SAFEGUARDING AND CHILD PROTECTION POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Joanna Fox

Governor Committee Review: Pupil Welfare

Next Review Date: September 2025

1) Key Staff Contact Details

Safeguarding Role	Name	Position at School	Contact Details
Designated Safeguarding Lead (DSL)	Joanna Fox	Senior Deputy	Mrs.Fox@hlc.org.uk Tel: 01423 504543
Deputy DSL	Kate Enright	Highfield Deputy	Mrs.Enright@hlc.org.uk Tel: 01423 537060
Deputy DSL	Clare MacPherson	Designated Mental Health Lead	Mrs.MacPherson@hlc.org.uk Tel: 01423 504543
Deputy DSL	Laura Brookes	Head of Boarding	Miss.Brookes@hlc.org.uk Tel: 01423 504543
Deputy DSL	Louise Squires	Lead Nurse	Mrs.Squires@hlc.org.uk Tel: 01423 537003
Deputy DSL	Sam Pickard	Pre-School Manager	Mrs.Pickard@hlc.org.uk Tel: 01423 537030

o   The **Nominated Governor** for Child Protection is:

Mrs Susan Jackson

Email: c/o Mrs.Ingham@hlc.org.uk

Tel: c/o 01423 537024

o   The **Principal** of Harrogate Ladies' College is

Mrs Sylvia Brett

Email: Principal@hlc.org.uk

Tel: 01423 537024

o   The **Chair of Governors** for Harrogate Ladies' College is:

Dame Francine Holroyd

Email: c/o Mrs.Ingham@hlc.org.uk

Tel: 01423 537024

2) Key External Contact Details

o   **ESWS Team Leader**   01609 532477

eswadminteam@northyorks.gov.uk

o   **CME Coordinator**   01609 532477

(Children Missing Education)   CME.Coordinator@northyorks.gov.uk

Or Julie.hodges@northyorks.gov.uk

o   **North Yorkshire Safeguarding Partners**

Odette Robson, Head of Safer Communities

Telephone number: 01609 797105

Email: Odette.robson@northyorks.gov.uk

Stuart Carlton, Director of North Yorkshire Children and Young People's Services

Telephone number: 01609 534900/01609 532234

Email: Stuart.Carlton@northyorks.gov.uk

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

o **Safeguarding Managers & Local Authority Designated Officers Craven / Harrogate / Selby**
Marie Pettman   01609 534974 / 07815 028551
Duty Designated Officer (consultations, new referrals and urgent matters) 01609 533080

o **Senior Education Social Workers**
Rhiannon Tillotson Harrogate   01609 534985

o **NYCC HUMAN RESOURCES**
schoolshradvisory@northyorks.gov.uk   01609 798343

o **CHILDREN'S SOCIAL CARE**
Referral line   Tel: 0300 131 2 131 (inc. out of hours)
Professional Consultation Line   Tel: 01609 535070
Make a referral link including Early Help:
https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/
Customer Contact Centre   Tel: 01609 536993
                                     Fax: 01609 532009
                                       Social.care@northyorks.gov.uk

For advice, please ask to speak to a Team Manager in the Customer Contact Centre or in your area
     Emergency Duty Team   0845 034 9417
     North Yorkshire Police   101
     (Ask for Protecting Vulnerable Persons Unit in your area)

Customer Service Contact numbers for referral to Social Care in neighbouring Local Authorities:

Redcar & Cleveland	01642 771 500
Stockton on Tees	01642 527 764
Darlington	01325 346 200
Middlesbrough	01642 726 004
Durham	03000 267 979
Cumbria	0333 240 1727
Lancashire	0300 123 6720
Bradford	01274 437 500
Leeds	0113 376 0336
East Yorkshire	01482 395 500
Wakefield	03458 503 503
Doncaster	01302 736 000
York	01904 551 900

o **FGM reporting - non-emergency police contact number**
     101

o **School's Police liaison officer**
     Sgt Heidi Lewis
     Heidi.Lewis@northyorkshire.pnn.police.uk

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o **CAMHS Crisis Service**

- Harrogate and Ripon: 01423 544335, 7 days a week

o **Health Child Service**

- Professional line: 03003 030916

o **UK Safer Internet Centre Professionals' Online Safety Helpline**
  0344 381 4772
  helpline@saferinternet.org.uk

o **NSPCC whistleblowing helpline**
  Weston House, 42 Curtain Road, London EC2A 3N
  Telephone: 0800 028 0285
  Email: help@nspcc.org.uk
  https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

Prevent partners and advice about extremism	**Channel Local Authority Chair** Odette Robson Telephone number: 01609 797105 Email: Odette.Robson@northyorks.gov.uk **Principal Safer Communities Officer (inc Prevent):** Lesley Gray Telephone: 01609 533487 Email: Lesley.Gray@northyorks.gov.uk **Non-emergency DfE advice** 020 7340 7264 counter-extremism@education.gsi.gov.uk
Reporting serious wrongdoing to the Charity Commission	For further guidance see: https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer whistleblowing@charitycommission.gsi.gov.uk

- **NSPCC** — 0808 800 5000

- **Children's Commissioner** — 08005280731 http://childrenscommissioner.gov.uk/

- **Independent Listener**

  Father Gary Waddington — 07920 464818

- **School counsellor** — The Harlow
- **CEOP** — www.ceop.police.uk/Contact-Us/

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1 Aims

1.1 This is the Safeguarding and child protection policy and procedures of Harrogate Ladies' College family of schools – Highfield Pre School, Highfield and College (**School**).

1.2 The aims of this policy are as follows:

1.2.1 to actively promote the well-being of pupils, enabling all children to have the best outcomes;

1.2.2 to safeguard and promote the welfare of children, staff and others who come into contact with the School and to protect them from harm;

1.2.3 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and / or exploitation;

1.2.4 to raise awareness about how to report concerns and how they will be investigated, whether they are current or historic in nature;

1.2.5 to raise staff awareness about the School's safeguarding expectations;

1.2.6 to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;

1.2.7 to ensure consistent good safeguarding practice throughout the School, to include the promotion of a zero-tolerance approach to child-on-child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it; and

1.2.8 to promote a whole school culture of safety, equality and protection.

1.3 Every pupil should feel safe and protected from any form of abuse, neglect and exploitation.

1.4 All staff should understand the indicators of abuse, neglect and exploitation and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the School community are set out in Appendix 1.

1.5 Members of the School community (to include alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively, and appropriate action taken.

1.6 Anyone about whom a concern is raised should feel confident that they will be supported and the matter will be handled sensitively and that appropriate action will be taken.

1.7 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to ensure that the best interests of pupils underpins, and is at the heart of all decisions, systems, processes and policies.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This policy applies at all times including where pupils or staff are away from the School, whether they are on school- arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.

2.3 This policy applies to core School activities and to out of hours and commercial activities.

2.4 This policy is designed to address:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

2.4.1   the specific statutory obligations on the School to safeguard and promote the welfare of children; and

2.4.2   the School's charity law safeguarding duty to:

(a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;

(b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;

(c) have adequate safeguarding policies, procedures and measures to protect people; and

(d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority and Charity Commission.

3   Regulatory framework

3.1   This policy has been prepared to meet the School's responsibilities under the following legislation:

3.1.1   Education (Independent School Standards) Regulations 2014;

3.1.2   *Boarding schools: national minimum standards* (Department for Education (**DfE**), 2022);

3.1.3   *Early Years Foundation Stage Statutory Framework* (DfE, January 2024);

3.1.4   Education and Skills Act 2008;

3.1.5   Children Act 1989;

3.1.6   Children Act 2004;

3.1.7   Childcare Act 2006;

3.1.8   Safeguarding Vulnerable Groups Act 2006;

3.1.9   Children and Social Work Act 2017;

3.1.10   Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.1.11   Equality Act 2010; and

3.1.12   Charities Act 2011.

3.2   This policy has regard to the following guidance and advice:

3.2.1   Statutory guidance:

(a) Keeping Children Safe in Education (DfE, September 2024) (**KCSIE**);

(b) Working together to safeguard children 2018 (HM Government, updated December 2023) (**WTSC**);

(c) Disqualification under the Childcare Act 2006 (DfE, August 2018);

(d) Revised Prevent duty guidance for England and Wales (HM Government, December 2023);

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(e) Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020);

(f) Children missing education (DfE, updated August 2024);

(g) Relationships education, relationships and sex education and health education guidance (DfE, September 2021);

(h) Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, February 2021);

(i) Sexual Offences Act 2023;

(j) Anti-social Behaviour, Crime and Policing Act 2014;

(k) Counter-terrorism and Security Act 2015;

(l) Marriage and Civil Partnership (Minimum Age) Act 2022; and

(m) Voyeurism Act 2019

3.2.2   Non-statutory advice:

(a) What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);

(b) Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, updated May 2024);

(c) Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, March 2024);

(d) National Minimum Standards for Boarding Schools (September 2022);

(e) Searching, screening and confiscation: advice for schools (DfE, July 2022);

(f) Teaching online safety in schools (DfE, January 2023);

(g) Harmful online challenges and online hoaxes (DfE, February 2021);

(h) Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);

(i) Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019);

(j) Educate Against Hate (HM Government 2018);

(k) Meeting digital and technology standards in schools and colleges (DfE, updated May 2024);

(l) Cyber security standards for schools and colleges (DfE updated May 2024);

(m) DfE (2024) Recruit Teachers from Overseas;

(n) DfE (2024) Working together to improve attendance

(o) Use of Reasonable Force (July 2013); and

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(p) The National Police Chief'' Council 'When to Call the Police' (Guidance for Schools and Colleges).

