style="list-style-type: none"> <li><b>Section 1, 10. Early Years Foundation Stage (EYFS) bullet point 3</b>, wording amended to reflect allegations against people living or working <i>'in the EYFS'</i> setting, or if the alleged abuse <i>'shows evidence of transferrable risk to the EYFS setting'</i>.</li> <li>The word 'personal' was added to the statement below in <b>Section 1, paragraph 2 on page 12</b>: <i>"All <b>personal</b> electronic devices with imaging and sharing capabilities are not permitted with the EYFS, this includes personal mobile phones and cameras."</i></li> <li><b>Section 4, 4. Following up Allegations of Serious Harm or Abuse</b> <i>'where the risk affects EYFS'</i> was added to the paragraph: <i>"The Collegiate will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children on the premises of the Early Years setting <b>where the risk affects EYFS</b> (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations."</i></li> <li>Updated links and references in the table on pages 2 and 3 to include: <ul style="list-style-type: none"> <li>➤ <b>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</b></li> </ul> </li> <li>Updated references to the above throughout the policy.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> <li>Head of Regulation</li> </ul>	01.03.2024
1.1 Amendments and updates	<ul style="list-style-type: none"> <li>Updated links and references throughout this document and in the table on pages 2 and 3 to include: <ul style="list-style-type: none"> <li>➤ <b>Keeping children safe in education (DfE, September 2024) (KCSiE)</b> KCSiE requires governing bodies and proprietors to ensure there is an effective safeguarding/child protection policy in place.</li> <li>➤ <a href="#">Information sharing advice for safeguarding practitioners (DfE, 04 July 2018, updated 01 May 2024)</a></li> <li>➤ The Education Act 2002 (sections <a href="#">157</a> / <a href="#">175</a>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> <li>Head of Regulation</li> </ul>	01.09.2024



	<ul style="list-style-type: none"> <li>➤ <a href="#">Section 157</a> of the Education Act (2002) applies to the proprietors of independent schools</li> <li>➤ Duty under the Children Act (2004), to co-operate with other organisations and agencies.</li> <li>➤ Sections <a href="#">26</a> &amp; <a href="#">29</a> of the Counter Terrorism Act 2015</li> <li>➤ Sections <a href="#">1</a> and <a href="#">5B</a> of the Female Genital Mutilation Act (2003) and Section <a href="#">70</a> of the Serious Crime Act (2015)</li> <li>➤ Section <a href="#">3</a> of the Domestic Abuse Act (2021)</li> <li>➤ PACE Code C 2023</li> </ul>		
<p><b>1.1 Amendments and updates</b></p>	<ul style="list-style-type: none"> <li>• <b>Amendments made to DDSLs</b> listed on page 5 and <b>Appendix 5</b>.</li> <li>• <b>Added to Key Contacts section</b> on page 5 that <i>“The DSL has responsibility for safeguarding in the EYFS setting”</i> and that <i>“The DSL and the Deputy Designated Safeguarding Leads (DDSLs) have lead responsibility for child protection across the Collegiate.”</i></li> <li>• <b>Appendix 2 – Key Contacts</b>, pages 64 and 65, updated with the latest contact details.</li> <li>• <b>Appendix 5 – Safeguarding Team and Cover</b>, pages 72 and 73, Level 2 and 3 staff training records updated.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Student Welfare (DSL)</li> <li>• Head of Regulation</li> </ul>	<p>23.09.2024</p>
<p><b>1.2 Amendments and updates</b></p>	<ul style="list-style-type: none"> <li>• <b>Section 1 parts 7a and 7b</b>, pages 21 and 22, updated to include the requirement to read Part 5 of KCSiE 2024. <i>“Staff annually undertake appropriate child protection training and read at least Part 1 and Part 5 of KCSiE 2024 plus Annex B.”</i> <b>And the addition of the statement:</b> <i>“A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors. Staff are expected to confirm that they have received, read and understood the Collegiate’s safeguarding policies and procedures for at least Part 1 and Part 5 of KCSiE 2024 and Annex B* (or Annex A, if appropriate).”</i></li> <li>• <b>Section 1 part 8, Induction</b>, page 24 updated to include the requirement to read Part 5 of KCSiE 2024. <i>“Electronic copies of policies and the latest version of KCSiE 2024, Part 1 and Part 5 with Annex B, will be made available to all staff.”</i></li> <li>• <b>Section 1 part 9</b>, page 25, new paragraph on <b>‘Boarding Facilities’</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Student Welfare (DSL)</li> <li>• Head of Regulation</li> </ul>	<p>04.10.2024</p>



