BOOTHAM SCHOOL
AGES 3-18

Safeguarding and Child Protection Policy and Procedures

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School Contacts

***** Indicates member of Leadership Meeting (Senior Leadership Team)

Designated Safeguarding Lead for Bootham School & Bootham Junior School and Deputy Head (Pastoral) *****Helen Sharp	helen.sharp@boothamschool.com Direct dial line is 01904 272515 Ext 2840 Emergency Mobile: 0782 4023479
Deputy Designated Safeguarding Lead for Bootham School & Designated Teacher for looked-after and previously looked-after children Andrew Quarrell	andrew.quarrell@boothamschool.com 01904 623261 extension 2750
Deputy Designated Safeguarding Lead & Deputy Head of Operations ***James Ratcliffe**	james.ratcliffe@boothamschool.com 01904 623261 extension 2970
Fox House (boys) **Deputy Designated Safeguarding Lead – boarding only** Truman Durham	truman.durham@boothamschool.com 01904 623261 extension 2300
Rowntree House (girls) **Deputy Designated Safeguarding Lead - boarding only** Helena Landau	helena.landau@boothamschool.com 01904 623261 extension 2310
Deputy Designated Safeguarding Lead for Bootham Junior School *****Helen Todd, Head of Bootham Junior School	helen.todd@boothamschool.com 01904 655021 or 01904 623261 extension 1602 Emergency Mobile: 07733 331564
Deputy Designated Safeguarding Lead for EYFS and Designated Teacher for a Child or Young Person in Care (LAC) – DDSL *****Louise Leaf	louise.leaf@boothamschool.com 01904 655021 or 01904 623261 extension 1600
Deputy Designated Safeguarding Lead and Designated person for Young Person in care (LAC) Paula Edwards	Paula.edwards@boothamschool.com 01904 683768 or extension 2180
Head of Bootham School *Deneal Smith	deneal.smith@boothamschool.com 01904 623261 extension 2030
Clerk to Governors' Meeting (Chair of Governors) Melissa Askew	governors@boothamschool.com 01904 623261 extension 2010 (c/o Sue Harrison, Bursar's PA)

Governor with responsibility for Safeguarding Graham Ralph	governor.safeguarding@boothamschool.com 01904 623261 extension 2010 (c/o Sue Harrison, Bursar's PA)
Deputy Governor with responsibility for Safeguarding **Carole Cameron**	governor.safeguarding@boothamschool.com 01904 623261 extension 2010 (c/o Sue Harrison, Bursar's PA)

External Contacts

****** Use of the term "City of York Safeguarding Children Partnership or CYSCP" is intended to include all or any of these Agencies as necessary when a relevant situation arises

****York Multi Agency Safeguarding Hub (MASH)** Referral and assessment team child in need; child protection	MASH@york.gov.uk 01904 551900
****Early Help Assessments/Team Around the Child and Family (community based)** Emerging need	supportingfamilies@york.gov.uk mailto:childrensadvice@york.gov.uk
Targeted Intervention/Family Help Enhanced intervention	MASH@york.gov.uk 01904 551900
****Out of Hours Emergency Team (York)** Evenings/weekends/ public holidays	0300 131 2 131 (York/North Yorkshire) edt@northyorks.gov.uk (North Yorkshire)
****North Yorkshire (MAST)** Emergency duty team (North Yorkshire and York)	social.care@northyorks.gov.uk 0300 131 2 131
Local Authority Designated Officers (LADO) **CYC** Leigh Moore/Lorna Todd **NYCC** Duty LADO	lado@york.gov.uk 01904 551783 0300 131 2131
****City of York Safeguarding Children Partnership**	https://www.saferchildrenyork.org.uk/
Children missing/absent from education (CME) Stephanie Keenan-Logue	cme@york.go.uk 01904 555187
City of York Council Prevent lead Tanya Lyon (SPOC)	tanya.lyon@york.gov.uk 01904 555741
Operation Encompass (domestic violence notifications) North Yorkshire Police	Operation Encompass Professionals' National Advice and Guidance helpline: 0204 513 9990, Monday to Friday, 8am-1pm

North Yorkshire Police Protecting vulnerable persons unit	101 + ask for unit
Safer York Partnership	https://www.york.gov.uk/community-safety/safer-york-partnership
Inspectorates **Ofsted** **ISI**	 0300 123 4666 https://www.gov.uk/complain-about-school/private-schools

Customer Service Contact numbers (For Children's Social Care in neighbouring Local Authorities)	
Bradford	01274 433999
Doncaster	01302 737777
East Yorkshire	01482 395500
Leeds	0113 2224403
North Yorkshire	0300 131 2 131
Wakefield	03458 503503

Other contacts for staff

NSPCC whistleblowing advice line	help@nspcc.org.uk 0800 028 0285 (M-F, 08:00-20:00)
DfE Counter Extremism non-emergency advice	020 73407264 (M – F, 11:00 – 15:00)
Contact details for reporting FGM	101 or 999 if urgent
UK Safer Internet Centre	enquiries@saferinternet.org.uk 0345 601 3203
Reporting serious wrongdoing to the Charity Commission:	For further guidance see https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer **whistleblowing** @charitycommission.gsi.gov.uk
IDAS (Independent Domestic Abuse Services) – men, women, LGBTQ**+**	info@idas.org.uk 03000110110

