



Safeguarding and Child Protection Policy 2025/26

Review		
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Aims

The policy reflects current legislation, statutory guidance and accepted safeguarding practice, including Working Together to Safeguard Children (DfE, 2026), Keeping Children Safe in Education (DfE, 2025), the Children Acts 1989 and 2004, the Education Act 2002, the Education (Independent School Standards) Regulations 2014 (as amended), the Domestic Abuse Act 2021 and relevant local safeguarding partnership procedures.

This policy applies to all adults working in or on behalf of the school, including governors, trustees, volunteers, contractors, agency staff and visitors. It provides a framework to ensure that all adults understand their safeguarding responsibilities and contribute to a culture where children are protected from harm and can thrive.

This policy applies to all adults, including volunteers, working in or on behalf of the school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education (KCSIE) DfE 2025

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see our School Child Protection Manual).

Safeguarding and promoting the welfare of children is defined as:

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

(Children includes everyone under the age of 18)

Our commitment

Lord Gowthorpe's Independent School is committed to ensuring the welfare and safety of all children in our school. We will protect and support our vulnerable children, children who need support through early help, children in need and

children who have a child protection plan. The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via our website and available in printed version on request.

School Commitment and Values

Lord Gowthorpe's staff, governors and volunteers are committed to safeguarding and promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children are potentially at greater risk of harm (KCSIE para 170 onwards). We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way.

Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will adopt a child-centred approach to our work, we will act in the best interests of our children and we will ensure that everyone is aware of their safeguarding responsibilities.

Multi-agency working

Our school works in partnership with safeguarding partners, local authorities, health services, police and other agencies in accordance with Working Together to Safeguard Children (2026). We recognise our responsibility to contribute effectively to multi-agency safeguarding arrangements and to share information appropriately and lawfully in the best interests of children.

Legislations and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners (see section 3).

Our school recognises its duties under the Children's Wellbeing and Schools Act 2026, which strengthens arrangements for safeguarding and promoting the welfare of children, improves information sharing between agencies, enhances support for children in care and care leavers, introduces new measures relating to children not in school, attendance and educational oversight, and strengthens safeguarding protections for vulnerable children. The school will comply with all relevant requirements arising from the Act and associated statutory guidance.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- Children's Wellbeing and Schools Act 2026, ensuring stronger safeguarding and protection of children across services.

Definitions

Safeguarding and promoting the welfare of children means:

- 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. Children include everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (NHS) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the

perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Equality Statement

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

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

Roles and Responsibilities

School Governance

The Governing Body has a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes and policies operate with the **best interests** of the child at their heart.

The Governing Body responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. They will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Governing Body ensures that all governors receive appropriate safeguarding and child protection training (including online safety and including an appropriate understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated and a log of governor training is maintained.

The Governing Body ensures the following:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- There are effective child wellbeing and safeguarding policies in place including: this Child protection policy, a Behaviour policy, a staff behaviour policy/code of conduct which includes online safety, Attendance Policy, which includes children absent and missing from education and details on how long school registers will remain open, Educational visits policy
- These policies, along with Part One, Part Five and Annex B of KCSIE, and information on the role and identity of the DSL is provided to all staff on induction.
- Child Protection Files are maintained in line with Annex C of KCSIE;
- Appropriate Safer Recruitment Policies are in place in accordance with Part Three of KCSIE and are embedded and effective;
- The school holds more than one emergency contact number for each pupil (where reasonably possible);
- This child protection policy reflects the whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, whether or not this has been reported;
- The child protection procedures are in accordance with government guidance and refer to local council safeguarding arrangements;
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely;
- These procedures reflect serious violence guidance;
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and / or on repeat occasions;

- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning;
- This policy is reviewed annually (as a minimum) and updated if needed, and available publicly either via the school website or printed on request.

Governing Body is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide. Lord Gowthorpe's want to ensure that pupils and staff are safe from self-harm and as suicide-safe as possible, and that our governors, parents and carers, teaching staff, support staff, pupils are aware of our commitment to be a Self-Harm and Suicide-Safe school.

The Governing Body understands the obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE summarised below.

- Under the Human Rights Act they understand that it is unlawful for schools and colleges to act in a way that is incompatible with the convention. The specific convention rights applying to schools and colleges are:

- o Article 3: the right to freedom from inhuman and degrading treatment (an absolute right);
- o Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity;
- o Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- o Protocol 1, Article 2: protects the right to education.

- Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances [Human Rights | Equality and Human Rights Commission](#)
- Under the Equality Act they understand that:

o they **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics);

o they must carefully consider how they are supporting their pupils and students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race;

o they can take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, [Equality Act 2010: advice for schools](#).

- Under the Public Sector Equality Duty they understand that:

o this places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not;

o the duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism;

o the schools or colleges must be conscious of disproportionate vulnerabilities and will integrate this into our safeguarding policies and procedures [Technical Guidance on the Public Sector](#).

- All staff should consistently respond to prejudice based incidents, hate incidents and hate crime and schools should record, analyse and respond to any emerging issues. All North Yorkshire Schools are encouraged to report any hate incidents and hate crime to North Yorkshire Council using the [online reporting tool](#) where it will be shared with the multi-agency Inclusive Communities Working Group, in order to identify common themes and inform future approaches to tackling hate crime. Other councils have similar procedures. Lord Gowthorpe's Independent School will report prejudice based incidents, hate incidents and hate crime as appropriate.

The Governing Body understands the obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governors recognise the importance of information sharing between practitioners and local agencies.