	<ul style="list-style-type: none"> <li>• References to '<b>Smoothwall</b>' as the Collegiate's internet filter have been replaced with '<b>Cisco</b>' throughout this document.</li> <li>• <b>Section 2 part 14</b>, page 36, paragraph added: <i>"The Mental Health Lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by:</i> <ul style="list-style-type: none"> <li>• <i>developing a whole-school approach to support mental wellbeing.</i></li> <li>• <i>promoting good mental health and emotional wellbeing for pupils and staff.</i></li> <li>• <i>ensuring clear processes to report mental health concerns.</i></li> <li>• <i>ensuring clear processes for managing mental health concerns.</i></li> <li>• <i>delivering appropriate training.</i></li> <li>• <i>liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation."</i></li> </ul> </li> <li>• <b>Section 2 part 16</b>, page 38, paragraph added: <i>"All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSiE 2024 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children."</i></li> <li>• <b>Section 3 part 4</b>, page 44, title amended to include 'Deputies'.</li> <li>• <b>Section 3 part 9</b>, page 48, new paragraph on '<b>The use of Reasonable Force to Safeguard Children</b>'.</li> <li>• <b>Appendix 5 – Safeguarding Team and Cover</b>, two paragraph added: <i>"The DSL and Deputies are responsible for following the guidance as laid out in <b>Annex C of KCSiE 2024</b> (pages 170-176), pertaining specifically to the following: Management of referrals; working with others; information sharing and managing the child protection file; raising awareness; training, knowledge, and skills; providing support to staff; understanding the views of children; holding and sharing information." And</i> <i>"A safeguarding training log is held that records the training that has been undertaken by the DSL and all staff, volunteers, and members of the Collegiate Board. This log is monitored and updated regularly."</i></li> </ul>		
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## Appendix 1 - Signs of Abuse

Reference should be made to the DfE campaign at

[Together we can tackle child abuse](#)

This gives a quick check of **A, B, C** – **A**ppearance, **B**ehaviour and **C**ommunication.

To spot the signs of child abuse or neglect look out for changes in these characteristics:

- **Appearance:** such as unusual injuries or consistently poor hygiene.
- **Behaviour:** such as being withdrawn, overly anxious, disruptive, or self-harming or any other sudden changes in behaviour.
- **Communication:** such as talking aggressively, using sexual language, or becoming secretive.

We acknowledge that very young children will not have the skills necessary to verbalise a disclosure. It is, therefore, imperative that non-verbal clues are recognised.

In more detail, some of the following signs might be **indicators of abuse or neglect:**

- children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- children who do not want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, with inappropriate carers or with strangers;
- children who reach developmental milestones late, such as learning to speak or walk, with no medical reason;
- children who are regularly missing/absent from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality, or who are consistently late being picked up;
- parents who are dismissive and non-responsive to practitioners' concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away; or
- children who shy away from being touched or flinch at sudden movements.

**See above for indicators of children at risk from, or involved with, serious violent crime.** Refer to paragraph 46, **KCSiE 2024** and **Part 5 Child-on-child sexual violence and sexual harassment**; also, see the guidance **What to do if you are worried a child is being abused (March 2015)**.



**Annex B** contains important additional information about specific forms of abuse and safeguarding issues.

School and college leaders and those staff who work directly with children should read **Annex B**.

**Some of the following signs may be indicators of physical abuse:**

- children with frequent injuries;
- children with unexplained or unusual fractures or broken bones; or
- children with unexplained:
  - o bruises or cuts;
  - o burns or scalds; or
  - o bite marks.

**Some of the following signs may be indicators of emotional abuse:**

- children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- parents or carers blaming their problems on their child; or
- parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Some of the following signs may be indicators of sexual abuse:**

- children who display knowledge or interest in sexual acts inappropriate to their age;
- children who use sexual language or have sexual knowledge that you would not expect them to have;
- children who ask others to behave sexually or play sexual games; or
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy.

**Some of the following signs may be indicators of neglect:**

- children who are living in a home that is indisputably dirty or unsafe;
- children who are left hungry or dirty;
- children who are left without adequate clothing, e.g., not having a winter coat;
- children who are living in dangerous conditions, i.e., around drugs, alcohol, or violence;
- children who are often angry, aggressive, or self-harm;
- children who fail to receive basic health care; or
- parents who fail to seek medical treatment when their children are ill or are injured.