Contacts for students

Bootham School Counsellor	luke.highstead@boothamschool.com
Childline	www.childline.org.uk 0800 1111
Children's Commissioner	www.childrenscommissioner.gov.uk

	https://www.childrenscommissioner.gov.uk/about-us/contact/
NSPCC	www.nspcc.org.uk 0808 800 5000
Raise York Children and family services	https://www.raiseyork.co.uk/
Papyrus Prevention of young suicide	https://www.papyrus-uk.org/ HopeLine 24/7 0300 102 2470 Text HOPE to 88247
Young Minds Mental health advice and guidance	https://www.youngminds.org.uk/
Independent listener for boarding students Jane Speck	j.speck@yorksj.ac.uk +44 (0)1904 876606

1. Policy Statement

This policy:

(a) is a whole school policy and relates to both Bootham Senior School and Bootham Junior School (including the Early Years Foundation Stage), referred to in this policy as 'the School', unless otherwise stated.

(b) procedures apply wherever staff, including supply staff, governors or volunteers are working with students, even where this is away from the School e.g. educational visits

(c) has been authorised by the governing body of the School

(d) is published on the School website and is available in hard copy on request

(e) can be made available in large print or other accessible format if required

(f) is reviewed and updated to ensure compliance with the law and best practice and to reflect the School's current working practices. The policy has regard to statutory guidance including:

- Keeping Children Safe in Education, 2026
- Working Together to Safeguard Children, 2026
- Prevent duty guidance: Guidance for specified authorities in England and Wales, 2023
- National Minimum Standards for Boarding Schools, 2026
- Children Missing Education, 2025
- Working Together to Improve School Attendance, 2026
- Statutory Framework for the Early Years Foundation Stage, 2025
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025

Non-statutory guidance including:

- Mental health and behaviour in school guidance
- UK Council for Internet Safety (UKCIS)
- UK Safer Internet Centre (UKSIC)

(g) is reviewed as required and, at least, annually.

2. Introduction

This policy applies to all adults, including volunteers, working in, or on behalf of, the School.

2.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility. No single practitioner can have a full picture of a child's needs and circumstances. 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, which includes taking into account the wishes of the child, whenever possible (KCSIE 2026).

Safeguarding encompasses all aspects of students' health, safety and well-being.

2.2 Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health, or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, taking action to enable all children to have the best outcomes.

2.3 The aims of this policy are to:

(a) actively promote and safeguard the welfare of children, staff and others who come into contact with the School

(b) have clear procedures in place for dealing with and referring concerns regarding the welfare of any individual and/or allegations of abuse, neglect and/or exploitation

(c) raise the awareness of all staff of their safeguarding responsibilities, including how to identify, respond to and report concerns

(d) ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and to feel supported in this role

(e) ensure consistent good safeguarding practice throughout the School which promotes a zero tolerance approach to child on child abuse

(f) create a culture of safety, equality and protection

2.4 The following school policies and procedures are also relevant to the School's safeguarding practices:

Whole School Policies	Senior School Policies	Junior School Policies
• Alcohol, drugs and smoking • Anti-bullying • Children Missing Education • Discipline (staff) • Preventing radicalisation and extremism • Recruitment • Searching and confiscation • Staff Code of Conduct • Use of reasonable force and other physical contact • Use of student images • Visiting Speakers	• Acceptable Use policy (students) • Behaviour policy • Educational visits policy and emergency procedures • Missing Students	• Behaviour policy • Educational visits • Missing Child policy • Responsible Internet Use • Supervision

• Whistleblowing		

Copies of the above policies are available to staff under policies and documents on the staff portal.

3. Policy Definitions

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

(a) References to **working days** mean Monday to Friday (Junior School) and Monday to Saturday (Senior School), when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to working days are the days on which the relevant external agency is working;

(b) **Safeguarding** is safeguarding and promoting the welfare of children (as defined below) and promoting well-being and welfare by protecting the rights of children to live in safety, free from abuse, neglect and exploitation.

(c) **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSLs (DDSLs) and Designated Lead Practitioner (EYFS), where the DSL is unavailable.

(d) In this policy, the term **'Head'** refers to the Head of Bootham Senior School and where distinctions are made between the Head at Bootham Senior School and the Head at Bootham Junior School, this is indicated clearly.

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

(f) A **child** is anyone under the age of 18.

(g) In reference to the Mind Your Language 2024 Campaign from York's Children in Care and Care Leavers Forum, the term 'Child or Young Person in Care' has been added alongside the legal term Looked After Child (LAC). The term 'care leavers' is used alongside the legal term Previously Looked After Child (PLAC).

4. The School's Commitment

4.1 The School is committed to safeguarding and promoting the welfare of all of its students. Every student should feel safe and protected from any form of abuse. The school takes all welfare concerns seriously and encourages students to share any concerns they have. The School is committed to act in the best interests of the child, in order to safeguard and promote their physical and mental welfare. This includes taking into account their wishes and feelings. All staff and volunteers are expected to share this commitment and are advised to maintain the attitude **'It could happen here'** when considering safety risks.

4.2 The School is committed to following the community-based Early Help process in order to provide help and support to children and families **as soon as problems emerge.** We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, disabilities, living in adverse circumstances, frequently missing from education or physical health issues (ref *KCSIE* 2026 para 17 for a full list).

4.3 We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may present as 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 students.

4.4 The School is aware of the importance of contextual safeguarding and the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare and considers the risks and issues in the wider community, when considering the well-being and safety of students.