3.2.3 Charities advice:

(a) Strategy for dealing with safeguarding issues in charities (Charity Commission, December 2017);

(b) How to report a serious incident in your charity (Charity Commission, June 2019);

(c) Reporting a serious incident in your charity when it involves a partner (Charity Commission, December 2019);

(d) Report serious wrongdoing at a charity as a worker or volunteer (Charity Commission, June 2019);

(e) Guidance on handling safeguarding allegations in a charity (Office for Civil Society, January 2019);

(f) Safeguarding and protecting people for charities and trustees (Charity Commission, June 2022)

3.2.4 North Yorkshire Safeguarding Partners referral / threshold procedures / guidance.

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 Staff Code of Conduct;

3.3.2 Low Level Concerns Policy

3.3.3 Whistleblowing Policy;

3.3.4 Safer Recruitment Policy and Procedures;

3.3.5 Online Safety Policy;

3.3.6 Behaviour Policy;

3.3.7 Anti-bullying Policy;

3.3.8 Acceptable Use Policy;

3.3.9 Supervision of Ancillary, Contract and 'Unchecked' Staff and Visitors Policy;

3.3.10 Risk Assessment Policy for Pupil Welfare;

3.3.11 Supervision of Pupils Policy;

3.3.12 Missing Pupil Policy;

3.3.13 SEND Policy

3.3.14 Disability Policy;

3.3.15 Health and Safety Policy;

3.3.16 PSHE Policy;

3.3.17 Relationships and sex education policy;

3.3.18 Educational Visits Policy

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3.3.19   Prevent Action Plan; and

3.3.20   Administration of Medicines Policy

*All staff at HLC **must** read either Part 1 (if in direct contact with pupils) or Annex A of Keeping Children Safe in Education (2024).*

All staff in direct contact with pupils must also read Annex B.

4   Publication and availability

4.1   This policy is published on the School website.

4.2   This policy is available in hard copy on request.

4.3   A copy of the policy is available for inspection from Reception during the School day.

4.4   This policy can be made available in large print or other accessible format if required.

4.5   This policy and all policies referred to in it are also available to staff on the School's intranet.

5   Definitions

5.1   Where the following words or phrases are used in this policy:

5.1.1   References to the **Proprietor** are references to the Board of Governors;

5.1.2   References to **working days** mean Monday to Friday, even if a boarding school or the School is open on Saturdays when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;

5.1.3   **Safeguarding** is:

- Protecting children from maltreatment

- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes.

5.1.4   **Safeguarding and promoting the welfare of children** is defined in WTSC and KCSIE as:

(a) Providing help and support to meet the needs of children as soon as problems emerge;

(b) protecting children from maltreatment, whether that is within or outside the home, including online;

(c) preventing impairment of children's mental and physical health or development;

(d) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

(e) taking action to enable all children to have the best outcomes.

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5.1.5 **CSC** means Children's Social Care and includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident.

5.1.6 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

5.1.7 **Designated Officer** means Designated Officer at the local authority (often referred to as the LADO). The Designated Officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

5.1.8 References to **harmful sexual behaviour** in this policy refer to the DfE's definition: sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

5.1.9 Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors unless otherwise indicated.

5.1.10 Senior Leadership Team (**SLT**) comprises of the Principal, Director of Finance, Senior Deputy (DSL), Head of Highfield and Director of Marketing.

6 Responsibility statement and allocation of tasks: the School's approach to safeguarding leadership

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy, including

6.1.1 legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;

6.1.2 strategic leadership responsibility for the School's safeguarding arrangements; and

6.1.3 specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.

6.2 The Proprietor

6.2.1 appoints a Board level lead on safeguarding matters, whose contact details are set out in the School contacts list at the front of this policy;

6.2.2 ensures there is an effective Safeguarding and Child Protection Policy in place, together with the Staff Code of Conduct, and that these are provided to all staff, including temporary staff and volunteers upon induction;

6.2.3 ensures that appropriate arrangements are in place for the whole Board to discharge their function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding;

6.2.4 will liaise with the local authority and/or partner agencies in the event of allegations of abuse made against the Principal;

6.2.5 establishes appropriate delegation arrangements at School level, led by the Principal and DSL, including termly Pupil Welfare Committee meetings, to enable the School to discharge its safeguarding duties effectively, including governor review of online safety incidents and review of filtering and monitoring standards; and

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6.2.6 and all governors are aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Joanna Fox, Senior Deputy/DSL	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Susan Jackson, Safeguarding Governor	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Joanna Fox, Senior Deputy/DSL	As required
Formal annual review of the School's safeguarding policies and procedures and their implementation.	Susan Jackson, Safeguarding Governor	At least annually
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Proprietor	Before commencement of arrangement and thereafter at least annually

6.4 **Principal**

6.4.1 The Principal is responsible for the overall management of the School and for the management of concerns and allegations about staff;

6.4.2 The Principal liaises with the local authority regarding issues of child protection involving a member of staff or volunteer at the school; and

6.4.3 The Principal ensures that the School's policies and procedures, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation, are understood, and followed by all staff.

6.5 **Designated Safeguarding Lead (DSL)**

6.5.1 The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety, understanding the filtering and monitoring systems and processes in place and their role in this) throughout the School.

(a) The DSL has the time, funding, training, resources and support to enable them 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

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support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Annex C of KCSIE 2024

6.5.2   The DSL will take lead responsibility for pupils who are looked after children.

6.5.3   The DSL line-manages the mental health lead and, along with the Director of PSHE and Wellbeing and the Mental Health Lead, is responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.

6.5.4   If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSLs. The Deputy DSLs' details are also set out in the School contacts list at the start of this policy.

6.5.5   The DSL works with the Safeguarding Governor to ensure regular review of safeguarding practice (at least an annual safeguarding audit) and the school's filtering and monitoring standards.

7   Specific safeguarding duties in relation to children

7.1   Safeguarding and promoting the welfare of children is **everyone's** responsibility.

7.2   The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people and creating a culture of safeguarding. The School understands that safeguarding encompasses much more than child protection and takes seriously its responsibility to promote and nurture the wellbeing and mental health of all its pupils and staff. Safeguarding also includes, and works in conjunction with, other School policies including equal opportunities; health and safety; first aid; educational visits; anti-bullying; behaviour management; drugs, alcohol and tobacco; information sharing; online safety; Fundamental British Values; and preventing radicalisation and violent extremism. The School requires everyone who comes into contact with children and their families to share this commitment.

7.2.1   The School will:

(a)   understand its role in the safeguarding partner arrangements (https://www.safeguardingchildren.co.uk/about-us/who-we-are/) and operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the North Yorkshire Safeguarding Children Partnership (in line with statutory guidance: Working Together to Safeguard Children 2024) the key details of which are contained in Appendix 6;

(b)   be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, neglect and exploitation whether from an adult or another child;

(c)   include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;

(d)   promote the systems in place for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;

(e)   deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans;

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(f) design and operate procedures which, so far as possible, ensure that staff pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;

(g) prepare staff to identify children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC;

(h) be alert to children who are at potentially greater risk of harm including children who need a social worker and children requiring mental health support;

(i) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and where additional barriers can exist when detecting abuse, neglect and exploitation;

(j) encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the School to protect them. Staff provide 1:1 mentoring sessions and offer an open-door policy for all pupils, in particular vulnerable pupils. The Wellness Centre and House staff are mental health trained and offer quiet spaces for pupils to discuss their concerns;

(k) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

(l) assess the risk of pupils 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;

(m) ensure external providers have appropriate safeguarding and child protection policies and procedures in place and ensure there are arrangements in place for the provider to liaise with the School on these matters where appropriate;

(n) follow usual safeguarding procedures for managing allegations, including informing the LADO, if it receives an allegation regarding an organisation or individual that has hired the School premises;

(o) identify pupils who may be vulnerable to radicalisation and know what to do when they are identified; and

(p) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area. See Appendix 6 – Local arrangements for more details.