**Some of the following signs may be indicators of 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; or
- children who regularly miss school or education or do not take part in education.

**Child sexual exploitation can occur without any of these issues.**

**All staff should be aware that it may be more difficult to identify abuse and neglect in children with special educational needs and disabilities. (Refer to SEND and Anti-bullying policies.) Barriers can include:**

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND may be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these; or
- being more prone to peer group isolation or bullying than other children.



## Appendix 2 – Key Contacts

### Advice and Support

<b>North Yorkshire Council Children &amp; Families Service: Early Help</b>	
<b>Early Help West</b> Harrogate, Craven, Knaresborough, Ripon	01609 534842
<b>Professional Consultation Line</b>	
When contacting the <b>North Yorkshire Multi Agency Screening Team (MAST)</b> for a consultation you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on 01609 535070	
<b>Make a Referral to the Local Authority</b>	
<b>North Yorkshire Children and Families Service and MAST</b>	0300 131 2131 For advice, please ask to speak to a social worker in the <b>Multi Agency Screening Team (MAST)</b> 0300 123 2131 (24 hours) Email: <a href="mailto:social.care@northyorks.gov.uk">social.care@northyorks.gov.uk</a>
<b>Out of Hours</b>	
<b>Emergency Duty Team</b>	0300 131 2131
For making a referral outside of North Yorkshire this <a href="#">online tool</a> directs to the relevant local children's social care contact number.	
<b>Police</b>	
<b>North Yorkshire Police</b>	In an emergency call 999 For all non-emergencies call 101 (Ask for the Serious Crime Team in your area)
<b>Safeguarding Unit</b>	
<b>Safeguarding Unit Manager</b>	Emma Phillips
<b>Designated Officers for Managing Allegations (LADOs)</b>	
<b>Duty LADO contact details (consultations, new referrals and urgent matters)</b>	01609 533080 Email: <a href="mailto:lado@northyorks.gov.uk">lado@northyorks.gov.uk</a>
<b>Business Support</b> including CME Coordinator (Children Missing Education)	01609 533080 Email: <a href="mailto:Safeguardingunit@northyorks.gov.uk">Safeguardingunit@northyorks.gov.uk</a>
<b>NYC HUMAN RESOURCES</b>	01609 798343 Email: <a href="mailto:NYHR@northyorks.gov.uk">NYHR@northyorks.gov.uk</a>
<b>North Yorkshire Safeguarding Children Partnership</b>	
<b>NYSCP Business Unit</b>	01609 535123 Email: <a href="mailto:nyscp@northyorks.gov.uk">nyscp@northyorks.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>





### Prevent support and advice

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:

020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

Local police, as above, or non-emergency number: 101

North Yorkshire Police Prevent Team 0800 011 3764

Reporting online: [Report online material promoting terrorism or extremism](#)

Prevent Duty Statutory Guidance: for England and Wales 2023. It can be downloaded at [Prevent duty guidance - England and Wales \(2023\) \(Home Office, 31 December 2023\)](#)

Channel Guidance can be downloaded at

[Channel and Prevent Multi-Agency Panel \(PMAP\) guidance \(Home Office, 22 February 2021, updated 15 December 2023\)](#)

Non-statutory supplementary advice

[The Prevent duty: safeguarding learners vulnerable to radicalisation \(DfE, 24 October 2022, updated 07 September 2023\)](#)

### Ofsted

0300 123 1231

To inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (where the allegations relate to harm or abuse committed on the premises or elsewhere) [Report a serious childcare incident \(Ofsted, 19 February 2020, updated 19 August 2022\)](#)

Notification to Ofsted of Early Years Provision Incident Form available at: [Report a serious childcare incident](#)

### Whistleblowing

Ofsted Whistleblowing Hotline

0300 123 3155

Email: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

Write: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

NSPCC Whistleblowing Helpline (worried about a child) 0808 800 5000

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

NSPCC Whistleblowing Helpline (worried about workplace safeguarding practices) 0800 028 0285

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Website: [Whistleblowing Advice Line | NSPCC](#)

**If you think a child is in immediate danger – don't delay. Call the Police on 999.**



### Appendix 3 - Resources

NYSCB [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)  
(CP Procedures and Training)  
CAPE (Child Protection in Education) [www.cape.org.uk](http://www.cape.org.uk)

#### **Keeping Children Safe**

**Annex B** contains links to guidance and support on all types of abuse.

Children Missing Education

[Children missing education - statutory guidance for local authorities \(DfE 26 November 2013, updated 5 September 2016\)](#)