The Governing Body will ensure that relevant staff have due regard to relevant data protection principles to enable them share (and withhold) personal information in line with the Data Protection Act 2018 and the UK GDPR, including:

- Being confident about the processing conditions for storing and sharing information for safeguarding purposes, including sensitive and personal information that should be treated as “special category personal data”;
- Understanding that the “safeguarding of children and individuals at risk” allows practitioners to share special category personal data. Information can be shared without consent where this is good reason to do so, to enhance the safeguarding of a child in a timely manner if it is not possible to gain consents, or cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk of harm; it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk; and
- Not providing pupils’ personal data where the serious harm test under the legislation is met, for example where the child is in a refuge or another form of emergency accommodation.

The Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. The Governing Body will ensure that the school or college contributes to multi-agency working in line with [Working Together to Safeguard Children \(2026\)](#)

The Governing Body understands their role within the local safeguarding arrangements, and the senior leadership team and DSLs are aware of and follow the local arrangements.

Governors understand their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.

Governors will allow access to children’s social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment.

The Governing Body understand that it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Governing Body will do all they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT system. The governing body will ensure the school has appropriate filters and monitoring systems in place.

The Governing Body will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised

approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

The Governing Body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

The Governing Body ensures that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Training should be regularly updated.

The Headteacher

The Headteacher ensures that:

- The safeguarding related policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, pupils and visitors;
- They liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves);
- They receive appropriate safeguarding and child protection training which is regularly updated;
- They promote a strong culture of safeguarding across the school.

Designated Safeguarding Lead (DSL)

The DSL role is set out in full in KCSIE 2025 Annex C. The DSL role is explicit in their job description. The role carries a significant level of responsibility and the Governing Body have ensured that they are a senior member of staff on the school's leadership team and that they take **lead responsibility** for safeguarding and child protection (including online safety and including an appropriate understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

The DSL has the appropriate status and authority within the school to carry out their duties. The DSL is given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The DSL and our Deputies will:

- **Manage referrals and refer cases:**

- o Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- o To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- o Where a person is dismissed or left due to risk/harm to a child reports are made to the Disclosure and Barring Service as required; and
- o Where a crime may have been committed to the Police as required.

- **Work with others to:**

- o Act as a source of support, advice and expertise for all staff;
- o Act as a point of contact with the safeguarding partners. The DSL and our Deputy will liaise with safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026);
- o Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under Section 47 (S47) of the Children Act 1989 and police investigations; and they are aware of the requirement for children to have an Appropriate Adult in line with [PACE Code C 2019](#).
- o Liaise with the "case manager" (as per Part Four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member when required; Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- o Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- o Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
 - Ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress

and attainment, and maintaining a culture of high aspirations for this cohort; and,

- Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Share information and manage the child protection file

- o The DSL is responsible for ensuring that child protection files are kept up to date (CPOMS). Information is kept confidential and stored securely.
- o Records are in line with Annex C of KCSIE and include:
 - A clear and comprehensive summary of the concern;
 - Details of how the concern was followed up and resolved;
 - A note of any action taken, including the timeframe for the follow up actions and who carried out these actions, the decisions reached and the outcome.
- o They will ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this is in line with information sharing advice as set out in Part one and Part two of KCSIE;
- o Where children leave the school, the DSL will ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. DSL will also ensure secure transit, and confirmation of receipt should be obtained. This will be transferred separately from the main pupil file;
- o In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving; and
- o The DSL understands the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Raise Awareness by:

- o Ensuring each member of staff has access to, and understands the school's child protection policy and procedures, especially new and part time staff;
- o Ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and staff regarding this;
- o Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

- o Linking with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements; and
- o Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children who have or have had a social worker, are experiencing with teachers and school leadership staff.

Ensure deputies have the training, knowledge and skills to carry out the role

- o The DSL and their deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. Our Deputy DSL is trained to the same standard as the DSL. The ultimate lead responsibility of the role however, will remain with the DSL and will not be delegated.
- o Training will provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:
 - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and are able to attend and contribute to these effectively when required to do so;
 - Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
 - Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, wellbeing, attendance and progress at school, and what is needed in responding to this in promoting educational outcomes;
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
 - Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation; and
 - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school, including an appropriate understanding of the expectations in relation to filtering and monitoring.
- o They will refresh their knowledge and skills by accessing documentation and training, such as e-bulletins, meeting other DSLs, taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (<https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/>), other council meetings and NSPCC at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Provide Support to Staff

- o The DSL and our Deputy will always be available during school hours for staff to discuss any safeguarding concerns. The headteacher will arrange adequate and appropriate cover for out of hour's activities;
- o The DSL and our Deputies will ensure that staff are supported during the referrals processes; and
- o The DSL and our Deputies will support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understand the views of children

- o The DSL and our Deputy encourage a culture of listening to children and taking account of their wishes and feelings, among all staff and in any measures the school may put in place to protect them; and
- o The DSL and our Deputy understand the difficulty children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication, for example, where children may not feel ready or know how to tell someone they are being abused, exploited or neglected and / or where they may not recognise their experiences as harmful

The Designated Teacher

Lord Gowthorpe's Independent School has appointed a designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of

children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

The **Designated Teacher** works with the **Virtual School Head**, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher also works with the virtual school head to promote the educational achievement of previously looked after children.

Roles and Responsibilities of All School Leaders, Staff and Volunteers

It is essential that everybody working at our school understands their safeguarding responsibilities. Staff will read at least Part one and Part Five of [KCSIE 2025](#) (or Annex A, if appropriate) and Annex B of KCSIE 2025. Staff confirm that they have received, read and understood the school safeguarding policies and procedures and these records are maintained.

All School staff:

- Know the systems in school which support safeguarding and these are explained to them as part of staff induction.