7.2.2 As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children.* This includes providing a co-ordinated offer of early help when additional needs of children and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

7.3 We are committed to working in partnership with parents, Social Services departments and diverse communities, to ensure we continuously develop and improve the safeguarding culture within our School.

7.4 Having these safeguards in place protects and promotes the welfare of children, as well as enhancing the confidence of our staff, volunteers and parents/carers.

7.5 The School has systems in place that:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- Prevent unsuitable people working with pupils;

- Identify pupils who are at risk of and/or likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;

- Promote safe practice and challenge poor and unsafe practice;

- Protect pupils and staff from online risks: these include online safety education and training (including education about the risks of AI), policies and procedures governing the use of IT, and procedures to manage any incidents that occur;

- Provide filtering and monitoring in line with the guidance issued by the Department for Education in their filtering and monitoring standards and educate staff about their roles and responsibilities in maintaining these standards;

- Deal with issues of confidentiality, information sharing and consent in line with the DfE's data protection guidance;

- Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication); and

- Encourage pupils to contribute their own ideas, appropriate to age and understanding, about how their safety and welfare could be further improved.

Staff should follow the School's *Whistleblowing Policy* to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority or to the Charity Commission if they consider that the School has failed to deal with concerns appropriately.

8 Early Years Foundation Setting

8.1 This Policy applies to the School's provision for the Early Years Foundation Setting (EYFS). The identity of, and contact details for, the safeguarding lead with responsibility for safeguarding setting are set out at the start of this policy.

8.2 Throughout the setting, all persons in the EYFS are required to adhere to the *Acceptable Use Policy* on the use of mobile phones, cameras or other digital recording devices; that is, that personal digital recording devices **must not** be used for taking, editing or transferring images or videos of pupils.

8.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse, neglect and exploitation (such as significant changes in a child's behaviour, deterioration in wellbeing, physical indications, comments which give cause for concern, or any reasons to suspect abuse, neglect and exploitation outside the setting), and on how to respond in a timely and appropriate way, to such signs or inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

9 Reporting obligations of staff

9.1 **Reporting obligations generally**

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

9.1.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

9.1.2 All staff have a duty to:

(a) report **any** concerns they may have about the safety and / or well-being of pupils;

(b) report **any** concerns they may have about the safety and / or well-being of other persons associated with the School;

(c) report **any** safeguarding concerns about staff or anyone else associated with the School; and

(d) follow up on any such reports to ensure that appropriate action is or has been taken.

9.1.3 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to speak to the DSL, any member of the senior leadership team (SLT) or directly to children's social care (whether the School's local authority or that local to the child's home address) or police in their absence for guidance.

9.2 **What to do when staff have a concern about a pupil's welfare**

9.2.1 When staff have **any concern about a pupil's welfare**, they should follow the procedures in this policy and report their concern to the DSL (or a DDSL in the DSL's absence) **immediately**.

(a) The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy;

(b) See paragraph 2 below Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

9.2.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need, or it may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

9.2.3 Teachers must report known cases of female genital mutilation (**FGM**) to the police. The DSL should be informed as soon as possible. See Appendix 1 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

9.2.4 If the concern involves an **allegation or concern raised about a member of staff**, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.

9.2.5 **What if the DSL is unavailable?**

(a) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.

(b) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

(c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 11 below for further details on making a referral.

(d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

9.3 **Action by the DSL**

9.3.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Partners' procedures and referral threshold document. Such action may include:

(a) managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from children's social care where required (see 9 below);

(b) undertaking an early help assessment (which generally requires parental consent) (see 10 below); or

(c) making a referral for statutory services (see 11 below).

9.3.2 The views of the child will be considered when considering the appropriate course of action but will not be determinative.

9.3.3 Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.

9.3.4 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

10 Managing support for pupils internally

10.1.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified. See section 22 and the School's Risk Assessment for Pupil Welfare.

10.1.2 The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.

11 Early help

11.1.1 Early help, also known as early intervention, is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.

11.1.2 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. It also recognises that multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.

11.1.3 The School's safeguarding training, including the safeguarding induction, includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those

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pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

11.1.4   is disabled or has certain health conditions and has specific additional needs;

11.1.5   has special educational needs (whether or not they have a statutory education, health and care plan);

11.1.6   is suffering from mental ill health;

11.1.7   is a young carer;

11.1.8   is bereaved;

11.1.9   is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime;

11.1.10 is frequently missing / goes missing from care or from home;

11.1.11 is at risk of modern slavery, trafficking sexual or criminal exploitation;

11.1.12 is at risk of being radicalised or exploited;

11.1.13 is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online;

11.1.14 has a parent or carer in custody (please see 11.2 below);

11.1.15 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

11.1.16 is misusing drugs or alcohol themselves;

11.1.17 has returned home to their family from care;

11.1.18 is a privately fostered child;

11.1.19 is missing education or persistently absent from education or not in receipt of full-time education; and

11.1.20 has experienced multiple suspensions and is at risk of being, or has been, permanently excluded

11.2   We offer appropriate pastoral support for pupils with a parent or carer in custody and encourage them to ask questions or express concerns they may have. Pupils with a parent or carer in custody will also receive a copy of the *Are you a young person with a family member in prison?* booklet from Action for Prisoners' Families, where appropriate.

Similarly, we will provide pupils with appropriate pastoral support and relevant information from HMCTS if they are required for a court attendance.

11.3   A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see paragraph 24 below and Appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the child's Safeguarding Children Partners' menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.

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11.4   If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases, School staff may be required to take a lead role.

11.5   The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.

12   Making a referral

12.1   **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.**

12.2   "Harm" is the "ill treatment or impairment of the health or development of a child." Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

12.3   The contact details for the School's CSC team are set out at the front of this policy. Staff should bear in mind that referrals may be required to the School's CSC team and / or the pupil's CSC team.

12.4   Anyone can contact CSC to discuss concerns before a referral is made. This includes professional as well as a child themselves, family members and members of the public. Professionals may also contact the Professional Consultation Line for advice without naming the children involved. The child's local safeguarding partnership will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC (see Appendix 6).

12.5   **Statutory assessments**

12.5.1   Children's social care may undertake a statutory assessment under the *Children Act 1989* into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

(a) **Children in need**: *A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled*. Children in need may be assessed under section 17 of the Children Act 1989.

(b) **Children suffering or likely to suffer significant harm**: Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that *a child is suffering, or is likely to suffer, significant harm*.

12.6   Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 24 of KCSIE and the flowcharts set out in Chapter 3 of WTSC for information about the likely actions and decisions required.

12.7   Parental consent is not required for referrals to statutory agencies but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

12.7.1   personal details of the child including the child's developmental needs;

12.7.2   detailed information about the concern;

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12.7.3   information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

12.8   If the referral is made by telephone, this should be followed up in writing.

12.9   If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

12.10   Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

12.11   Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in Appendix 6

13   Allegations against pupils – child-on-child abuse

13.1   Allegations against pupils should be reported in accordance with the procedures set out in this policy in Appendix 3. If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and consider the local response of the police and children's social care to these issues. The views of the alleged victim will also be considered but will not be determinative.

13.2   All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

14   Extra-familial harm

14.1   Safeguarding incidents and/or behaviours can be associated with factors outside the School and / or can occur between children outside the School.

14.2   All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare, and should record these appropriately.

14.3   Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

14.4   Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

15   Risk assessment

15.1   Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

15.2   The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

15.3   The Principal has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

15.4   Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

16   What to do if staff have a safeguarding concern about someone else's welfare

16.1   Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

16.2   In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

17   Allegations made and or / concerns raised about staff and others in School

17.1   The School has a policy and procedures for managing allegations made and / or concerns raised about any adult working for, or on behalf of, the School, whether paid or unpaid, or any Other Adult (as defined in paragraph 2.4 of Appendix 4) which may affect the safety and welfare of children.

17.2   The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low-level concerns that **do not** meet the harms threshold. The procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, unfounded, false, or unsubstantiated allegations. The policy and procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.

17.3   The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

17.4   Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Staff Code of Conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

18   Informing parents

18.1   Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Principal, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

18.2   In all cases, the DSL will be guided by the North Yorkshire Safeguarding Children Partnership referral threshold document.

18.3   See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff.

19   Additional reporting

19.1   In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

19.1.1 **Health and Safety Executive**

(a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

19.1.2 **Charity Commission**

(a) The School is a registered charity and will report all serious incidents to the Charity Commission promptly in accordance with the guidance How to report a serious incident in your charity (Charity Commission, June 2019);

19.1.3 **Disclosure and Barring Service** (**DBS**)

(a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4, 8.1 – 8.2 for further details.

19.1.4 **Teaching Regulation Agency** (**TRA**)

(a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he / she had not resigned. See Appendix 4, 8.3 for more details.

19.1.5 **Ofsted**

(a) The School 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 EYFS provision registered with Ofsted (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. See Appendix 4, 7 for more details.