Sexual Abuse	<a href="#">Parents Protect</a>
Cyberbullying	<a href="#">KIDSCAPE</a>
Bullying & child abuse	<a href="#">Preventing Bullying</a> <a href="#">Anti-Bullying Alliance</a> <a href="#">KIDSCAPE</a> <a href="#">Childline</a> <a href="#">NSPCC</a>
Domestic Violence	<a href="#">Women's Aid Home Page (womensaid.org.uk)</a> <a href="#">IDAS</a>
Internet Safety	<a href="#">CEOP Education - thinkuknow</a> <a href="#">CYPs info - Online Safety</a> <a href="#">Childnet</a>
KS2/3	<a href="#">Childnet</a>
Grooming behaviour NSPCC Briefing	<a href="#">NSPCC</a>
<b><u>DfE Documents</u></b>	<a href="http://www.education.gov.uk">www.education.gov.uk</a>

[Keeping Children Safe in Education \(DfE, 02 September 2024, updated 03 September 2024\)](#)

[Working Together to Safeguard Children \(DfE 2023, updated 23 February 2024\)](#)

[What to do if you are worried a child is being abused \(DfE, 26 March 2015\)](#)

[Disqualification under the Childcare Act 2006 \(DfE, 26 February 2015, updated 31 August 2018\)](#)

**North Yorkshire School CP Documents**

<http://cyps.northyorks.gov.uk>  
[NYSCP - Worried About a Child? Make a Referral](#)



## Training Materials

Online Basic Awareness

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Whole School CP Training Materials

<http://cyps.northyorks.gov.uk>  
[eswadminteam@northyorks.gov.uk](mailto:eswadminteam@northyorks.gov.uk)

Domestic Abuse Basic Awareness

[About domestic abuse - IDAS](#)

E-safety training is available from NYCC

Financial support for students

[16 to 19 education - financial support for students \(Education and Skills Funding Agency, 4 February 2014, updated 27 April 2023\)](#)



## Appendix 4 – Child-on-child abuse

The Collegiate is committed to safeguarding children and is aware that safeguarding issues can manifest themselves in child-on-child abuse. This may include, but is not limited to:

- bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- cyber bullying;
- gender based violence;
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- sexting, also known as youth produced sexual imagery, or sharing nudes or semi-nudes; or
- initiation/hazing type violence and rituals.
- child-on-child abuse can place within intimate relationships.

### Procedures to minimise the risk of child-on-child abuse

The Collegiate acknowledges that it is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable. We have a zero-tolerance approach, with systems and procedures in place to minimise the risk of child-on-child abuse. This starts with education, e.g., a programme of Personal Development lessons (see PD schemes of work) and raising the awareness of both students and staff. This is done across the Collegiate and is everyone's responsibility to develop students in terms of their social, moral, spiritual, and cultural development.

This includes:

**Promoting British Values** and working to ensure that students understand British law and democracy.

The Collegiate also has clear and consistent sanctions for inappropriate behaviour to protect and educate the students as to what is, and is not, acceptable. There is also extensive support available through the Pastoral, Safeguarding, Boarding and School Teams to modify behaviour and help with any issues behind negative behaviour.

### Identification

The Collegiate uses an internet filter called 'Cisco' which highlights any improper or concerning use over the internet. This is monitored by the Safeguarding Team and is reviewed on a regular basis by the DSL and Safeguarding Team. We also have Peer Mentors who are vigilant around school and report any concerns to the Safeguarding Team. Students have access to our online bully box, on their student app, where they can direct us to any concerning issues and are actively encouraged to speak to any member of staff they trust.



## Reporting and follow up

All staff and students are made aware that child-on-child abuse requires the same reporting procedures as any safeguarding concern. Staff should be aware child-on-child abuse can sometimes be hidden abuse and that just because there are not any reports of it, it does not mean it is not happening here. Staff must remain vigilant and report any concerns they have. The safeguarding team will consider the following when a case of child-on-child abuse has been reported:

- the age of the child reported to have committed the abuse;
- the nature of the alleged incident(s);
- the level of understanding of the child reported to have committed the abuse;
- the circumstances of the event and the lead up to it;
- any previous history;
- any possible reasons for the behaviour;
- power imbalance and ongoing risk;
- any further action required (please see below);
- the wishes of the victim in terms of how they want to proceed; or
- other related issues and the wider context.

Wherever concerns of child abuse arise, the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator, and all children in the schools are safeguarded and their welfare is supported.