4.5 School staff 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. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff should have a professional curiosity and speak to their DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

5. Safeguarding Principles

5.1 The School will take reasonable steps to ensure that its students and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.

5.2 Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant school policies and procedures.

5.3 **Specific duties in relation to children**

a) Safeguarding and promoting the welfare of children is everyone's responsibility.

b) Every student should feel safe and protected from any form of abuse, neglect or exploitation. The indicators of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 1.

c) The School will act in the best interests of the child so as to safeguard and promote the welfare of children and young people including all aspects of their physical and mental health. The School requires everyone who comes into contact with children and their families to share this commitment. The School will:

(i) follow the local inter-agency procedures of the City of York Safeguarding Children Partnership (or the local authority procedures where the student resides)
(ii) be alert to signs of abuse both in the School and from outside (including online) and to protect each student from any form of abuse, whether from an adult or another student
(iii) deal appropriately with suspicions or complaints of abuse;
(iv) support children who have been abused in accordance with his/her agreed child protection plan
(v) design and operate procedures which, so far as possible, ensure that staff and others who are innocent, are not prejudiced by malicious, false, unsubstantiated or unfounded allegations
(vi) enable staff to identify children who may benefit from Early Help
(vii) be alert to the needs of children with physical and mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect
(viii) encourage a culture of listening to students and taking account of their wishes and feelings when putting measures in place to protect them
(ix) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse
(x) have clear recording and monitoring procedures for attendance, identify patterns, follow up unexplained and/or persistent absences and report data to the Local Authority
(xi) assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area
(xii) include opportunities within the pastoral curriculum for children to develop the skills they need to recognise, and stay safe from abuse
(xiii) identify children who may be vulnerable to radicalisation, and know what to do when they are identified
(xiv) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area
(xv) manage behaviour effectively to ensure a good and safe educational environment, and to understand the needs of all students
(xvi) fulfil the statutory duties regarding RSHE (DfE, 2025)

6. Multi-Agency Working

6.1 The School has a pivotal role to play in multi-agency safeguarding arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children, 2026. The three statutory safeguarding partners (City of York Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

6.2 The School is aware of and will act in line with the City of York Safeguarding Children Partnership (CYSCP) procedures and practice guidance.

Exception: Where a child is resident in a different Local Authority area, the School will follow the procedures and practice of the relevant authority.

6.3 The School is in regular contact with relevant local agencies, and is part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. The DSL (and their deputies) are familiar with the local Safeguarding offer.

7. Roles and Responsibilities

7.1 Safeguarding and promoting the welfare of children is a responsibility shared by everyone at the School. All staff have a responsibility to provide a safe environment in which children can learn. Staff are expected, at all times, to act in the best interests of a child and to ensure that optimum conditions which promote the welfare and development of the child are promoted.

7.2 All staff of the School are under a general duty:

(a) to protect children from abuse;

(b) to maintain an awareness of safeguarding issues that can put children at risk of harm e.g. drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation, and sharing of nude and semi-nude images and/or videos (including those generated by AI) can be signs that children are at risk;

(c) to be aware of the terms and procedures in this policy and to follow them;

(d) to know how to access and implement the procedures in this policy, independently if necessary;

(e) to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;

(f) to report any matters of concern to the DSL.

7.3 Staff are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the Staff Code of Conduct (which comes under the umbrella of Safeguarding Policies and can be found on the Staff Portal), Staff Handbook, HR Manager or DSL for further information about this duty.

7.4 **The School's Governing Body** has overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of *KCSIE* 2026, to facilitate a whole school approach to safeguarding.

7.5 The School's Governing Body has nominated one of its members to take strategic leadership responsibility for the School's safeguarding arrangements and to liaise with external agencies where this is required. Normally this role will be carried out in consultation with the DSL and Head, unless an incident involves an allegation made

against them. The contact details are set out in the School Contacts List at the front of this policy.

7.6 **The Head (Senior School)** is responsible for the overall management of the School. They should ensure that

(a) the policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented, understood and followed by all staff

(b) they manage concerns and allegations of abuse being made against a member of staff or volunteer and liaise with the LADO and partner

(c) they receive appropriate safeguarding and child protection training which is regularly updated.

8. Designated Safeguarding Lead (DSL)

8.1 The School's Governors' Meeting (the governing body) has appointed a lead member of staff (DSL) of the School's senior leadership team, with the necessary status and authority, to be responsible for matters relating to child protection and welfare at both the senior school and junior school. *Keeping Children Safe in Education* (2026) refers to this person as the Designated Safeguarding Lead but s/he may be known as the Designated Safeguarding Person by the City of York Safeguarding Children Partnership.

8.2 The DSL role (and that of the DDSLs) is set out in full in *KCSIE* 2026 Annex B and this should be explicit in the DSL's job description. They should be a senior member of staff on the School's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matters of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the student's new school
- be aware of students who have a social worker
- act as the Designated Teacher for Children or Young People in Care (LAC), in liaising with the relevant Virtual Head to support and promote the welfare and education of children with a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- See Appendix 4.

NOTE: the DDSLs are trained to the same level as the DSL and will deputise when the DSL is unavailable, thus the role described above and in Appendix 4 also applies to DDSLs.

8.3 The DSL has the freedom to act in all matters of student welfare and protection within the School, underpinned by necessary levels of authority.

8.4 The DSL shall be given the time, funding, training, resources and support to enable him/her to fulfil his/her child welfare and safeguarding responsibilities effectively and to provide advice and support to other staff on child welfare and safeguarding matters.