19.1.6 **Insurers**

(a) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

(b) Care should be taken to ensure this is done before renewal to ensure that the School complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

19.1.7 **Boarding Schools Association** (**BSA**)

(a) The School will report safeguarding matters to the BSA as required by their Safeguarding Charter.

19.1.8 **UK Visas and Immigration**

(a) In the event that a pupil holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the pupil misses ten consecutive expected contact points.

(b) Each time the School's attendance register is completed is treated as a contact point for these purposes.

(c) The report will be made by the School's Level 1 user via the Sponsor Management and in accordance with prevailing UKVI guidance.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

20   Safer recruitment and supervision of staff

20.1   The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). Procedures are in accordance with the Independent School Standards Regulations and include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and, in all cases, a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. The supervision arrangements are recorded in a risk assessment and approved by the DSL. Relevant staff are also asked to confirm they do not meet the criteria for disqualification under the Childcare Act 2006 and the 2018 Regulations. The School considers online searches as part of its due diligence checks on shortlisted candidates, whilst having due regard to its data protection obligations, and informs shortlisted candidates that this is undertaken as part of the recruitment process. See the School's separate *Safer Recruitment Policy*.

20.2   The School maintains a single central register of appointments for all staff.

20.3   Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change, which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's *Safer Recruitment Policy* for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

20.4   The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate *Supervision of Ancillary, Contract and 'Unchecked' Staff and Visitors Policy* and *Visiting Speakers' Protocol*.

21   Use of mobile technology

21.1   The School's policy on the use of mobile technology, including phones and cameras, in the School, is as follows:

21.1.1   the School's *Acceptable Use Policy* for pupils sets out the expectations on pupils from Year 7 (Upper 3) to Year 13 (Upper 6). Pupils in Highfield are not permitted to bring any mobile electronic device onto the School premises without the express permission of a member of staff. If permission is granted, the pupil must follow the expectations set out in the School's *Acceptable Use Policy*. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises;

21.1.2   all staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the Staff Code of Conduct;

21.1.3   parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

21.2   The School allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage, in accordance with the government's filtering and monitoring standards.

21.3   The School's approach to online safety is set out in the School's *Online Safety Policy* and *Acceptable Use Policy* for pupils.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

22   Training

22.1   The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter, so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

22.2   The level and frequency of training depends on the role of the individual member of staff.

22.3   The School maintains written records of all staff training.

22.4   All training will be carried out in accordance with North Yorkshire Safeguarding Children Partnership procedures where possible.

22.5   **Induction**

22.5.1   All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a)   this policy;

(b)   the role, identity and contact details of the DSL and his / her Deputy;

(c)   the Behaviour Policy for pupils;

(d)   the Anti-Bullying Policy, which includes details of the School's policy on cyberbullying and prejudice-based and discriminatory bullying

(e)   the Staff Code of Conduct including the Whistleblowing Policy, Staff Acceptable Use Policy;

(f)   the safeguarding response to children who are absent from or are missing education;

(g)   the School's approach to online safety and filtering and monitoring; and their roles and responsibilities in this area

(h)   safeguarding training in accordance with North Yorkshire Safeguarding Children Partnership procedures including guidance on managing a report of child-on-child harmful sexual behaviour;

(i)   early intervention and the role of staff in early intervention

(j)   where deemed appropriate by the Proprietor, a copy of Annex A of KCSIE to those staff not working directly with children; or

(k)   a copy of Part 1 and, where appropriate, Annex B of KCSIE for those who work directly with children and the full versions for school leaders; and

(l)   appropriate Prevent duty training.

Safeguarding training

22.5.2   Staff not working directly with children will receive a copy of this policy and, where determined appropriate by the Proprietor, Annex A of KCSIE and will be required to confirm that they have read and understand these;

22.5.3   All staff working directly with children will receive a copy of this policy and Part 1 and where appropriate, Annex B of KCSIE, and will be required to confirm that they have read and understand these.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

22.5.4 Members of the SLT (including the Principal) and the Nominated Safeguarding Governor will receive a copy of this policy and be expected to read all of KCSIE. All other Governors should read Part 2 of KCSIE.

22.5.5 The Principal and all staff members will undertake appropriate safeguarding training at least annually in accordance with the advice from North Yorkshire Safeguarding Children Partnership. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, ebulletins and staff meetings on a regular basis and at least annually.

22.5.6 Staff development training will also include training on online safety, filtering and monitoring responsibilities, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.

22.5.7 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child-on-child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudiced-based and discriminatory bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

22.5.8 All Governors receive safeguarding training on induction and regular updates. The Nominated Safeguarding Governor and the Chair of Governors will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. As part of that training, the Nominated Safeguarding Governor will be expected to read the entirety of KCSIE. All other Governors will be expected to read Part 2 of KCSIE.

22.5.9 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings and professional development reviews. This includes information on how staff can report concerns occurring out of hours / out of term time and should, where appropriate, refer to the School's risk assessment for out of hours /out of term safeguarding arrangements.

22.5.10 **Designated Safeguarding Lead** (**DSL**)

(a) The DSL and Deputy DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years.

(b) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Annex C of KCSIE

(c) Prevent duty training will be consistent with the Government's Prevent training for schools. See *Educate Against Hate* (HM Government, 2018) for further details.

22.5.11 **Teaching pupils about safeguarding**

(a) The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life, and which prepares the pupils for life in modern Britain. The values and standards are underpinned by the planned programme of evidence-based RSHE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The School teaches pupils about safeguarding through the curriculum and PSHE, including RSHE. This

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curriculum has a crucial role in preventative education and includes guidance on adjusting behaviour to reduce risks, particularly online; building resilience to protect themselves and their peers; fostering healthy and respectful relationships with others; the importance of understanding the law on child-on-child abuse is there to protect them, rather than criminalise them; and providing information about who they should turn to for help.

(b)   The School recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

(c)   Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through Relationships and Sex Education and PSHE education appropriate to their age and stage of development. It will tackle issues such as: healthy and respectful relationships; what respectful behaviour looks like; consent; gender roles; stereotyping; equality; body confidence and self-esteem; prejudiced behaviour; that sexual violence and sexual harassment is always wrong; that the law on child-on-child abuse is there to protect them; and addressing cultures of sexual harassment.

(d)   Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and within form time, and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. The School's Complaints Policy for pupils sets out in writing what pupils should do if they have a worry or complaint.

(e)   The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies, Chapel services and tutorial / pastoral activities so that pupils learn how to keep themselves safe on-line and when accessing remote learning. The School has appropriate filters and monitoring systems in place (see the Online Safety Policy) and is mindful that this should not lead to unnecessary restrictions on learning.

(f)   Pupils who have been given positions of responsibility in College, for example, School Prefects and Wellbeing Champions, receive specific safeguarding and child protection training (with a focus on the appropriate action that should be taken if they receive allegations or have concerns about a pupil) annually by the DSL.

23   External Lettings

23.1   HLC rents out the premises and facilities to external organisations and individuals for non-school activities through the Outsides Lets Manager.

23.2   When services or activities are provided by HLC under the direct supervision or management of their staff, the School's arrangements for child protection will apply. If, however, services or activities are provided separately by another body, the School will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspection of these are needed). There are arrangements in place to liaise with the School's safeguarding staff on these matters where appropriate. Safeguarding requirements are included in in the hire agreement as a condition of use and occupation of the premises and that failure to comply with this would lead to termination of the agreement.

Occasionally, the school premises are let to private individuals for social functions; in these cases, there is no safeguarding policy provided. The school's safeguarding requirements are included in

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their hire agreement as a condition of use and occupation of the premises. All relevant staff and groups, eg house staff and other, regular lets, are informed about the let and appropriate safeguarding arrangements are put in place.

23.3   If the School received an allegation relating to an incident where an individual or organisation was using the School premises for running an activity for children, the School would follow our safeguarding policies and procedures and inform the Designated Officer (LADO).

24   Record keeping

24.1   All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMS. Information should be kept confidential and stored securely. Staff are trained to write robust safeguarding reports. Concerns and referrals on CPOMS will be kept in a separate electronic child protection file for each child. These should include:

24.1.1   a clear and comprehensive summary of the concern;

24.1.2   details of how the concern was followed up and resolved;

24.1.3   a note of any action taken, decisions reached and the outcome.

24.2   The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads meet twice a term to review all aspects of safeguarding and child protection practice including record keeping.

24.3   The information created in connection with this policy may contain personal data. The School 's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

24.4   All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

24.5   In so far as pupil records are concerned:

24.5.1   Staff must record all concerns about a pupil on the School's CPOMS platform which is accessible to all staff via the School's intranet. CPOMS training is given to staff on induction. Guidance on record keeping is set out in Appendix 2.