All reports of abuse will be taken seriously by the Collegiate and the person reporting the abuse will be supported and kept safe.

The Collegiate will have regard to **Part 5 of KCSiE 2024** and recognises that children with SEND or who are lesbian, gay, bi or trans (LGBT) can be targeted by their peers. In some cases, a child 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. The Collegiate runs a Thrive session called **“Identity”** where students can meet with a designated member of staff to discuss their thoughts around sexuality. It is a safe and protected environment for these discussions to take place.

An allegation of child-on-child abuse will be referred to CSC if the Safeguarding Team feel this is the best course of action. Early help may also be accessed depending on the case and the best needs of the child. The DSL and Principal will make the decision as to whether the incident is a safeguarding concern or an issue to be dealt with in line with the Collegiate **Behaviour and Discipline Policy**.

The Collegiate will have regard to DfE guidance on **Searching, Screening and Confiscation (DfE, 13 July 2022, updated 19 July 2023)**, when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence or cause personal injury to someone, or to do damage (See searching devices below).

[Searching, screening and confiscation: advice for schools \(DfE, 13 July 2022, updated 19 July 2023\)](#)



### **How victims of abuse may be supported**

Victims of alleged child-on-child abuse will be fully supported, and the Collegiate will work with other agencies and the family as required. The Collegiate has a vast range of support strategies in place such as a welfare department and safeguarding team. Through liaison with the students, parents, and staff a bespoke programme of support will be created to support all involved with the best needs of the child as the focus. This will cover the school day and boarding time and, depending on the nature of the incident, support away from school.

Support may include, but is not limited to:

- the removal and/or separation from the offending student(s);
- removal of social media if required;
- accessing external agency support and advice:
  - Ebor Psychology
  - Early help services
  - Children's services
  - The Police
  - Channel
  - CEOP
  - CAMHS
  - Nurse support
  - Compass Reach
  - Mind
  - GP
- parent contact;
- school counsellor;
- independent listener;
- welfare plans;
- welfare risk assessments (Inc. Flight risk);
- Peer Mentor;
- additional Supervision if required;
- report and monitoring options;
- staff mentors; or
- accessing Student Welfare support which can support with issues such as:
  - Self-esteem
  - Anti-bullying
  - The safe use of social media
  - Anger management
  - Resilience
  - LGBT
  - Forces support
  - Bereavement support
  - International support
  - Academic support
  - Transitional support
  - Body image
  - Dealing with stress



- Healthy Eating

### **Sexting**

Sexting is the sharing of nude and semi-nude images and / or videos.

A disclosure of sexting is reported to the DSL as with any other safeguarding concern. When a disclosure has been made the Safeguarding Team will consider the following factors:

- Has the student received, sent, or shared an image?
- What is the image of?
- Has the image been sent anywhere else?
- Has the image been shown to anyone else?
- Is the image on a device or devices or has it been sent over social media?
- Does the student(s) need immediate support and/or protection (this may be within the Collegiate or Children's Social Care)?
- Are any other students involved?

This will be done very discreetly and sensitively while informing the victim throughout the process. The Collegiate will follow guidance given to schools and colleges in the **UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (DSIT and UKCIS, 23 December 2020, updated 11 March 2024)**.

### **Searching devices**

Any devices will be confiscated from the students reportedly involved and these are then searched by at least two members of the safeguarding team. Guidance can be found in the **Education Act (2011)** which provides schools and/or teachers the power to seize and search an electronic device.

If images are found on the device the DSL will consider what action is appropriate. This may include a referral to the Police (depending on the nature of the incident CSC, the LADO, or a follow up within the Collegiate. The best needs of the child will always be put first. All cases are recorded and kept within the secure Child Protection records.

On discovering an image, it must **never be printed, saved, shared or screen shot** by the staff member searching the device. If an image has been published online then this must be referred immediately to **CEOP (Child Exploitation and Online Protection Centre)** <https://www.ceop.police.uk>. If the school network has been used to share the image the network will be blocked to prevent further circulation.

It is essential to offer ongoing support for the victim and work to minimise any embarrassment. Phones and devices should only be checked if there is evidence to suggest that a safeguarding issue has occurred.

### **Supporting the perpetrator of abuse**

It is recognised that a child inflicting abuse on a peer may be a child at risk in the context of life in or outside school. Where this is the case, this policy's procedures for support and referral will be applied to that child, as appropriate.