This includes the:

- o Child protection policy, which should amongst other things also include the policy and procedures to deal with child on child abuse;
- o Behaviour policy;
- o Staff behaviour policy/code of conduct;
- o Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods ; and
- o Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and our deputy).
 - Are aware of their local early help process and understand their role in it;
 - Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments;
 - Know what to do if a child tells them he/she is being abused, exploited or neglected;

- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child;
- Are be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim is never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor is a victim ever be made to feel ashamed for making a report;
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication;
- Understand that they have a responsibility to provide a safe environment in which children can learn;
- Are prepared to identify children who may benefit from early help; and
- Staff understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. For this reason we train all our staff to ensure that they know how to make a referral in the unlikely event that they are unable to speak with our DSL or their deputies.

Safeguarding Children and Young People - Multi-Agency Working

Lord Gowthorpe's Independent School has a duty alongside the safeguarding partners to work together to safeguard and promote the welfare of children. We will be fully engaged and involved in safeguarding arrangements;

- We understand and will follow the processes for early help assessments and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17;
- We understand and will follow the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children; and
- Lord Gowthorpe's Independent School will work with social care, the police health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency

plans to provide additional support to children subject to child protection plans.

Information Sharing

- Lord Gowthorpe's Independent School recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect, in promoting children's welfare, including educational outcomes. We understand our powers to share, hold and use information for these purposes;
- We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children;
- Arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required; and
- Lord Gowthorpe's Independent School is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

Staff Training

- DSL and DDSL receive Level 3 Safeguarding children Training
- All staff will undergo safeguarding and child protection training up to level 2 (including online safety, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training will be regularly updated. Induction and training will be in line with any advice from the safeguarding partners;
- Staff receive appropriate safeguarding and child protection training (including online safety) at induction and a record of this is maintained. The training will be regularly updated. In addition, all staff receive safeguarding and child protection (including online safety, including an appropriate understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy;
- The Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage

behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Opportunities to teach safeguarding

- Lord Gowthorpe's Independent School will teach about safeguarding, including online safety , and it is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
- Safeguarding will be considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships and Sex Education and Health Education;

In teaching these subjects school will have regard to the statutory guidance;

- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities);
- Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver; and, Our programme tackles the following issues (at an age appropriate stage):
 - healthy and respectful relationships
 - boundaries and consent
 - stereotyping, prejudice and equality
 - body confidence and self-esteem
 - how to recognise an abusive relationship, including coercive and controlling behaviour

- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online Safety

- Lord Gowthorpe's Independent School has an effective whole school approach to online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate;
- Lord Gowthorpe's Independent School understands that online safety can be categorised into the four areas of risk outlined in para 136 of KCSIE –
 - **Content:** Being exposed to illegal, inappropriate, or harmful material. This includes pornography, fake news, misogyny, self-harm, suicide, radicalisation, and extremist content.
 - **Contact:** The risks of harm from interacting with other users online. This covers online grooming, cyber-bullying, and peer-to-peer pressure.
 - **Conduct:** Online behaviour that increases the likelihood of harm. This includes cyber-bullying, sharing explicit images (often referred to as sexting), and participating in damaging online challenges.
 - **Commerce:** The risks associated with financial transactions and commercial exploitation online. This includes illegal in-app purchases, gambling, accessing age-restricted items, and exposure to targeted advertisements.
- Lord Gowthorpe's Independent School has online safety as a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. We consider how online safety is reflected in all relevant policies and consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Artificial Intelligence and Emerging Technologies

Our school recognises that emerging technologies, including Artificial Intelligence (AI), present both opportunities and safeguarding risks. This is in line with KCSIE updates relating to

disinformation, misinformation and conspiracy theories. Staff will remain vigilant to risks associated with:

- AI-generated images, videos and audio ("deepfakes");
- Online grooming and exploitation facilitated by AI technologies;
- Sextortion and image-based abuse;
- Impersonation and identity manipulation;
- Misinformation and harmful online content;
- The creation, possession or sharing of inappropriate content.

Staff training and pupil education will include awareness of emerging technologies and associated safeguarding risks.

Use of Mobile/Smart Technology Policy and Remote Working

- Lord Gowthorpe's Independent School has a clear policy on the use of mobile and smart technology. We understand that access means some children, whilst at school, sexually harass their peers via their mobile and smart technology, including smart watches, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We carefully consider how this is managed on our premises and reflect this in our mobile and smart technology policy and our child protection policy;
- All pupils must hand in their phones as soon as they come into school. They will then collect their phone once they have finished their school day.
- Where children are being asked to learn online at home the schools will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and
- Our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

For more information please see our Mobile Phone Policy.

Information Security, Filters, Access and Monitoring

The Governing Body will receive regular assurance reports regarding the effectiveness of filtering and monitoring arrangements. Governors will review safeguarding risks arising from technology use and ensure that systems

remain effective, proportionate and compliant with Department for Education standards.

We use Jamf Safe Internet as it adheres to and facilitates KCSIE robust requirements for Online Safety Filtering and AI product to maintain robust activity logging procedures.

This includes:

- recording input prompts and responses
- analysing performance metrics
- alerting local supervisors when harmful or inappropriate content is accessed or attempted to be accessed
- block illegal content, Child Sexual Abuse Material (CSAM), and terrorist/extremist material.
- Filtering must protect students from online risks grouped into Content, Contact, Conduct, and Commerce

While Jamf does not have a product specifically named "Jamf Clocking," its educational device-management solutions, such as Jamf Safe Internet and Jamf Protect, are designed to help UK schools meet Keeping Children Safe in Education (KCSIE) standards.

The KCSIE guidance includes robust requirements for online safety, filtering, and AI. Jamf adheres to and facilitates these requirements in the following ways:

1. Filtering & Monitoring Compliance

- On-Device Filtering: Jamf provides on-device network threat prevention and content filtering that protects students on and off campus, regardless of the network they use.
- Age-Appropriate Safeguarding: Jamf features granular controls and categories that allow schools to enforce age-appropriate restrictions, including Google SafeSearch and YouTube Restricted Mode.
- Regulatory Alignment: Jamf supports compliance with UK DfE filtering and monitoring standards by preventing access to illegal materials, such as Child Sexual Abuse Material (CSAM), aligning with Internet Watch Foundation (IWF) benchmarks.