8.5 If the DSL is unavailable his/her duties will be carried out by one of the Deputy DSLs. In addition, the Designated Lead Practitioner for EYFS will assist the DSL in carrying out the role in the EYFS provision.

If, by exception, the DSL(s) cannot be reached, and there is considered to be a serious safeguarding risk to a student, staff should contact Children's Social Care and/or the police directly (contact details at the front of this policy) and inform the DSL as soon as possible, of their actions.

8.6 The name and contact details of the DSL(s) including emergency contact numbers, are set out in the front of this policy.

9. Staff Responsibilities

9.1 All staff should:

(a) read and have understood **Part One** of KCSIE. If working directly with children, staff should also read Annex A. The School may make alternative suitable arrangements, such as face-to-face training to ensure that all staff are able to access the information in Part One.

(b) receive appropriate safeguarding and child protection training, including online safety training at induction and which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

(c) be aware of systems within the School which support safeguarding.

(d) be aware of the signs of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection.

(e) be aware of children who may need support with their mental health.

(f) have due regard to the duty to prevent people from being drawn into terrorism.

(g) follow procedures when a child goes missing from education.

(h) be aware that there is a specific legal duty on teachers, if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must personally report this to the police. They should discuss any such cases with the DSL and social care. All other staff should refer FGM concerns to the DSL.

(i) be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In

many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of nude or semi-nude images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

(j) be aware of the local arrangements around the targeted early help level of Family Help and understand their role in it, in line with Working Together to Safeguard Children, 2026.

(k) know what to do if a child tells them they are being abused, neglected or exploited and know how to manage the requirement to maintain an appropriate level of confidentiality, whilst understanding that information can be shared responsibly for the purposes of safeguarding.

(l) should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment; nor should a victim ever be made to feel ashamed for making a report.

(m) be aware of the process for making referrals to children's social care where there are concerns about a child's welfare, along with the role they might be expected to play in subsequent assessments.

(n) always liaise with the DSL where there are safeguarding concerns about a child.

(o) understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance.

(p) if, after a referral, the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

(q) refer concerns to the Head, where there are concerns about another staff member, or the DSL in the Head's absence.

(r) refer concerns to the Head (Senior School) where there are concerns about the Head of the Junior School.

(s) refer concerns to the Chair of Governors where there are concerns about the Head (Senior School).

(t) raise concerns about poor or unsafe practices and potential failures in the School's safeguarding regime and, where necessary, have regard to whistleblowing procedures (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School).

(u) Maintain an attitude of **'it could happen here'** where safeguarding is concerned.

(v) When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Note: Do not assume a colleague or another professional will take action and share information that might be critical in keeping children safe, and be mindful that early

information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If in any doubt about sharing information, staff should speak to the DSL. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.

10. Safer Recruitment

10.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate Recruitment Policy.

10.2 The School maintains a Single Central Register of appointments for all staff.

10.3 All staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the School or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

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

10.5 The School's protocol for ensuring that visiting speakers (whether invited by staff or students) are suitable, including content being age-appropriate for the student audience, and are appropriately supervised is set out in the School's separate Visiting Speakers Policy.

10.6 Please refer to the Lease Agreement (available from the Bursar) for details of the School's protocol for ensuring that safeguarding arrangements are in place when the School premises are being used by organisations or bodies, other than Bootham School. External groups hiring the Bootham School premises must submit the relevant documentation in line with expectations in the DfE guidance: After School Clubs, Community Activities and Tuition – Safeguarding Guidance for Providers, 2023. This will then be reviewed by the Bootham School DSL.

11. Training

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

11.2 Induction

(a) All staff will be provided with induction training that includes:

(i) this policy;

(ii) the School Behaviour policy;

(iii) the staff Code of Conduct; (also available on the staff portal under the umbrella of the Safeguarding policies)

(iv) the Whistleblowing procedure; (also available on the staff portal under the umbrella of the Safeguarding policies)

(v) the Children Missing Education policy; (also available on the staff portal under the umbrella of the Safeguarding suite of policies)

(vi) the identity, role and contact details of the DSL and nominated deputies;

(vii) child protection training in accordance with City of York Safeguarding Children Partnership procedures; and

(viii) a copy of Part 1 and Annex A of *Keeping Children Safe in Education* (2026) or access to alternative training which covers Part 1 (for staff not working directly with children).

(b) Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is included in induction training and contained in the *IT Acceptable Use Policy* and *Staff Code of Conduct* which are available in the Staff Handbook, or on the staff portal. It includes the acceptable use of technologies, staff/student relationships and communications, the use of social media, and details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with students.

11.3 Safeguarding and Child Protection update training

(a) All staff members and the nominated governor undertake appropriate child protection training which is updated annually.

(b) All staff working directly with children receive updates to this policy along with Part 1 and Annex A of *Keeping Children Safe in Education* (2026). Staff not working directly with children (as determined by governing body) will receive updates and be signposted to read Part One of *KCSIE* 2026, or receive an alternative form of training which covers Part One. All staff are required to confirm that they have read/received and understood the information within these.

(c) Staff development training includes annual safeguarding updates for KCSIE, and training on particular issues such as online safety and preventing radicalisation, as required.

11.4 Designated Safeguarding Lead training

The Designated Safeguarding Lead and Designated Safeguarding Deputies undertake child protection training to provide them with the knowledge and skills required to carry out the role. They undertake inter-agency working and Prevent training, updated at two-

yearly intervals. In addition to their formal training they update their knowledge and skills on a rolling basis.