## Appendix 5 - Safeguarding Team and Cover

The DSL and DDSLs are available throughout the year, covering both the academic term and holiday time. Within the Collegiate there are other senior staff trained to Level 3 who all cover a week during non-term time on a rotational basis throughout the year. All staff in the Collegiate are aware that anyone can make a direct referral to CSC. In the unlikely event that the DSL and DDSLs are not available, or an immediate referral is required, staff members will **make direct referrals** as soon as possible, and **always within 24 hours** of the disclosure being made. This applies throughout the year.

Please see below the full list of senior management who have completed **Level 3 Child Protection and Safeguarding training**.

### Named Child Protection and Safeguarding staff

#### Training completed in 2023/2024 (repeated every 2 years)

<b>Erica Papaglimis</b>	Head of Student Welfare and Personal Development (DSL)
<b>Deborah Mills</b>	Resident DDSL
<b>Joe Padmore</b>	DDSL
<b>Kris Horton</b>	DDSL
<b>Rebecca Thackray</b>	DDSL and Mental Health Lead
<b>Serena Rickard</b>	DDSL and Assistant Mental Health Lead

The DSL and Deputies are responsible for following the guidance as laid out in **Annex C of KCSiE 2024** (pages 170-176), pertaining specifically to the following: Management of referrals; working with others; information sharing and managing the child protection file; raising awareness; training, knowledge, and skills; providing support to staff; understanding the views of children; holding and sharing information.

### Trained in Level 3 Child Protection and Safeguarding

Collegiate Board	QE Strategic Team	QE Leadership Team	Wellbeing Team
Amy Martin	Daniel Machin	Joe Birchall	Rachel Dale
Matthew Adshead	Dewi Lewis	Lauren Blakeley	Julie Hewlett
Jackie Hales		Karin Bunting	Mollie Green
Chris Hall		Emma Chapman	Lisa Airlie
Karen Howells-Lee		Kath Flaherty	Elizabeth Wickens
Laurence McKell		Jemma Holroyd	Michael Howard
		Karen Kilkenny	Wanjing Wang
		Sue McKee	
		Kevin Oldershaw	
		Chris Simpson	
		Claire Slack	
		Steven Turner	





### Additional persons trained in Level 3 Child Protection and Safeguarding

**Joanna Baboolal**, Nurse  
**Sarah Brennan**, Nurse  
**Tracy Graham**, Health Care Assistant  
**Aimee Hutchinson**, Kindergarten Deputy Head  
**Justine Langford**, Director of Marketing and Staffing - Short Courses  
**Joseph McAnerney**, Boarding Management Team  
**John Moorby**, IT Consultant  
**Natalia Popovics**, Boarding Management Team  
**Laura Rudd**, Fire Officer and Compliance Co-ordinator  
**Sarah Sigsworth**  
**Eleanor Smith**, Outreach Manager and Co-Curricular Co-ordinator  
**Elizabeth Smith-Dodsworth**, PA to the Principal  
**Helen Snuggs**, Head of Personal Development Department  
**Sara Thrower**, Head of Learning Development  
**Kay Turner**, School Solicitor  
**Megan Wellington-Barratt**, Director of Curriculum and Quality – Short Courses

### Additional persons trained in Level 2 Child Protection and Safeguarding

**Reunlidee Best**, International Liaison Officer  
**Andrea Brayford-Ryder**, Head of Staff and Department Management  
**Kirsty Clayton**, Head of Year  
**Elizabeth Fields**, Head of Year  
**Elizabeth Gibson**, Boarding Management Team  
**Mark Glover**, Head of Year  
**Laura Gordon**, Head of Year  
**Lisa Gregson**, Head of Year  
**Tatiana Hoggarth**, International Liaison Officer  
**Carol Lin**, International Liaison Officer  
**Stephanie McGuinness**, Head of Year  
**Louis Morton**, Commercial Lettings Liaison  
**Mia Robinson**, Head of Year  
**Tania Sargent**, Head of Year  
**Yifen Xu**, International Liaison Officer

A safeguarding training log is held that records the training that has been undertaken by the DSL and all staff, volunteers, and members of the Collegiate Board. This log is monitored and updated regularly.