2. Generative AI Safety

- AI-Generated Content & Deepfakes: KCSIE explicitly highlights safeguarding risks associated with AI-generated content, such as deepfakes. Jamf's device-level filtering engine can restrict access to unmoderated generative AI platforms and block malicious phishing sites frequently generated by AI bots.
 - Local Processing: Jamf's ML (Machine Learning) models for threat detection process and block malicious links locally on the device, ensuring student data is protected
- Lord Gowthorpe's Independent School has appropriate filters and monitoring to reasonably limit exposure to risks from the school's IT

system. In applying appropriate controls Lord Gowthorpe's Independent School considers the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system, and the proportionality of costs vs safeguarding risks;

- The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty;
- The Governing Body understands that whilst it is essential that they ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding;
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified;
- Lord Gowthorpe's Independent School will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up-to-date with evolving cyber-crime technologies: and
- Lord Gowthorpe's Independent School will carry out an annual review of our approach to online safety, including in relation to filtering and monitoring, supported by an annual risk assessment that considers and reflects the risks their children face.

The Governing Body should review the [Department of Education filtering and monitoring standards](#) and discuss with IT staff and service providers what more needs to be done in meeting this standard.

The Governing Body should consider meeting the [Cyber Security standards for Schools and Colleges](#)

Safeguarding Concerns or Allegations about staff members

Lord Gowthorpe's Independent School has procedures in place to manage **any** safeguarding concerns (no matter how small), and allegations that **do not** meet the harm threshold against staff (including supply staff and volunteers and contractors). These are known as **Low Level Concerns** will be addressed as set out in Section two of Part Four of KCSIE and in line with local council procedures;

- Concerns and allegations that **may** meet the harm threshold will be addressed as set out in Section one of Part Four of KCSIE and in line with LA procedures;
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have

been had they not resigned. The Governing Body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State.

Child on child abuse

- All staff recognise that children are capable of abusing their peers (including online);
- All staff are clear about our policy and procedures with regard to child-on-child abuse;
- This Child Protection Policy identifies and links to:
 - Procedures to minimise the risk of child-on-child abuse;
 - The systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible
 - How allegations of child-on-child abuse will be recorded, investigated and dealt with;
 - Clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported;
 - A recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;
 - A statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
 - Recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and
 - This child protection policy identifies the different forms child on child abuse can take, such as:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - Abuse in intimate personal relationships between peers;
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy includes the school’s approach to it.
 - Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal, whilst non-consensual is illegal and abusive.

UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.

- o 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;
- o Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- o Initiation/hazing type violence and rituals; and
- o The different forms child on child abuse can take, such as those listed in the previous bullet point.

The use of 'reasonable force'

- We are aware that there are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. 'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom;
- The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances; At Lord Gowthorpe's Independent School only staff trained and certified in the use of NAPPI should use physical intervention strategies; and
- We understand the risks presented by incidents involving children with Special Educational Needs or Disabilities (SEND), mental health or with medical condition and recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non- discrimination and their Public Sector Equality Duty and makes reasonable adjustments, and by planning positive and proactive behaviour support, seeks to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Use of school premises for non-school/college activities

- When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with us on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.
- Where school receive an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they should follow their safeguarding policies and procedures, including informing the LADO.

Alternative provision

Lord Gowthorpe's Independent School recognises that pupils who require the use of Alternative Provision often have complex needs and we are aware of the additional risk of harm that their pupils may be vulnerable too. We will have regard for DfE statutory guidance for commissioners of Alternative Provision.

Children potentially at greater risk of harm

- Lord Gowthorpe's Independent School understand that whilst all children should be protected, it also recognises that some groups of children are potentially at greater risk of harm for example children who need a social worker. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health;
- The Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare and educational outcomes; and
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or absent from education where there are known safeguarding risks) and

about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

- The school recognises that children living in kinship care arrangements may experience additional vulnerabilities due to family trauma, bereavement, separation, instability or previous adverse experiences. Staff will be aware of these vulnerabilities and provide appropriate support where required.

Strengthen Attendance and Children Missing Education

The school recognises that persistent absence, severe absence and repeated patterns of absence may be indicators of abuse, neglect, exploitation, mental health concerns or other safeguarding risks. Attendance data will be considered alongside safeguarding information to support early identification and intervention. We link this with government guidelines around working together to improve attendance responsibilities - https://assets.publishing.service.gov.uk/media/66bf301e253aee7aafdbdfea/Summary_table_of_responsibilities_for_school_attendance_-_August_2024.pdf

Children absent from education

We understand that children absent from education, particularly for prolonged periods and / or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation – particularly county lines. We will respond to children absent from education, support identifying such abuse and also helps prevent the risk of them going absent from in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going absent from education may increase known safeguarding risks within the family or in the community.

Elective Home Education (EHE)

We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs; and

We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals work to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers

have considered what is in the best interests of each child. This is particularly important where a child has special educational need or a disability, and/or has a social worker and / or is otherwise vulnerable. Where a child has an Education, Health and Care Plan local authorities will need to review the plan, and work closely with parents and carers.

Children requiring mental health support

The school recognises that mental health concerns may be indicators of abuse, neglect, exploitation, trauma or adverse childhood experiences. Staff will consider whether a child's presentation may indicate a safeguarding concern and will not assume that mental health difficulties exist in isolation from safeguarding issues.

- We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
- We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils: and
- We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe; and
- The designated teacher works with the virtual school head. The designated teacher works with the virtual school head to promote the educational achievement of registered pupils who are looked after, who have left care through adoption, special guardianship, or child arrangement orders, or were adopted from state care outside England and Wales. The designated teacher works with the virtual school head

to discuss how pupil premium funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan.