24.5.2   The DSL manages the child protection file following a report to them on CPOMS of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

24.6   **Information sharing and multi-agency working**

24.6.1   The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.

24.6.2   The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately and comply with data protection law.

24.6.3   When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and Data Protection Act 2018. The School will also have regard to its data protection policies. The School's Director of Finance will work with the DSL as appropriate to determine what should be disclosed.

24.6.4 The DSL should ensure a child's child protection file is transferred as soon as possible to the new school, and within 5 days for an in-year transfer, or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The DSL should ensure secure transit and confirmation of receipt should be obtained. When the School receives a new pupil's child protection file, key staff such as the DSL and SENCO are aware as required.

24.6.5 The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

24.6.6 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

24.6.7 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

24.7 **Transfer of Pupil Records**

24.7.1 Where pupils leave the School, the School will ensure that the Child Protection file is transferred securely to the receiving school. This is a legal requirement. When children leave the School, the DSL will ensure that their child protection file is transferred to the new school or college as soon as possible and within five days for an in-year transfer, or within the first five days of the start of an new time, in line with KCSiE procedures.

25 Monitoring and review

25.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

25.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.

25.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

25.4 The Proprietor will also undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks its pupils face.

25.5 The DSL will work with the Nominated Safeguarding Governor to prepare a written report commissioned by the Proprietor. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and

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themes which may have emerged in the School and how these have been handled, including lessons learned; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:

25.5.1 inspection of records or feedback from external agencies including the Designated Officer(s);

25.5.2 reports of ISI inspections;

25.5.3 the outcome of any relevant complaints, claims or related proceedings; and

25..4 press reports.

25.6 The Proprietor 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 Proprietor will be made.

26 Version control

Date of last review of this policy	September 2024
Date for next review of this policy	September 2025
Policy owner (SLT)	Designated Safeguarding Lead
Policy owner (Proprietor)	Dame Francine Holroyd

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 1   Forms of abuse and neglect and specific safeguarding risks

1   Abuse and neglect

    1.1   Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

    1.2   Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

2   Definitions of abuse and neglect

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

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

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

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

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issue (also known as child-on-child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in Appendix 3.

2.5 **Neglect**: the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3   **Signs of abuse**

3.1   Possible signs of abuse include, but are not limited to:

3.1.1   the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;

3.1.2   there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

3.1.3   the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

3.1.4   the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

3.1.5   the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;

3.1.6   the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

3.1.7   the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

3.1.8   inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

3.2   Mental health problems can also be an indicator of abuse, neglect or exploitation or that a child is at risk. School staff are well-placed to spot signs that something might be wrong and should report concerns immediately.

3.3   The North Yorkshire Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

4   **Specific safeguarding issues**

4.1   Statutory guidance acknowledges the following as specific safeguarding issues:

4.1.1   Children who need a social worker (Children in Need and Child Protection Plans)

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4.1.2   child abduction and community safety incidents;

4.1.3   children and the court system;

4.1.4   unexplainable and/or persistent absences from education (see section 5 below);

4.1.5   children with family members in prison;

4.1.6   child criminal exploitation and child sexual exploitation (see section 7 below);

4.1.7   county lines (see section 8 below);

4.1.8   modern slavery and the national referral mechanism;

4.1.9   cybercrime; (see section 10 below)

4.1.10   domestic abuse (see section 11 below);

4.1.11   homelessness;

4.1.12   so-called "honour-based" abuse (including Female Genital Mutilation and Forced marriage) (see sections 12, 13 and 14 below);

4.1.13   preventing radicalisation (see section 15 below);

4.1.14   child-on-child abuse (see Appendix 3);

4.1.15   sexual violence and sexual harassment between children in schools and colleges (see Appendix 3);

4.1.16   upskirting (see section 19 below).

4.2   Further advice and links to guidance on these specific safeguarding issues can be found in Annex B of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

4.3   **Mental ill-health**

4.3.1   The School recognises its important role in supporting the mental health and wellbeing of its pupils. All staff should be aware that mental ill-health can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

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

4.3.3   The School has appointed a Designated Mental Health Lead (DMHL) as a key member of the Flourish team, in order to help support pupils who have specific mental health concerns. The DMHL works closely with the Senior Deputy (DSL), the Wellness Centre staff and the School Counsellor, in order to achieve the best outcomes for our pupils.

4.3.4   Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and adulthood. It is key that staff are aware of how these

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children's experiences can impact on their mental health, behaviour and education.

4.3.5 When staff have a concern about a child's mental health that is also a safeguarding concern, immediate action must be taken, following the child protection procedures within this policy, and speak to the DSL or one of the deputies.

5 **Children who are absent from or missing education**

5.1 Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines.

5.2 The School works to identify potential risk of such abuse with persistently absent pupils and children missing education. In the case of absent pupils, it works to prevent the risk of them becoming a child missing education in the future by working with the individual pupil, parents and children's social services.

5.3 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. *See also the School's Attendance Policy.*

5.4 Where reasonably possible, the School will hold more than one emergency contact for each pupil.

5.5 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

5.6 This will assist the local authority to:

5.6.1 fulfil its duty to identify children of compulsory school age who are missing from education; and

5.6.2 follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, exploitation or radicalisation or involvement with serious violent crime.

5.7 The School shall inform the local authority of any pupil who:

5.7.1 fails to attend School regularly; or

5.7.2 has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6 **Elective Home Education (EHE)**

6.1 Where a parent expresses their intention to remove a pupil from School with a view to educating at home, it is expected that the parents' decision has been made with their child's best education at the heart of the decision. However, it is not the case for all children that EHE is in their best educational interest. EHE can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. In these cases, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be

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particularly important where a child has SEND, is vulnerable, and / or has a social worker.

7   Child Sexual Exploitation (CSE) and Child criminal exploitation (CCE)

7.1   Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:

7.1.1   may involve an exchange for something the victim needs or wants e.g. money, gifts or affection; and / or

7.1.2   for the financial advantage or increased status of the perpetrator or facilitator; and / or

7.1.3   through violence or threat of violence to victims (and their families).

7.2   Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

7.3   CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

7.4   International pupils may be particularly vulnerable to trafficking, particularly those who are or will be in the UK without their parent(s) or legal guardian, and schools which hold a Child Student sponsor licence may be targeted by traffickers as a means of facilitating a child's entry to the UK for the purposes of CSE or CCE.

7.5   The victim may have been exploited even if the activity appears consensual.

7.6   CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

7.7   Some of the following can be indicators of both CSE and CCE, including children who:

7.7.1   appear with unexplained gifts, money or new possessions;

7.7.2   associate with other young people involved in exploitation;

7.7.3   suffer from changes in emotional well-being;

7.7.4   misuse drugs and alcohol;

7.7.5   go missing for periods of time or regularly come home late; or

7.7.6   regularly miss school or education or do not take part in education.

7.8   Children who have been exploited will need additional support to help maintain them in education.

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

7.10   The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's

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immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:

7.10.1 have older boyfriends or girlfriends; or

7.10.2 suffer from sexually transmitted infections or become pregnant.

8 **Financially motivated sexual extortion**

8.1 Financially motivated sexual extortion (often referred to as 'sextortion') is a form of blackmail that can force any individual into paying money to an offender who is threatening to share nude or semi-nude images of them. This can also include forcing them to provide further intimate content or agreeing to do something against their will. Typically perpetrated by organised crime groups operating outside of the UK, sextortion can target any individual, regardless of their age or gender. This is an increasing safeguarding concern within the UK.

8.2 If a child approaches a member of staff with a sextortion concern, the member of staff should always ensure the child knows they have done nothing wrong, reassure they are there to support the child and should avoid victim blaming language.

8.3 If a sextortion incident is disclosed, staff should be aware this is a form of child sexual abuse and needs to be reported to the DSL (or deputies) who will then refer the incident to the police and/or children's services.

8.4 Parents and carers will need to be informed, but this can be stressful for the child or young person. The DSL will discuss all of the options available and reassure them that the actions are to support and protect them, whilst re-confirming the young person has done nothing wrong.

8.5 'Report Remove' and 'Take it Down' are online tools to which images and videos can be reported and will help to prevent them being shared. All 'Report Remove' reports go directly to the Internet Watch Foundation, which is the UK body responsible for assessing and removing this type of imagery. The tool also provides support and counselling if required: http://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

9 **County lines**

9.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

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

9.3 A number of the indicators for CSE and CCE as detailed above (and in Annex B of KCSIE) may also be applicable to children involved in county lines, including: being aware of children who go missing from school or home and are subsequently found in areas away from their own home; and have been the perpetrator or **alleged** perpetrator of serious violence (eg knife crime) as well as the victim.