## Appendix 6 – Risk Assessment for the use of CCTV – Collegiate wide

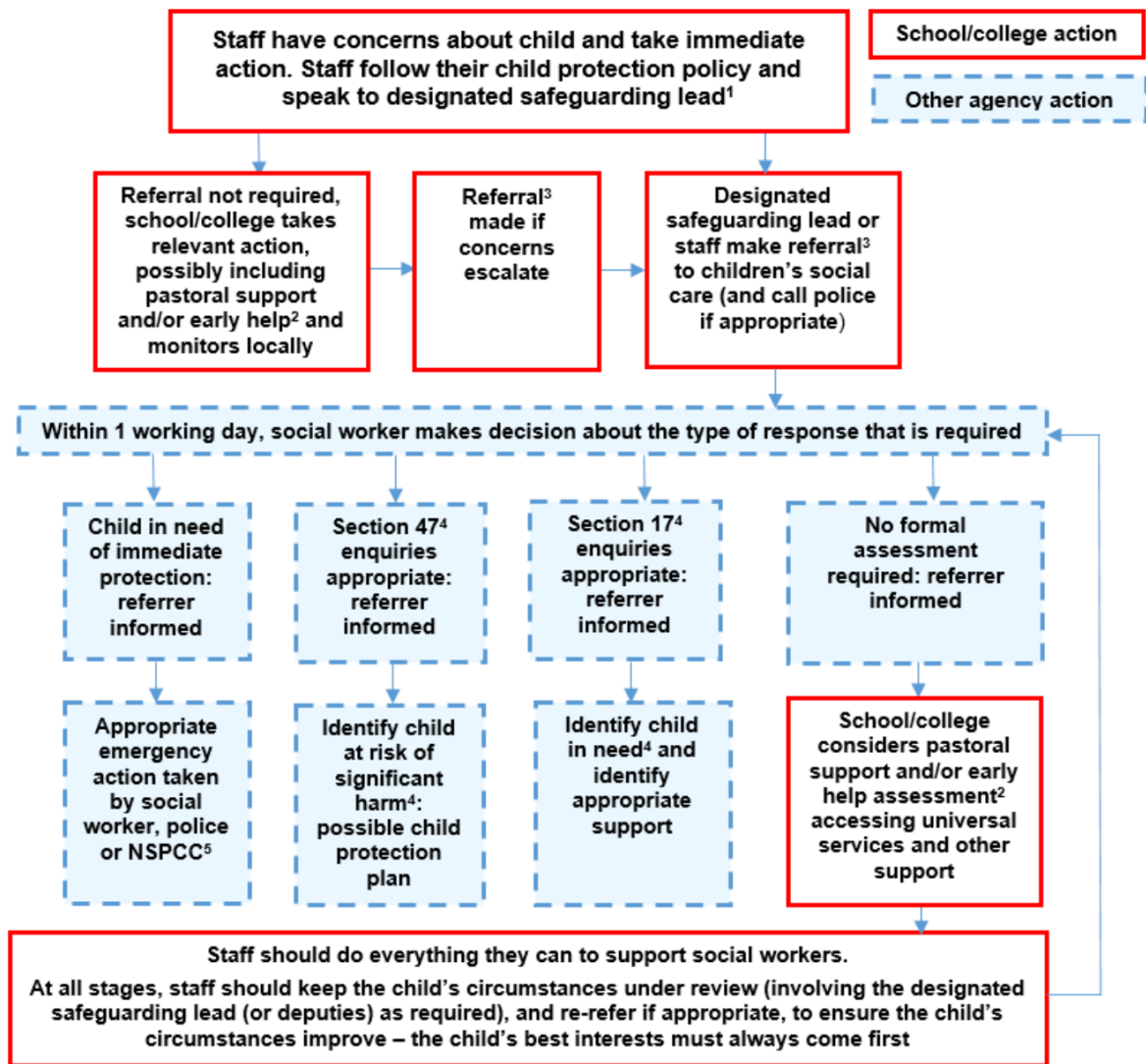
What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Outcome Risk level	Action/ Monitoring by whom	Action by when
Access to the cameras by unauthorised persons and/or for unlawful purposes	Children, staff and visitors	Policy for use in place. Access limited to nominated persons (List available). Purposes defined in policy.	Ensure confidentiality of footage and appropriate access only.	Low	Senior Management and Chair of Collegiate Board	On-going vigilance.
Footage being held for an inappropriate length of time	Children, staff and visitors	System wipe ensures that footage can only be kept for a set period of time.	Ensure compliance. No footage to be stored on any system not controlled by the school. (See policy for release to police).	Low	Collegiate Board. Dave Millington, IT department.	On-going vigilance.
Visitors and parents are unaware of the CCTV	New parents or visitors	Sign at the entrance to the site, at the edge of the main car park and in EYFS area. Policy included in the joining instructions.  Students made aware.	Information that CCTV is used mentioned to parents when visiting.	Low	Senior Management Admissions	Permanent signs and inclusion in joining instructions. Students to be made aware when they arrive and/or at interview.
Footage is captured of children whilst vulnerable	Children/ Students.  Staff may be subject to accusation.	CCTV policy explicit in areas not to be covered by cameras e.g., changing rooms, toilets, bedrooms.  Only in public areas.	Always adhere to the CCTV Policy and Child Protection Policy. Risk must be kept to zero.	Zero	Senior Management DMI	On-going