Care leavers

- The DSL has details of the Local Authority appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs or Disabilities (SEND) or certain health issues

- Lord Gowthorpe's Independent School ensures that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:
 - o Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - o These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - o The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
 - o Communication barriers and difficulties in managing or reporting these challenges; and
 - o Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.
- We ensure that the Child Protection Policy reflects and addresses these additional challenges, and the school or college considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Indicators linked to child exploitation or trafficking (CCE/CSE)

- Going missing from home or school, or repeated absconding
- Possession of unexplained gifts, money, new clothes, or mobile phones
- Association with older individuals or unknown peers
- Increased secrecy around online activity or phone use

- Receiving frequent calls/texts or appearing anxious after communication
- Sudden changes in friendship groups or disengagement from previously positive relationships
- Risk-taking behaviour or carrying items that may be used for protection

Indicators linked to online abuse

- Excessive or secretive use of devices or social media platforms
- Distress after online interaction or reluctance to discuss online activity
- Receiving sexualised messages, coercion, or threats online
- Changes in sleep patterns due to late-night device use
- Sudden exposure to age-inappropriate language, behaviour, or knowledge
- Isolation from family or peers linked to online relationships

Indicators linked to non-recent abuse

- Disclosure of historical abuse, often indirect, fragmented, or delayed
- Emotional distress when discussing past events or certain individuals/places
- Self-harm, low self-esteem, or difficulties with trust and relationships
- Avoidance of specific environments or topics without clear explanation
- Persistent anxiety, depression, or trauma-related behaviours

Children who are lesbian, gay, bi, or trans (LGBT)

- The Governing Body understands the fact that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a 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;
- We understand that the risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff; and
- LGBT inclusion is part of our statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

Identifying children and young people who are suffering or likely to suffer significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The definitions we use in our school to define abuse and neglect are exemplified in KCSIE para 26-30.

Our staff are trained to have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately absent from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Staff are trained on all issues outlined in KCSIE para 31-48 and contained within KCSIE Annex B.

All staff have an understanding of Early Help. Any child may benefit from early help, but all school and college staff are particularly alert to the potential need for early help for any children identified in para 20 of KCSIE.

Our requirements of staff are aligned to para 21-24 of KCSIE, to ensure that;

- All staff have an understanding of Abuse and Neglect ;
- All our staff are aware of indicators of abuse and neglect to assist in the early identification of abuse and neglect and staff are able to identify cases of children who may be in need of help or protection;
- Staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse.
- If staff are unsure, they always speak to the designated safeguarding lead, or deputy;
- All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy);
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms

- including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, sexual abuse, serious youth violence and county lines; and
- All staff are 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. 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.
- In all cases, if staff are unsure, they always speak to the designated safeguarding lead (or deputy).

Extra-Familial Harms

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and our deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, sexual abuse, serious youth violence and County Lines.

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is *not* the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should be aware of how the school manages and supports issues of Child on child Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence – (See School Practice Guidance)

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Domestic abuse
- Female Genital Mutilation (FGM)
- Child on Child Abuse

- Serious violence
- Mental Health
(<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>).

a) Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Any concerns related to serious crime, including knife crime;
- Any concerns relating to child on child (child on child) abuse;
- Any concerns relating to youth produced sexual imagery (sexting);
- and

- Any concerns relating to a child's engagement with extremist groups or ideologies.

b) Responding to Disclosure

All staff maintain an attitude of "it could happen here" and will always act in the best interests of the child.

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of school staff;
- Clarify the information;
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Not ask leading questions;
- Try not to show signs of shock, horror or surprise

Not express feelings or judgements regarding any person alleged to have harmed the child;

- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- Reassure and support the person as far as possible;
- Explain that only those who 'need to know' will be told; and
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

d) Action by the DSL (or Deputy DSL in their absence)

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

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact the police on 999;
- If they should report a crime that does not need an emergency response by calling 101;
- If there is an urgent safeguarding concern and they should call MASH;
- Any urgent medical needs of the child;
- Whether to make an enquiry to MASH
- establish if the child is or has been subject of a Child Protection Plan;
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons; and
- The child's wishes and any fears or concerns they may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant;
- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
OR
- Not to make a referral at this stage;
- If further monitoring is necessary and if so what this will look like: and
- If it would be appropriate to undertake an early help assessment and/or make a referral for other services. *Consent*

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals to Children and Families Service will be made by submitting a [universal referral form](#) or the [Early Help Assessment form](#), if this has been completed.

Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care;
- Contribute to the Strategy Discussion and all assessments;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- Contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Where possible, share all reports with parents prior to meetings; Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference,
- Where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes absent from/is removed from school or fails to attend school. f) Recording and monitoring School will record:
- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of

persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan;

- Key contacts in other agencies including GP details;
- Any disclosures/accounts from child or others, including parents (and keep original notes);
- Significant contacts with carers/other agencies/professionals;
- All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review. All records should be objective and include:
 - Statements, facts and observable things (what was seen/heard);
 - Relevant diagrams indicating position, size and colour of any injuries (not photographs);
 - Words child uses, (not translated into 'proper' words);
 - Non-verbal behaviours;
 - A clear and comprehensive summary of the concern;
 - Details of how the concern was followed up and resolved;
 - A note of any action taken, decisions reached and the outcome.

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

If in any doubt about sharing information staff should speak to the DSL.

School will monitor:

- Any cause for concern including where there could be serious child welfare concerns for example:

- o Injuries/marks;

- o Attendance;

- o Changes e.g. mood/ academic functioning;

- o Relationships;

- o Language;

- o Behaviour;

- o Demeanour and appearance;

- o Statements, comments;

- o Medicals;

- o Stories, 'news', drawings;

- o Response to P.E./Sport;

- o Family circumstances;

o Parental behaviour/ care of child; and

o Online activity.