11.5 Safer Recruitment Training is available to all relevant staff and governors, who are involved in the recruitment process

11.6 All training is carried out in accordance with City of York Safeguarding Children Partnership procedures.

11.7 A record will be kept of all safeguarding training received by all members of staff.

12. Teaching Students About Safeguarding

12.1 The School teaches students about safeguarding through the curriculum and PSHE. For example: specific coping strategies around consent, assertiveness, harassment and assault. This includes guidance on adjusting behaviour to reduce risks (particularly online), building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

12.2 Students are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PHSE education appropriate to their age and stage of development. This is in line with the requirements specified in: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025).

12.3 Students are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. The School's concerns and complaints procedure for students sets out in writing what students should do if they have a worry or complaint.

13. Online Safety

13.1 The School seeks to protect and educate the whole school community in its use of technology and has established mechanisms to identify and respond to any incident as appropriate. The DSL has overall responsibility for online safety in the school and the Director of Digital Learning is the school's "online safety lead."

13.2 The use of technology, including AI, has become a significant component of many safeguarding issues by providing a platform that facilitates child sexual exploitation, radicalisation, sexual predation and other forms of harm. The breadth of issues is considerable and ever evolving (KCSIE, 2026 p.163). Online safety issues fall into four broad areas of risk:

(a) content: being exposed to illegal, inappropriate or harmful material

(b) contact: being subjected to harmful online interaction with other users

(c) conduct: personal online behaviour that causes or increases the likelihood of harm

(d) commerce: online gambling, inappropriate advertising, phishing and financial scams

13.3 The School has appropriate filters and monitoring systems in place to help ensure that IT is used in line with the Student Acceptable Use policy without placing unreasonable restrictions on their teaching, learning and personal development. The School filters and logs all internet access to ensure that only age appropriate information can be accessed. Extremist, illegal and pornographic material is blocked for all users. The information gathered may be used in disciplinary actions, and will provide evidence of crime to law enforcement.

13.4 The School's systems are monitored and reviewed by the DSL and IT Manager in line with the UK Safer Internet Centre guidance on appropriate filtering and monitoring, to ensure that they are effective in limiting students' exposure to the above risks when using the school network (UK Safer Internet Centre) https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring

13.5 The School is mindful of the need to balance the protection of students alongside a degree of 'acceptable risk' which is reflective of the wider society that children and young people must learn to navigate.

13.6 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of tutorial / pastoral activities. All Senior School students have to complete, and get full marks on, an on-line Student Acceptable Use and e-safety quiz on an annual basis. Students who have not completed the quiz will have very restricted internet access, whilst mindful that this should not lead to unnecessary restrictions on learning. All Junior School pupils discuss the acceptable use agreement with their class teacher, with years 5 and 6 completing an online quiz and other year groups signing the agreement in their planner.

13.7 All staff and students are required to abide by the School's IT Acceptable Use Policies. Additional guidance is contained in the staff Code of Conduct and the Senior School document 'What to do at Bootham'.

13.8 Staff and students are expected to keep their personal passwords private and safe, and staff should be vigilant to student use of the school's computers to ensure that they are not exposed to inappropriate material. Staff should report any breaches or concerns to the IT manager and the DSL without delay.

13.9 Staff receive safeguarding induction and regular updates on issues including online safety, and students are taught about safeguarding, including online safety, as part of the PSHE programme.

13.10 As well as reporting any concerns about content accessed to the DSL / IT Manager, staff should also utilise 'teachable moments' in order to support the development of online risk management for students.

13.11 The School will consider guidance around the safety considerations and legal responsibilities of using Generative AI (either teacher-facing or student-facing), KCSIE, 2026 p.165.

13.12 School staff who are in regular contact with parents and carers use these communications to reinforce the importance of children being safe online. As a school we understand that our parents/carers are likely to find it helpful to understand what systems we use to filter and monitor online use. We understand how important it is for the students' parents/carers to be aware of what their children are being asked to do online, including the sites they will be asked to access.

13.13 Specific guidance relating to online safety in EYFS settings can be found at

https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers

14. Mobile Phones

14.1 The School's policy on the use of mobile phones and cameras in the school, **including the EYFS setting**, is as follows:

(a) Bootham School (junior, nursery – yr6 and senior, yrs7 - 11) is a phone free school during the time period defined as the school day: Mon – Fri 08:40 – 17:15, Sat – 08:45 – 12:25. Expectations are in line with statutory guidance, *Mobile Phones in Schools, DfE, 2026.* The School's Student Acceptable Use Policy sets out clear expectations regarding mobile phones. College students (yrs 12 and 13) may use their mobile phones in ***the college area only.***

(b) Regulations regarding boarding students' access to personal technology outside of normal school hours, including access to 3/4/5G, can be found in the Boarding Student Handbook.

(c) Bootham School's Staff Acceptable Use Policy sets out the expectations for members of staff in relation to the use of ICT equipment. Staff and visitors are not permitted to use mobile phones in communal areas (including corridors or outside) but may use their phone in an office or private space. There may be exceptions to this rule, such as, in the event of an emergency when PE staff are supervising sporting fixtures at a distance from the main school building. Some staff (DSL/MOD/Boarding) may also carry a duty phone.