		No cameras in Kindergarten or in EYFS classrooms.				
Intrusion into private meetings.	Staff, students, and visitors	Offices without cameras can be used for meetings of a confidential nature.	Ensure privacy where necessary.	Low	Senior Management, pastoral staff, any staff meeting parents confidentially.	As appropriate.
Ladders, workers, and wires if the cameras need maintenance	Children/ students, staff, and visitors.	Any work will be completed outside peak flow times. Safety procedures applied.	Vigilance by staff. Students to be kept clear of any hazards. Areas to be closed off where necessary.	Low	All staff to monitor if work is going on in their area.	At all times.



## Appendix 7 – Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> 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.

<sup>3</sup> 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](#).

<sup>4</sup> 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](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

Extract from KCSiE 2024, page 24



## Appendix 8 - Procedures for dealing with suspected abuse and disclosures

Staff will not investigate but will, where possible, elicit enough information to pass on to the DSL.

Staff will:-

- Listen and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the child does not have to speak to another member of staff
- Clarify the information
- Try to keep questions to a minimum and of an open nature e.g. "Can you tell me what happened?"
- Not ask leading questions
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively that they have a responsibility to refer the information to the DSL
- Reassure and support the child
- Explain that only those who "need to know" will be told
- Explain what will happen next and that they will be involved and informed of what action will be taken
- Not promise to keep secrets

The DSL will:-

- Inform the Police on 999 if they believe there is significant immediate risk about the safety of a child
- Contact North Yorkshire's Multi Agency Screening Team (MAST) on 0300 131 2131 if they believe the situation is urgent but does not require the Police.
- Contact the Emergency Duty Team on 0300 131 2131 if outside business hours
- Complete and submit a written referral using the universal referral form within 24 hours of making the telephone call
- Consider any urgent medical needs of the child and take appropriate action to address those needs
- Contact MAST on 0300 131 2131 to establish if the child is or has been the subject of a Child Protection Plan
- Consult with Early Help within Children and Families Service and where necessary contact MAST on 0300 123 2131 (24 hours)
- Contact Ofsted where necessary on 0300 123 1231 (Applicable to 0-2 years setting)
- Consider the child's wishes, fears or concerns
- Ensure that the child is safeguarded and protected

For more information on how to make a referral visit:

- [www.safeguardingchildren.co.uk/about-us/worried-about-a-child](http://www.safeguardingchildren.co.uk/about-us/worried-about-a-child)

The DSL will then decide:-

- Wherever possible, to talk to parents, unless by doing so it places a child at risk of significant harm



- Whether to make a referral to Children and Families Service because a child is suffering or is likely to suffer significant harm
- Not to make a referral at this stage and undertake further monitoring
- Complete a Universal Referral Form.

The following forms are available on the NYSCP website:- [NYSCP \(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk)

1. Managing Allegations Against Those Who Work or Volunteer With Children Form (LADO Referral Form)
2. Universal Referral Form
3. National Referral Mechanism (NRM) Form
4. Notify NYSCP of Child Death
5. Partnership Information Sharing Form
6. Reports for initial and review Child Protection Conference
7. Early Help Assessment

*Extract taken from [NYSCP - Guidance to writing Safeguarding Children Policy and Procedures for Early Years Providers – October 2023](#)*



## Appendix 9 – Operation Encompass Safeguarding Statement

Queen Ethelburga's Collegiate is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the **Domestic Abuse Act (2021)**.

Operation Encompass means that the police will share information with our school about **all** police attended Domestic Abuse incidents which involve any of our children **PRIOR** to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All schools staff and Governors can undertake the online training.

### **Our DSL undertook training on 20.03.2023**

Our parents are fully aware that we are an Operation Encompass school, and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The member of The Collegiate Board with responsibility for Safeguarding will report on Operation Encompass in the termly report to the Collegiate Board. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the Collegiate.

When the Principal, Heads of School, DSL or DDSLs leave the Collegiate and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Key Adults and that the new member of staff will undertake the Operation Encompass online training.