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

g) Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers;
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

Policy References

- The Education Act 2002 (sections [157](#) / [175](#))
- [Section 157](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to the proprietors of independent schools,

including academies and city technology colleges

- [Sections 175](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to local education authorities and the governors of maintained schools and Further Education Colleges
- [North Yorkshire Safeguarding Children Partnership \(NYSCP\) Safeguarding Procedures and Practice Guidance Working Together To Safeguard Children HM Government 2026](#)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2025](#)

- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- [What To Do If You Are Worried A Child is Being Abused 2015](#)
- Recommendations from national and local Serious Case Reviews
[Statutory framework for the early years foundation stage](#)
(publishing.service.gov.uk)
- [Sexual Violence and sexual harassment between children in schools and colleges DfE 2021](#)
- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021
- [SEND_Code_of_Practice_January_2015.pdf](#)
(publishing.service.gov.uk)

Appendix 1

ABUSE

Child abuse is more than bruises and broken bones. While physical abuse might be the most visible, other types of abuse can remain hidden. These include: emotional abuse, exploitation, and neglect. There are also so-called 'hidden harms' that can come from living with mental health, substance



misuse, or domestic abuse.

The range of difficulties for those affected by parental difficulties varies and can include enduring stress and an unpredictable home environment. Sometimes violent experiences can become the norm in families. Moreover, children or young people who experience abuse in the home are now

recognised as victims of abuse in their own right under the Domestic Abuse Act (2021) and should be appropriately assessed and supported.

DOMESTIC ABUSE

Domestic abuse can affect anyone regardless of ethnicity, age, gender, sexuality, or social background. Domestic abuse is categorised by any incident or pattern of incidents of controlling, coercive, or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This definition includes honour-based abuse and forced marriage and is clear that victims are not confined to one gender or ethnic group.

CHILD ON CHILD ABUSE (FORMERLY PEER-ON-PEER ABUSE)

Peer-on-peer/child-on-child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs, e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child abuse is harmful to both the perpetrator (who is a child) and the victim.

SEXUAL ABUSE

Sexual abuse includes rape, forced sexual acts, and sexual degradation. Any sexual act that involves force (including emotional blackmail) is abuse – this includes pestering, name calling, and threatening to get sex from ‘elsewhere’ in order to manipulate someone who does not want to have sex at that time into having sex. Sexually abusive relationships can include being forced to watch pornography as well as being forced into having sex with the perpetrator’s friends or into prostitution. Often people will question if it is rape if the couple are married. The answer is always yes. Rape is rape whether or not it is within a marriage. Rape and sexual abusive relationships are criminal regardless of the relationship between the perpetrator and the victim.

NEGLECT

Neglect is the persistent failure to meet a child/young person’s basic physical and/or psychological needs. Neglect often causes a child serious impairment to their development and health.

Research indicates that the impact of neglect on children is cumulative, and that while short term neglectful parenting can be mitigated, chronic neglect

has a clear physical and emotional impact on children. Long-term neglect must be recognised early and acted upon.

Neglect may even impact a developing foetus, causing later health issues. Neglect may involve a parent or carer failing to:

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

The Neglect Toolkit is designed to assist professionals in identifying and assessing children and young people who are at risk of and experiencing neglect. It is to be used when professionals are concerned that the quality of care of a child/young person they are working with suggests that their needs are being neglected.

HARMFUL SEXUAL BEHAVIOUR

All children and young people will enter a process of sexual development throughout their childhood and adolescence, and much of this will form a healthy and necessary part of growing up. However, for some, their behaviours will not be developmentally appropriate and, at times, may be harmful. The context of the behaviour, level of understanding, cultural and peer norms as well as the reaction of the perceived victims are all important factors to consider when assessing how concerned we should be about sexual behaviour displayed by children and young people.

CONTEXTUAL SAFEGUARDING

Contextual safeguarding recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. This could be in school or college, in the local community, sports clubs, peer and friendship groups and in online communities. Children and young people may experience risk in these places. There is no place where risk to children is impossible. Risks may be in more than one of these contexts, and they may be inter-related, causing multiple risks to the child's welfare and wellbeing. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent/child relationships.

Contextual safeguarding considers how to best understand these risks, how they change as children get older and their contexts change, and how to mitigate risk and keep children safe. Therefore, all who work to protect

children from harm must engage with individuals and sectors who have influence over/within extra-familial contexts. All must recognise that the assessment of and intervention with these spaces are a critical part of safeguarding practices. Contextual safeguarding expands the expectations of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

RISKS OUTSIDE THE FAMILY (sometimes referred to as extra-familial harm)

Addressing Risks Outside the Family or home is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent/child relationships.

Practitioners should engage with individuals and sectors who do have influence within extrafamilial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Risks outside the family or home therefore, expand the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For more on Risks Outside the Family - also known as Contextual Safeguarding.

INTRAFAMILIAL ABUSE

Intrafamilial child abuse and/or neglect means the injury, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, welfare, and safety is harmed thereby.

MODERN DAY SLAVERY AND TRAFFICKING

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Department for Education and Home Office, 2011). Child trafficking is a form of modern slavery (HM Government, 2014). Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children are trafficked for:

- child sexual exploitation
- criminal activity, including:
 - cannabis cultivation

- street crime such as:
 - pickpocketing
 - begging and bag theft
- moving drugs
- benefit fraud
- immigration fraud
- selling pirated goods, such as DVDs
- forced marriage
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose)
- domestic servitude, including:
 - cleaning
 - childcare
 - cooking
- forced labour, including working in:
 - restaurants
 - nail bars
 - factories
 - agriculture

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

The National Referral Mechanism (NRM) is a framework for identifying victims of modern slavery and human trafficking and ensuring they receive the appropriate protection and support. Comprehensive guidance and referral forms are on the [GOV.uk](https://www.gov.uk) website.