(d) Specifically in the Junior School, since EYFS children have access to all areas across the junior school site, staff should not carry a personal mobile phone or any other personal device capable of accessing the internet and/or taking or storing images in areas where there are children. They should be stored in areas of the school to which pupils do not have regular access such as offices or the staffroom. Staff, supply staff and volunteers will only be permitted to use mobile devices and cameras in accordance with the guidance set out in the Staff Code of Conduct and Use of Student Images Policy.

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

15. Early Help

15.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families. School may be the lead point of contact in providing community-based early help for children and families.

15.2 The School understands that providing community-based early help is more effective in promoting the welfare of children than reacting later and may reduce the need for statutory service intervention.

15.3 The School's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those students who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs or has certain health conditions and has specific additional needs;
- special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;

15.4 If community-based early help is appropriate, School may be required to lead on this process and/or support other agencies and professionals in an early help assessment. In most circumstances the early help assessment process will be led by the DSL or a

DDSL. The matter will be kept under review and consideration given to a referral to children's social care for an assessment of services under the targeted early help level of Family Help, if the student's situation appears to be getting worse, or does not appear to be improving.

16. Contextual Safeguarding / Extra Familial Harm

16.1 The School assesses the risks and issues in the wider community when considering the wellbeing and safety of its students.

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

b) All staff, but especially the DSL (and deputies), should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare. The 'three houses' tool may be a useful, non-threatening, way to explore this. (See Appendix 5)

c) Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence and harassment.

d) All staff understand the importance of intra familial harms, and will provide any necessary support for siblings following any such incidents.

17. Identifying children and young people who are suffering or likely to suffer significant harm (see also Appendix One)

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

17.2 Concerns of potential significant harm should always lead to help for the child at some point.

17.3 Exploitation, abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused or exploited by an adult or adults, or another child or children

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

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

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

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

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

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

18. Children Potentially at Greater Risk of Harm

18.1 All children should be protected but some groups of children are potentially at greater risk of harm:

(a) Children who need a social worker (Family Help/Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

(b) Children missing/absent from education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Unexplainable and/or persistent absences from education, can be an indicator that a child or young person is at risk from abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

The School monitors attendance carefully and addresses poor or irregular attendance without delay.

The School follows up with parents/carers when students are not at school. School requires at least two up to date contact numbers for parents/carers. Parents should remember to update the School as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2026) the School has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions). See CME Policy
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location
    c. remain medically unfit beyond compulsory school age
    d. are in custody for four months or more (and will not return to school afterwards); or
    e. are permanently excluded

We will ensure that students who are expected to attend the School, but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date.

The full Children Missing/Absent in Education policy is available on the staff portal.

(c) Elective Home Education (EHE)

The School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. Where a parent expresses their intention to remove a student from School with a view to educating at home, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker. The School will notify the local authority if a student is no longer attending and is being home educated.

(d) Children requiring mental health support

All staff are aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation. Mental health concerns can sometimes develop into a safeguarding concern. This may include self-harm, signs of an eating disorder, suicidal ideation or suicide.

Bootham School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Staff are in a position whereby they can observe students and identify early those who may be experiencing mental health problems or are at risk of developing one.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken by reporting this to the DSL.

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. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

- Staff know when to escalate their concerns to a member of pastoral, health and wellbeing staff and the safeguarding team.
- Students know that they can attend The Lodge (Health and Wellbeing Centre), or talk to the staff at the junior school, at any time for immediate support.
- Referrals to the School Counsellor can be made by any member of staff, the students themselves or by parents.

- The School Counsellor and The Lodge will always share any safeguarding concerns with the DSL.

The school has nominated a member of staff responsible for promoting wellbeing and mental health in five key areas:

- Health – Lead Nurse
- Education – Head of PSHE and Wellbeing
- SEND – Learning Support (Social and Emotional)
- Safeguarding issues – *Designated Safeguarding Lead
- Junior school – Head

All of which are supported and co-ordinated by the *Deputy Heads.

* (Deputy Heads and DSL are both members of SLT)

Concerns will be managed internally through a joined-up approach by some or all of the following as appropriate:

- Pastoral team
- Lodge team (including the School Counsellor)
- Safeguarding team
- Boarding teams, as appropriate.

The health and safeguarding teams will consider whether the concern can be managed internally, or should also be referred to other agencies e.g. GP, CAMHS, Family Help.

<u>If a student is considered to be in immediate and serious danger, Emergency Services should be called on 999.</u>

(e) Children or young people in care (LAC) and care leavers (PLAC)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The School will hold the information 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 arrangements for seeing family or those with parental responsibility. The School will hold the name of the child's social worker.

The School will designate a member of staff at the junior school and/or senior school, as required, to have specific responsibility to safeguard and promote the welfare and progress of any students at the School who are looked after by a local authority, and to ensure that the School has up-to-date assessment information from the relevant local authority, the most recent care plan, visiting arrangements with family, and delegated authority to carers.

The designated member of staff for looked after children works with the Virtual School Head to discuss how funding can be best used to support the progress of these children, and to ensure that their needs as outlined in their PEP are being met.

The School will assist the local authority in meeting its obligations under the statutory guidance promoting the education of children or young people in care by ensuring that staff have the skills, knowledge and understanding necessary to keep safe any such students at the School.

Bootham School recognises that a child or young person leaving care remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep care leavers safe.