9.4 Additional reporting duties:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

9.4.1   if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation;

9.4.2   where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

10   Serious violence

10.1   Indicators which may signal children are at risk from, or are involved with serious violence crime may include:

10.1.1   Increased absence from school;

10.1.2   a change in friendships or relationships with older individuals or groups;

10.1.3   a significant decline in performance;

10.1.4   signs of self-harm or a significant change in wellbeing;

10.1.5   signs of assault or unexplained injuries; and

10.1.6   unexplained gifts or new positions (which may also indicate a child is at risk of criminal exploitation).

10.2   Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. [being male], having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance**.**

11   Cybercrime

11.1   Cybercrime is a criminal activity committed using computers and / or the internet. It's broadly categorised as either "cyber-enabled" (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or "cyber-dependent" (crimes that can only be committed by using a computer).

11.2   Cyber-dependent crimes include:

11.2.1   unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;

11.2.2   denial of Service (**Dos** or **DDos**) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;

11.2.3   making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.

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

11.4   The DSL (or deputy) should consider referring into the Cyber Choices programme if they have concerns. This is a nationwide programme which intervenes when young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

12   Domestic abuse

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

12.1   The statutory definition of domestic violence and abuse is based on the previous cross-government definition: it is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The definition captures a range of different abusive behaviours, including physical, sexual, emotional and economic abuse and coercive and controlling behaviour. The Domestic Abuse Act 2021 now recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

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

12.3   Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex B of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.

13   **So-called "honour-based" abuse**

13.1   All forms of so-called "honour-based" abuse are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

13.2   If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

14   **Female genital mutilation (FGM)**

14.1   FGM is a form of so-called "honour-based" abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

14.2   There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the Multi-agency statutory guidance on FGM (HM Government, July 2020) (pages 61-63 focus on the role of schools).

14.3   **All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18**. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. 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. Staff who are not teachers still have a duty to report cases of FGM to the DSL, as part of their safeguarding responsibilities.

14.4   If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.

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14.5   Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

15   Forced marriage

15.1   Forced marriage is also a form of so-called "honour-based" abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

15.2   Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the *Multi-agency guidelines: handling case of forced marriage* (HM Government, June 2014).

15.3   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 laws. As with existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

15.4   Staff should speak to the DSL if they have any concerns. Pages 32-36 of *the Multi-agency guidelines: handling case of forced marriage* (HM Government, June 2014) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

16   Radicalisation and the Prevent Duty

16.1   The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

16.2   The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. 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. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

16.3   The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:

16.4   **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*"

16.5   **Radicalisation:** "*the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups.*"

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

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

16.7   There is no single way of identifying an individual who is likely to be susceptible an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

16.8   It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

16.9   Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, February 2021) The DfE and Home Office's briefing note The use of social media for online radicalisation (DfE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

17   **Child-on-child abuse**

17.1   All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

17.2   The School's policy and procedures for dealing with child-on-child abuse can be found in Appendix 3 below.

18   **Online safety**

18.1   All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. See also the School's *Online Safety Policy.*

18.2   It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The School employs robust filtering and monitoring on school devices and school networks, and all staff are aware of their roles and responsibilities towards filtering and monitoring.

18.3   The Safeguarding Governor reviews the school's filtering and monitoring standards and, where necessary, works with the IT department to review and amend processes in order to ensure required standards are met.

18.4   The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

18.4.1 **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

18.4.2 **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

18.4.3 **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and / or pornography, sharing other explicit images and online bullying; and

18.4.4 **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, it should be reported to the Anti-Phishing Working Group.

19   **Sharing nudes and semi-nude images and videos**

19.1   Consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

19.2   "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.

19.3   The School treats all incidences of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.

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

- A person under the age of 18 creates and shares nudes and/or semi-nudes of themselves with a peer under the age of 18

- A person under the age of 18 shares nudes and/or semi-nudes of another person under the age of 18 with a peer under the age of 18

- A person under the age of 18 is in possession of nudes and/or semi-nudes created by another person under the age of 18

The advice does not cover:

- The sharing of nudes and/or semi-nudes of people under the age of 18 by adults, as this constitutes sexual abuse and schools should always inform the police as a matter of urgency

- Children and young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain images

19.5   Members of staff **must not** intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them and report the matter to the DSL as soon as possible

19.6   The DSL may in exceptional circumstances view images with the prior approval of the Principal and only where:

19.6.1   it is the only way to decide whether or not to involve other agencies, as there is insufficient information available as to its contents;

19.6.2 it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

19.6.3 a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.

19.7 Where viewing an image is unavoidable:

19.7.1 viewing should take place on School premises wherever possible;

19.7.2 the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

19.7.3 a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

19.7.4 full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

19.7.5 any member of staff who views an indecent image should be given appropriate support.

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

- The incident should be referred to the DSL or one of the deputies as soon as possible

- **Staff should not view or forward illegal images of a child**

- The DSL should hold an initial review meeting with appropriate staff

- There should be subsequent interviews with the young people involved (if appropriate)

- Parents should be informed at an early stage and be involved in the process, unless there is good reason to believe that involving parents would put the young person at risk

- At any point in the process, if there is a concern a young person has been harmed, or is at risk of harm, a referral should be made to Children's Social Services and/or the police immediately.

19.9 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

19.10 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

19.11 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

19.12 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

19.13 Where a pupil receives unwanted images, the School should advise the pupil and his/her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

19.14   The UK Council for Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020) contains details of support agencies and provides further information for schools on how to respond to incidents of sharing nudes.

19.15   The Home Office has published Indecent images of children: guidance for young people (Home Office, November 2019) to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries.

20   Upskirting

20.1   Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

20.2   Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

20.3   The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures.

20.4   All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

21   Special educational needs and disabilities or physical health issues

21.1   The School welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.

21.2   Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

21.2.1   assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

21.2.2   pupils with SEND or certain health conditions may be more prone to peer group and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

21.2.3   KCSiE 2024 states that children with disabilities are three times more likely to be abused than their peers; and

21.2.4   there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

21.3   The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

22   Children who are lesbian, gay, bi or gender-questioning (LGBT)

22.1   The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. Children who are LGBT, however, may be targeted by other children. In some cases, a

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

22.2 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is, therefore, vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with a member of staff. The SAGA pupil forum and associated staff members (identified by the logo on their classroom door) provide such a safe space for LGBT pupils and are signposted accordingly.

22.3 The School recognises its important role in supporting the mental

23   **Looked after children and previously looked after children**

23.1 The Proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

23.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

23.1.2 contact arrangements with birth parents or those with parental responsibility;

23.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.

23.2 The DSL maintains these details, including contact details of the child's social worker. See Appendix 1 for the DSL's role in relation to pupils who are looked after children.

24   **Care leavers**

24.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 2   Concerns about a child - guidance for staff

1   **Receiving a disclosure**

   1.1   Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

   1.2   Do not ask leading questions, i.e. a question which suggests its own answer. Use "tell me, explain to me, describe to me" (**TED**) questioning.

   1.3   Take the pupil to the School Nurse (**DDSL**) if there is a medical need and do not examine the injury yourself.

   1.4   Reassure the pupil they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.

   1.5   Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.

   1.6   Keep a sufficient written record of the conversation on CPOMS (see 2 below).

All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

   1.7   Pass on the record when reporting the concern in accordance with this policy.

2   **Recording a concern**

   2.1   Staff must record all concerns in writing using CPOMS.

   2.2   Staff details, date and time of entry on CPOMS are generated automatically by the platform upon login. Records should be factual and should include:

      2.2.1   date and time of the event / concern / conversation;

      2.2.2   a clear and comprehensive summary of the event/concern / conversation;

      2.2.3   details of how the concern was followed up and resolved,

      2.2.4   a note of any action taken and by whom, decisions reached and the outcome;

      2.2.5   the name and position of the person making the record.

   2.3   The School uses CPOMS to record safeguarding concerns which should be completed in accordance with this policy and alerted to the DSL. Access to CPOMS is available via the School's intranet following registration by the DSL. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

3   **Use of reasonable force**

   3.1   There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. "Reasonable" in these circumstances means using no more force than is needed.

   3.2   Staff should refer to the School's *Behaviour Policy* and the *Staff Code of Conduct* for more detailed guidance about the use of reasonable force.