CHILD EXPLOITATION

When assessing a child or young person's vulnerability, exploitation should always be considered. The impact of exploitation on communities has become much more prominent in the past few years and is now a major concern for all agencies. Often a hidden crime, it is crucial that practitioners understand the term 'exploitation' and how to apply this when working through a plan for effective support and protection.

Child sexual exploitation is when people use the power they have over young people to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money, or other resources. People often think of child sexual exploitation in terms of serious organised crime, but it also covers abuse in relationships and may involve informal exchanges of sex for something a child wants or needs, such as accommodation, gifts, cigarettes, or attention. Some children are groomed

through people who then force the child or young person into having sex with friends or associates.

Trafficking and criminal exploitation are forms of abuse and therefore should be afforded a safeguarding response. Often only visible symptoms of abuse receive a response, meaning that many children and young people receive a criminal justice response, while their safeguarding needs are overlooked.

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences, including the child or young person being exposed to, and/or being victim of, physical and emotional violence, neglect, sexual abuse and exploitation, modern day slavery, and human trafficking, domestic abuse and missing episodes.

The term '**County Lines**' is used to describe situations where children or young people may be recruited or transported by threats or coercion for the purpose of criminal exploitation. What is often less understood are the experiences a child or young person faces, and the potential for them to be harmed through various forms of abuse and exploitation as a result.

DISGUISED COMPLIANCE

Disguised Compliance involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published safeguarding case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance.

At the most basic level, disguised compliance harms children as it prevents practitioners being able to assess the risks properly to children in the household. Babies and younger children can be particularly vulnerable, and the effects of missing out on timely safeguarding interventions can last throughout their childhood. Disguised Compliance also harms children in the following ways:

- Through missed opportunities to intervene
- By changing professional focus from children to the adults in the family, resulting in drift and delay
- By making practitioners feel overly optimistic about progress

RADICALISATION AND EXTREMISM

Preventing vulnerable people from becoming drawn into terrorism is a key pillar of the National Counter Terrorism Strategy (CONTEST). It is about safeguarding children and adults, using existing and specialist tools to

intervene early and prevent escalation into the 'criminal space' through a multi-agency Channel Panel.

Being radicalised is a form of exploitation and children and young people who are at risk are often at risk of other forms of exploitation because they are seeking acceptance, change or have experienced a grievance.

Knowing when a child presents early indicators of being drawn into terrorism can be tricky to spot and the need to take action can be daunting for practitioners. Signs that may indicate a child is being radicalised include:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use

EMOTIONAL WELLBEING AND MENTAL HEALTH

The emotional well-being of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life presents them and grow into well-rounded, healthy adults. The antenatal period and early childhood is a time of particular importance, as children's brains are quite literally shaped by their experiences. Abuse, insecurity, and anxiety in the early years can be hugely detrimental to a child's development. Promoting good mental health and wellbeing is the first building block to building emotional resilience to help with such challenging life events.

Things that can help promote emotional wellbeing in children and young people include:

- Being in good physical health, eating a balanced diet and getting regular exercise
- Having time and the freedom to play, indoors and outdoors
- Being part of a family that gets along well most of the time
- Going to a school that looks after the well-being of all its pupils
- Taking part in local activities for young people.

Other factors are also important, including:

- Feeling loved, trusted, understood, valued and safe
- Being interested in life and having opportunities to enjoy

themselves

- ☐ Being hopeful and optimistic
- ☐ Being able to learn and having opportunities to succeed
- ☐ Accepting who they are and recognising what they are good at
- ☐ Having a sense of belonging in their family, school and community
- ☐ Feeling they have some control over their own life
- ☐ Having the strength to cope when something is wrong (resilience) and the ability to solve problems

SELF-HARM

Self-Harm is usually a way of coping with or expressing overwhelming emotional distress. It is usually done when something else is wrong and it seems like the only way to let those feelings out. The most common triggers include:

- ☐ Alcohol and/or drug misuse
- ☐ Anxiety
- ☐ Bullying
- ☐ Sexual, physical or emotional abuse
- ☐ Bereavement
- ☐ Exam pressure and school/parental expectations
- ☐ Confusion about sexuality
- ☐ Parents separation/divorce
- ☐ Health problems
- ☐ Relationships
- ☐ Low self-esteem
- ☐ Pressure from social media

There are myriad ways in which someone can injure themselves. For example: cutting, scratching, pinching, biting, pulling hair out, overdosing, and ingesting toxic substances.

If someone is self-harming it is very important to try and understand what is causing them distress. Young people especially may need a lot of help to

develop skills to cope with more stressful and traumatic situations in a less harmful way.

Any child or young person who expresses thoughts about suicide must be taken seriously, and appropriate help and intervention should be offered at the earliest point. Any practitioner, who is made aware that a child or young person has self-injured, or is contemplating this or suicide, should talk with the child or young person without delay.

PRE-BIRTH

Pregnancy and birth of a baby is a critical window of opportunity when parents are especially receptive to offers of advice and support. Young babies are particularly vulnerable to abuse, therefore, work carried out in the antenatal period can help prevent and/or minimise any potential harm if there is early assessment, intervention, and support.

All professionals have a role in identifying and assessing families in need of additional support or where there are safeguarding concerns. Where professionals become aware a woman is pregnant, at whatever age of the pregnancy and they have concerns for the mother or the unborn baby's welfare, or that of siblings, they must not assume that Midwifery or other Health services are aware of the pregnancy, or the concerns held. Each professional should follow the South West Child Protection Procedures pre-birth protocol, their agency's child protection procedures, and discuss concerns with their safeguarding lead/named practitioner for safeguarding.