(f) Care leavers

Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

(g) Children with special educational needs and disabilities (SEND) or physical health issues

Staff should be aware that children with special educational needs and disabilities (SEND), or certain health conditions, can face additional safeguarding challenges. These can include:

(i) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition, without further exploration;

(ii) these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

(iii) the potential for children with SEND, or certain medical conditions, being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

(iv) communication barriers and difficulties in managing or reporting these challenges

(h) Children who are lesbian, gay, bisexual, or gender questioning

The School understands that a child or young person who may be lesbian, gay, bisexual or gender questioning are not in themselves an inherent risk factor for harm, however, staff are aware that these children can be targeted by other children and recognises that in some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable. As risks can be compounded where children who are lesbian, gay, bisexual and gender questioning lack a trusted adult with whom they can be open, the School provides dedicated opportunities for students to speak out or share their concerns with members of staff.

School recognises that a student's needs should be assessed holistically in the round and is committed to working in partnership with young people and their parents or carers. Staff provide safe conversation spaces for students to explore thoughts and feelings whilst remaining professionally curious in regards to multiple factors which may impact a young person's life. Where appropriate, the School provides extra pastoral support for gender questioning students along with ensuring any appropriate alternative arrangements are in place. At the Senior School, all students have access to inclusive toilets and an inclusive changing space.

Requests for social transitioning will be responded to sensitively and in line with guidance set out in KCSIE 2026, paragraphs 252 – 282. A record is kept of any alternative arrangements agreed for students who are socially transitioning.

In circumstances where involving parents or carers would constitute a greater risk to the child or young person, the DSL should be contacted to determine what safeguarding actions should be taken prior to any contact with home being made.

19. Safeguarding Issues

19.1 All staff should 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, unexplainable and/or persistent absences from education, and consensual and non-consensual sharing of nude or semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware are detailed in Appendix One. This includes:

a) Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a **specific legal duty** on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex One for further details.

b) Child on child abuse (including harassment and violence)

Students' behaviour towards each other will, in most cases, be covered by the School's *Behaviour Policy.* However, some behaviour of a student towards another may be of a nature that raises safeguarding concerns. Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures outlined in Appendix Three rather than the School's *Anti-Bullying Policy* and the *Behaviour Policy.*

Children are capable of abusing other children, including online. Abuse can take many forms, including bullying, intimate personal relationship abuse and harmful sexual behaviour (for a full list, see KCSIE, 2026 p.191).

The School takes steps to minimise the risk of child on child abuse:

- The School has robust anti-bullying procedures in place (see the School's *Anti-Bullying Policy*) and students are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Where appropriate, individual risk assessments are carried out and kept under review.
- Appropriate action is taken to protect students identified as being at risk, including risks arising from behaviour in boarding houses and students who have additional vulnerabilities, such as special educational needs and disabilities.

Abusive behaviour by students will not be tolerated and must be taken seriously. Abusive comments and behaviour should never be passed off as being normal between young people, or dismissed as "banter" or "part of growing up". Behaviour such as initiation of violence, or any form of sexual violence, or sexual harassment is not acceptable.

c) Harmful Sexual Behaviour including Misogyny, Sexual Violence and Sexual Harassment

Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment, including up-skirting. Harmful sexual behaviour can occur online and offline (both physical and verbal). The School recognises that harmful sexual behaviour, like all child on child abuse, is never acceptable and will be taken seriously. It is important to be aware that harmful sexual behaviour by a child may be a result of them also being 'at risk' in some way. Therefore, the safety and wellbeing of victim(s) and perpetrator(s) should be considered.

Although it is more likely that girls will be the victims and boys perpetrators, all child on child abuse is unacceptable and will be taken seriously.

The School recognises that even if there are no reported cases of child on child abuse, such abuse may still be taking place but not being reported.

See Hackett's Continuum which may be used in helping to assess inappropriate sexual behaviour (Appendix 6).

The School has access to the online safety resource centre London Grid for Learning (LGFL) who provide advice on how to teach young children about being tricked into getting 'undressed' online in a fun way, without scaring them or explaining the motives of sex offenders.

20. Concerns About a Student

20.1 If staff have any concern about a student's welfare, they should report their concern to the DSL immediately, either in person or via CPOMS.

(a) The contact details of the DSL(s) are set out in the contacts list at the front of this policy.

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

20.2 Teachers must report known cases of female genital mutilation (FGM) to the police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

20.3 If the concern involves an allegation or concern raised about a member of staff this must be reported in accordance with the procedures set out in Appendix 3 and parts 1 and 4 of KCSIE (2026).

21. Allegations Against Students (Child on child abuse)

21.1 Allegations against students should be reported in accordance with the procedures set out in this policy in Appendix 3.

21.2 If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE 2026 as well as taking into account the local response of the police and children's social care to these issues.

21.3 The views of the alleged victim will be taken into account, but will not be determinative.

21.4 All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed.

21.5 Appropriate support will be provided to all students involved, including support from external services as necessary.

21.6 The School will reassure all those involved that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. The School will ensure that abuse that occurs online or outside of school is not downplayed and is treated equally seriously. The School will never give those involved the impression that they are creating a problem by reporting sexual violence or sexual harassment. Equally they will never be made to feel ashamed for making a report. The School always explains that the law is in place to protect children and young people rather than criminalise them, and that staff do this in such a way so as to avoid alarming or distressing them.

22. Safeguarding concerns, low level concerns and allegations made about staff, including supply teachers, volunteers and contractors

22.1 The School has procedures for dealing with allegations against staff, governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or

unfounded allegations. These procedures are set out in Appendix 3 and follow Part 4 of *Keeping Children Safe in Education* (2026).