Appendix 3   Dealing with allegations of child-on-child abuse

1   **Child-on-child abuse**

1.1   Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and / or outside school and / or online. This includes, but is not limited to:

    1.1.1   bullying (including cyber-bullying and prejudice-based and discriminatory bullying);

    1.1.2   abuse within intimate personal relationships between peers;

    1.1.3   physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse);

    1.1.4   sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bra, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;

    1.1.5   sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

    1.1.6   causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

    1.1.7   consensual and non-consensual sharing of nude and semi-nude images (also known as "sexting" or "youth produced sexual imagery") means the taking and sending or posting of nude or semi-nude images, videos or lives streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop;

    1.1.8   upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

    1.1.9   initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element);

2   **The School's approach to child-on-child abuse**

2.1   Staff understand that, even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).

2.2   Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up") can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

2.3   All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.

2.4   Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

3   **Sexual violence and sexual harassment (SVSH)**

3.1   Where the misconduct may constitute sexual violence (rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

3.2   Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

3.3   SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

3.4   The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The school acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4   **Management of allegations of child-on-child SVSH**

4.1   **The initial report**

4.1.1   The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

4.1.2   The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3   They should:

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(a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;

(b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;

(c) where there is an online element, considering the searching, screening and / or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child;

(d) explain the next steps and how the report will be progressed;

(e) make a written record of the report (recording the facts as the child has presented them);

(f) inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2 DSL's considerations

4.2.1 Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow, and the facts may be difficult to establish. These decisions are made on a case-by-case basis taking all of the circumstances into account, in the best interest of the pupils involved. SVSH occurring online can introduce further complex factors: amongst other things, this can include widespread abuse or harm across a number of platforms that leads to repeat victimisation. Support for online concerns is identified in Part 5 of KCSiE. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

4.3 School's considerations

4.3.1 The school will consider:

(a) the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children;

(b) the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour has been displayed;

(c) the ages and developmental stages of the children involved and any imbalance between them;

(d) if there is an intimate personal relationship between the children;

(e) whether there are any ongoing risks to those involved;

(f) the wider context.

4.3.2 Before deciding how best to support and protect those involved. The School will undertake:

(a)   Immediate risk and needs assessments: these will be undertaken in cases of sexual violence and considered otherwise.   Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

(b)   The School will make a proportionate response to these matters in light of the circumstances and the factors identified above. And decide, if any, further action is appropriate.

5   **Investigations and findings**

5.1   The School will record the findings of investigations undertaken by the police and / or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances whether this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.

5.2   The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/ or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

Further details can be found in Part 5 of 'Keeping Children Safe in Education 2024

Appendix 4   Managing allegations and concerns

1   **Introduction**

  1.1   **Purpose**: the purpose of this policy is to:

    1.1.1   help staff to identify any concerning conduct or behaviour of any adult working for, or on behalf of, the School, whether paid or unpaid, or any Other Adult (as defined at paragraph 2.4) which may affect the safety and welfare of children;

    1.1.2   emphasise the importance of reporting any such conduct;

    1.1.3   provide a framework for how such concerns will be handled by the School, and;

    1.1.4   create and embed a culture of openness, trust and transparency in which the School's values and expected standards of behaviour are constantly lived, monitored and reinforced by all staff.

  1.2   **Statutory guidance**: this policy has regard to the statutory guidance:

    1.2.1   Keeping Children Safe in Education (September 2023) (**KCSIE**). Part four of KCSIE deals with allegations made and concerns about staff, supply staff, volunteers and contractors (**Staff**), who are all adults working for, or on behalf of, the School. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:

      (a)   concerns that do not meet the harms threshold, otherwise known as "low-level concerns"; and

      (b)   allegations that may meet the harms threshold; and

    1.2.2   Working together to safeguard children (July 2018, updated December 2020) (**WT**), which requires policies to be put in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. WT require schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.

2   **Key duties**

  2.1   **Duty to report**: you are under a duty to report **any** concern you have about a member of Staff or any Other Adult, in accordance with this policy.

  2.2   **Duty to self-refer:** you are under a duty to refer yourself to the Principal where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and / or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.

  2.3   **The School's duty**: it is the School's duty to determine whether a concern is a low-level concern or an allegation that may meet the harms threshold, and to take appropriate action in compliance with this policy and Part 4 of KCSIE. The School should create a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the *Staff Code of Conduct* are lived, monitored and reinforced constantly by all staff.

  2.4   **Concerns about other adults**: the School recognises that on occasion, concerns may arise about an adult who does not work for the School, or who carries out any other role for or on

behalf of the School (**Other Adults**). If any concerns arise about Other Adults, you are still required to report those concerns in accordance with this policy.

3   **Low-level concerns**

Definition: a low-level concern is any concern, no matter how small, and even if no more than a concern causing a sense of unease or a "nagging doubt", that a member of Staff or Other Adult may have acted in a way that is inconsistent with expected professional standards and / or the staff code of conduct, whether inside or outside of work. No concern is too small or minor to raise under this policy. If you are in any doubt as to whether a concern falls within this policy, you should raise it. The School can then determine how it should be addressed. Concerns that meet the harms threshold i.e. those that are not low-level, are subject to a separate reporting duty set out at paragraph 4 of this policy.

3.1   **Duty:** where you have identified a low-level concern in respect of any member of Staff (other than the Principal) including the DSL, or any Other Adult, you must report the matter immediately to the Principal. This will maintain an open and transparent culture within the School, reinforcing its ethos and values; ensure that adults working in the School act within professional boundaries; and enable concerning, problematic or inappropriate behaviour to be identified and addressed early, minimising the risk of abuse.

3.2   **Reporting concerns about the Principal**: where you have identified a low-level concern about the Principal, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Principal.

3.3   **Conflicts of interest involving the Principal**: where you have identified a concern or allegation in respect of a member of Staff or any Other Adult, and you have identified a conflict of interest in reporting the concern / allegation directly to the Principal, you must report the matter directly to the Local Authority Designated Officer or LADO(s). Details of the Designated Officer can be found in this policy.

3.4   **Responding to low-level concerns**: the School will determine whether a concern or allegation is a low-level concern or an allegation that may meet the harms threshold. If the School determines the concern is a low-level concern, it will be investigated by the School in accordance with its relevant policies and procedures. If the School determines the concern is an allegation that may meet the harms threshold, it will be dealt with under paragraphs 4.8 to 4.10 of this policy. Borderline cases will be dealt with under paragraph 6 of this policy. The Principal and the Nominated Safeguarding Governor have been trained to assess concerns, and to record and address them appropriately. The Principal will record all low-level concerns in writing, including details of: the concern; the context of the report; the name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible); and the action taken and the rationale for this.

3.4.1 In the case of supply staff and contractors, low-level concerns should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

3.5   **Records of low-level concerns:** these records will be reviewed periodically in order to identify any patterns of concerning, problematic or inappropriate behaviour. Should a pattern of behaviour be identified, the School will decide upon a course of action, depending on the nature of the concerns. This will include referral to the Designated Officer if the harm threshold is met. The review of records will also consider whether these indicate any wider cultural issues in the School, which should be addressed by revising School policies or providing further training.

4   **Designated Officer Allegations that may meet the harms threshold**

4.1   **Harms threshold**: allegations that may meet the harms threshold are those that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in the school, for example where individual has:

   4.1.1   behaved in a way that has harmed a child, or may have harmed a child; and / or

   4.1.2   possibly committed a criminal offence against or related to a child; and / or

   4.1.3   behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or

   4.1.4   behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the school which creates a transferable risk.

4.2   **Definitions**: it is therefore important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:

   4.2.1   *The Safeguarding Vulnerable Groups Act 2006* which does not give a definition of harm encouraging people to apply a "normal, everyday meaning".

   4.2.2   *The Children Act 1989* defines:

      (a)   "harm" as "ill-treatment or the impairment of health or development [including, for example, impairment suffered from seeing or hearing the ill-treatment of another]";

      (b)   "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";

      (c)   "health" as "physical or mental health".

4.3   **Duty to report:** if you are concerned that a member of Staff (other than the Principal), or any Other Adult, has engaged in conduct that meets the harms threshold, you must immediately report the matter to the Principal. The Principal will discuss the matter immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Principal will consult with the DSL. **If you are in any doubt as to whether the conduct of a member of staff or any other adult poses a risk of harm to children, you must report it in accordance with this policy. The School will then ensure that your concern is addressed appropriately, liaising with the Designated Officer and any other external agency that may be involved, as set out at paragraphs 4.8 and 4.9 below.**

4.4   **Allegations against the Principal:** where you have identified an allegation about the Principal, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Principal. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

4.5   **Allegations against Governors:** where an allegation is made against a Governor, you must immediately report the matter to the Chair of Governors or the Nominated Safeguarding Governor.   The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa. If either the Chair of Governors or the Nominated Safeguarding Governor is the subject of an allegation, you must report the matter to the other.

4.6 **Reports to the DSL:** If it is not possible to report to the Principal or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, you must immediately make a report should to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governor and the Nominated Safeguarding Governor.

4.7 **Referral**: where the Principal (or, if the concern relates to the Principal, the Chair of Governors) considers the concerns raised potentially meet the harms threshold, the Principal (or, if the concern relates to the Principal, the Chair of Governors) will make a report to the Designated Officer before further action is taken. The Principal (or if the concern relates to the Principal, the Chair of Governors) may also seek advice from the Designated Officer as appropriate. Where a Designated Officer referral is appropriate, this will be made within one working day of the allegation being reported in accordance with this policy.