YOUNG CARERS

Young carers are children and young people who look after someone in their family who has a disability, a long-term illness, or is affected by mental ill health or substance misuse. Young carers may look after parents/carers, care for a sibling, or other relative. Their caring responsibilities can vary but can include:

- ☐ Helping around the house
- ☐ Looking after siblings
- ☐ Managing money
- ☐ Supporting with medication
- ☐ Personal care
- ☐ Organising and coordinating
- ☐ Communication assistance
- ☐ Emotional care and support

Many children and young people may take on age-appropriate responsibilities in their families; the identity of a young carer is exclusive to those children and young people taking on additional responsibilities, beyond what you would expect for their age or specific to the cared for person's needs. Providing care can have an impact on children and young people – positively, they can gain new skills, become mature beyond their years, and demonstrate their care for their family.

At times, particularly when caring responsibilities become inappropriate or excessive, these responsibilities can have an impact on their mental/physical health, educational attainment, and attendance, cause social isolation and have long term socio-economic impact causing them not to meet their full potential.

To ensure young carers can access appropriate support, with consent, complete an [Early Help Assessment](#) so they can access a [Young Carers Assessment](#).

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Many children and young people will have SEND of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. However, some children and young people will need extra help for some or all of their time in education and training.

Children and young people with SEND may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 [SEND Code of Practice](#) set out four areas of SEND:

1. Communicating and interacting
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

ALLEGATIONS MANAGEMENT

If there is a concern in relation to an employee or volunteer who is alleged to have:

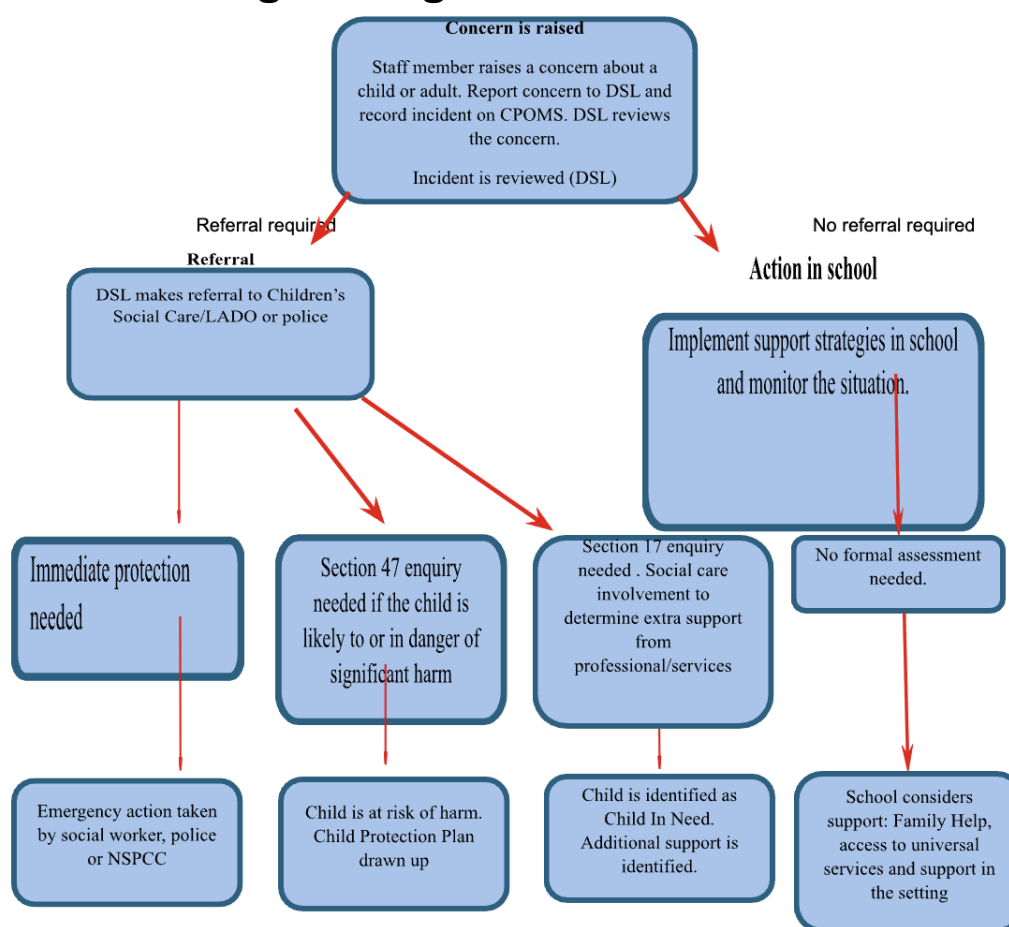
- ☐ Behaved in a way that has harmed a child, or may have harmed a

child

- ☐ Possibly committed a criminal offence against or related to a child
- ☐ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

You will need to follow your own agency processes and report any concern to the Local Authority Designated Officer (LADO). The Referrer must ensure that a record of the referral is retained in the organisation.

Safeguarding Flowchart 2025/26



Actions by LADO and/or Social Care within one working day

Key Contacts

DSL: Riecko Parker-Cole

DDSL: Jess Jackson

Head of Governors: Lindsay Newton

Local Authority Designated Officer (LADO)

NYC: 01609533080

CYC: 01904551783

ERC: 10482393939

NSPCC: 08088005000

Channel Helpline: 02073407264

If your concern involves a Prevent/Channel referral, contact:

YCY MASH: 01904551900

NYC MASH: 03001312131

ERC MASH: 01482395500

If you have a concern that a girl has undergone, or is about to undergo FGM, contact:

08000283550

All concerns and correspondence will be kept in a secure, confidential file. The child's circumstances will be kept under review at all stages and a referral will be made again if it is appropriate for improving the child's circumstances. The child's best interests must always come first.