4.8 **Responding to an allegation that may meet the harms threshold**: where an allegation is made that may meet the harms threshold, the School will take advice from and co-operate with the Designated Officer, the police, and any other external body that may be involved in the response to the allegation. The School will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so, and will keep the Designated Officer informed of the action it is taking.

4.9 **Case Manager**: where an investigation is deemed necessary into an allegation of conduct that may meet the harms threshold, a "Case Manager" will be appointed by the School to lead the investigation. The Case Manager will be either the Principal or person with the appropriate authority appointed by the Principal. Where the Principal is the subject of the allegation, the Case Manager will usually be either the Chair of Governors or Nominated Safeguarding Governor.

5 **Disclosure of information about allegations**

5.1 **Informing the individual of the allegation where appropriate**: The Case Manager will consult with the Designated Officer in order to agree when it is appropriate to inform the individual of the allegation

5.2 **Communication and support for the individual subject to the allegation**: if and when it is appropriate to inform the individual of the allegation against them, the Case Manager will offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.

5.3 **Informing the child's parents/carers where appropriate:** the Case Manager will agree with the Designated Officer when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the Designated Officer what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

5.4 **Reporting restrictions:** the School is mindful of and will comply with the reporting restrictions under section 141 of the Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.

5.5 **Involvement of external agencies:** where the Designated Officer advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

5.6   **Concerns about supply staff and contractors**: where a concern / allegation has been made in respect of a member of supply staff or a contractor, the concern / allegation may be notified to their employer. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the Designated Officer before sharing any information with the individual's employer.

6   **Borderline cases**

6.1   **Raising borderline cases**: if you are in any doubt about whether the conduct of a member of Staff or any Other Adult, is covered by this policy you must still report your concerns in accordance with paragraph 3 above. The Principal (or, if the concern relates to the Principal, the Chair of Governors or the Nominated Safeguarding Governor) will then determine whether the concerns raised are low-level or potentially meet the harms threshold. The School will ensure that appropriate action is taken to address concerns that are raised under this policy.

6.2   **Taking Designated Officer advice in borderline cases**: the Principal (or, if the concern relates to the Principal, the Chair of Governors or the Nominated Safeguarding Governor) may take advice from the Designated Officer in borderline cases in order to establish whether it is a low-level concern or potentially meets the harms threshold. This may include conducting an initial "no names" conversation with the Designated Officer about whether the harm threshold is met.

7   Early Years Foundation Stage (**EYFS**)

7.1   **Report to Ofsted:** the School 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 EYFS provision (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.

7.2   **Timescale for Ofsted report**: these notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

8   **Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency**

8.1   **Report to the DBS**: The School is under a legal duty to make a referral to the DSB where a member of Staff is removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child. The DBS will then consider whether to impose sanctions which may restrict or prevent that person from working with children in future.

8.2   **Report to the Teaching Regulation Agency**: If a teacher is dismissed because they are found to have committed serious misconduct, or their conduct has breached the Teachers' Standards, or they resign prior to dismissal on such grounds, the School will also make a referral to the Teaching Regulation Agency. The Teaching Regulation Agency will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.

9   **Record keeping**

9.1   **Records of low-level concerns**: low-level concerns will be recorded in writing and retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low-level concerns that have been addressed formally under the School's procedures will be kept on the individual's personnel file. All low-level

concerns, including those that have not been addressed formally under the School's procedures, will also be stored securely in a central file (**Concerns and Allegations Record**).

9.2 **Recording low-level concerns**: the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the School will try to accommodate this as far as reasonably possible, but cannot guarantee anonymity in all circumstances.

9.3 **Records of allegations that may meet the harms threshold**: details of allegations that may meet the harms threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken in response to the allegation, copies of information provided to the individual about the allegation and a declaration on whether the information is to be included in a reference.

9.4 **Storage and security of Concerns and Allegations Record**: the Concerns and Allegations Record will be stored in the Principal's office and will be accessible by the Principal and Chair of Governors only.

9.5 **Malicious or false low-level concerns and allegations**: details of low-level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.

9.6 **Retention of records**: information stored on staff personnel files about low-level concerns and allegations that may meet the harms threshold, and the Concerns and Allegations Record, will be retained by the School indefinitely. The School may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

10 **References**

10.1 **Low-level concerns**: low-level concerns may be disclosed in a reference if they were substantiated and formally dealt with under the School's disciplinary or capability policies and procedures. Low-level concerns will not be disclosed in a reference if they were not dealt with formally, or if they were found to be false, unfounded unsubstantiated, false or malicious.

10.2 **Allegations that may meet the harms threshold**: allegations that may meet the harms threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which the disciplinary sanction has expired). The School will not disclose information about allegations that were found to be false, unfounded, unsubstantiated or malicious.

11 **Questions**

11.1 Please contact the DSL or Safeguarding Governor if you have any questions about this policy.

Appendix 3   Charity Safeguarding procedures

1   **Charity Safeguarding duties**

1.1   As trustees of a charity, the trustees as Proprietor of the School, acknowledge in addition to their statutory duties to safeguard and protect children and adults at risk, they have a duty to take reasonable steps to protect everyone associated with the charity from harm, abuse or mistreatment whether working online or in person. This protection of the people involved in the charity is central to its culture. The full extent of these additional Safeguarding duties is set out in the Charity Commission guidance: Safeguarding and Protecting People for Charities and Trustees. This guidance lists risks to be aware of, including discrimination, health and safety, cyber abuse and data breaches.

1.2   The contents of the School's Safeguarding and data protection suites of policies, the staff handbook and the Health and safety policy set out how many concerns about these issues will be handled. If anyone has any Safeguarding concerns which have caused or may cause harm to anyone associated with the charity which are not expressly covered by those or other School policies, they should contact DSL without delay.

1.3   The trustees fulfil these duties by:

1.3.1   leading by example and promoting a fair, inclusive and positive culture, ensuring that everyone involved with the charity feels able to report any concerns they may have, confident that they will be heard and responded to;

1.3.2   setting and regularly (at least annually) reviewing the suitability of policies and procedures as a Board to ensure they remain fit for purpose and that they are followed in practice;

1.3.3   establishing appropriate delegation arrangements for the effective governance and management of safeguarding matters within the charity;

1.3.4   exercising proper oversight of the management of individual Safeguarding matters and a review of the performance of the charity's Safeguarding function, including consultation with stakeholders and appropriate trend analysis;

1.3.5   being quick to respond to concerns, to carry out appropriate investigations and take necessary action;

1.3.6   being open and transparent and not ignoring harm or downplaying failures;

1.3.7   managing conflicts of interest and / or loyalty

1.3.8   ensuring that staff receive training in Safeguarding at a level which is commensurate with their role;

1.3.9   having clear recruitment and contracting processes and ensuring that proper due diligence is undertaken on the suitability of:

(a)   staff (with regard to differing processes for international staff);

(b)   partner organisations;

(c)   contractors; and

(d)   beneficiaries.

1.3.10 ensuring that clear processes are in place relating to checks required where there are changes to the School structure or individual roles;

1.3.11 other third parties (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) and enter into appropriate agreements with them covering the relationship, their respective roles and monitoring and reporting requirements;

1.3.12 exercising proper oversight of the Charity's online operations, adequately managing risk and ensuring that online services are suitable for users;

1.3.13 review its premises and security arrangements and arrangements for third party use to ensure appropriate measures are in place to keep people safe;

1.3.14 reviewing any grant-making undertaken to ensure appropriate policies and procedures are in place;

1.3.15 implementing suitable reporting and monitoring processes in place for any work overseas;

1.3.16 set out risks and how it will manage them in a risk register;

1.3.17 allocating sufficient funds for the effective management of Safeguarding and arranging arrange appropriate insurance cover.

Ensuring a sufficient level of oversight of the charity's operations to manage risk and report any incidents which materially affect the charity's operations, finances, people or reputation can be reported to the Charity Commission in line with How to report a serious incident in your charity (Charity Commission, June 2019).

Appendix 4   Local arrangements

1   **Current local key risks/priorities: Online safety, County Lines, CSE and CCE, Domestic Abuse**

2   **North Yorkshire Safeguarding Children Partnership -** https://www.safeguardingchildren.co.uk/

3   **Early help strategy -** https://www.safeguardingchildren.co.uk/wp-content/uploads/2019/09/79301-Early-Help-Strategy-2019-3-Oct.pdf

4   **Local thresholds -** https://www.safeguardingchildren.co.uk/Resources/threshold-guidance/

5   **Referral forms -** https://www.safeguardingchildren.co.uk/Resources/universal-referral-form/

6   **North Yorkshire Key Safeguarding Messages -** https://www.safeguardingchildren.co.uk/worried-about/

7   **Procedures, Practice Guidance and One Minute Guides -** https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/

8   **Be Aware -** https://www.safeguardingchildren.co.uk/beaware/