22.2 The School aims to create and embed a culture of openness, trust and transparency, in which the values and expected behaviour set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

22.3 The School recognises the possibility that adults working in the school may harm children.

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

22.5 Any concerns about the conduct of other adults in the School should be taken to the Head of the Senior School (in relation to Senior School staff) or the Head of Bootham Junior School (in relation to Junior School staff) without delay. If the concern relates to the Head of Bootham Junior School, this should be referred to the Head of the Senior School. Any concerns about the Head (Senior School) should go to the Clerk of Governors who can be contacted by e-mail as listed at the front of this policy.

22.6 The Head (Senior School/Junior School) will decide whether the concern is an allegation or low-level concern (see Appendix 3). The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not automatically meet the threshold for referral to the Local Authority Designated Officer (LADO). Consultative advice may still be sought from the LADO.

23. Informing Parents

23.1 Parents will normally be kept informed as appropriate of any action to be taken under the procedures outlined in sections 21 and 22. However, in following the City of York Safeguarding Children Partnership interagency safeguarding procedures, there may be circumstances when the DSL will need to consult the Head, the designated officer, children's social care and/or the police before discussing details with parents.

23.2 Further details about the disclosure of information where an allegation has been made against a member of staff appear in Appendix 3.

24. Record Keeping

Bootham School and Bootham Junior School

24.1 All concerns, discussions and decisions made, and the rationales for those decisions, should be recorded in writing, either handwritten or recorded electronically. Rationales will be logged on CPOMS.

24.2 Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

The report should be recorded on CPOMS and the DSL notified, either in person or via CPOMS, as soon as possible. Handwritten notes or information should be uploaded to CPOMS.

24.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved until uploaded to CPOMS or passed to the DSL.

24.4 Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- a rationale for decisions made, including instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

24.5 If in doubt about recording requirements, staff should discuss with the DSL.

24.6 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 3 should be followed.

24.7 Concerns are followed up as per policy, involving other agencies as required, and the trail recorded on CPOMS.

25. Confidentiality and Information Sharing

25.1 School has a duty to share information for the purpose of safeguarding children and young people from harm and in order to promote individual welfare. The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children, 2026.

25.2 When sharing confidential information about a member of staff or student, the School has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

25.3 The School notes that *Keeping Children Safe in Education* (2026) p.145 and 146, data protection laws do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. This includes allowing practitioners to share information without consent.' (KCSIE 2026 para 144).

25.4 Where allegations have been made against staff, the School will consult with the designated officer and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

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

26. Additional Reporting

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

a) Health and Safety Executive

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

b) Charity Commission

The School is a registered charity and will report all serious incidents to the Charity Commission promptly in accordance with the guidance How to Report a Serious Incident in your Charity (Charity Commission, January 2026).

c) Disclosure and Barring Service (DBS)

A referral to the DBS will be made promptly if the criteria are met. See Appendix 3, 5.1-5.2 for further details.

d) Teaching Regulation Agency (TRA)

Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have been dismissed if he/she had not resigned. See Appendix 3, 5.3 for more details.

e) Ofsted

The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision registered with Ofsted (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

f) Boarding Schools Association (BSA)

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

g) UK Visas and Immigration

In the event that a student holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the student misses ten consecutive expected contact points. Each time the School's attendance register is completed this is treated as a contact point for these purposes.

27. Secure School Premises

27.1 The School will take all practicable steps to ensure that school premises are as secure as circumstances permit, reviewing this on a regular basis.

27.2 The School operates an electronic sign in system at Reception. All visitors must sign in on arrival and sign out on departure. All visitors will be given a lanyard and name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises. A blue lanyard with photo ID (staff) and green (contractor/governor) lanyard indicates that the wearer has been DBS checked and does not need to be supervised and/or accompanied on site. Visitors with red lanyards and visitor badges must be supervised; they are accompanied by a member of staff or appropriately vetted volunteer whilst on the School premises for the duration of their visit.

Contractors, who report directly to the Estates Office (Senior School) or the Caretaker (Junior School) are registered in the same way.

Please also refer to the School's Visitor Policy.

27.3 All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must have staff supervision during their visit.

27.4 The School has developed a lockdown procedure which is to be used in the event of an external threat to the safety of students and staff.

28. Raising Concerns

28.1 If a member of staff or volunteer is concerned that the appropriate action has not been taken, s/he should report the matter again in accordance with this policy and if the concern continues, the matter should be reported directly to children's social care.

28.2 Staff and volunteers should also feel able to follow the School's separate *Whistleblowing policy* to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see Page 5: "**Other contacts for staff**" for the relevant details). Staff may also report to the Charity Commission if the School, as a charity, fails to deal with concerns appropriately.

29. Monitoring and Review

29.1 The DSL will ensure that the procedures set out in this policy are reviewed in accordance with her/his responsibility to oversee the effectiveness of policies and the annual review process, working with the governors as necessary.

29.2 In addition, the DSL will meet regularly with the nominated governor with responsibility for safeguarding to review any recent cases or other developments.

29.3 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governors' Meeting. Where an incident involves a member of staff, the designated officer will assist in this review to determine whether any improvements can be made to the School's procedures.

29.4 Any deficiencies or weaknesses identified in regard to child protection arrangements, at any time, will be remedied without delay.

29.5 In order to facilitate effective oversight by the governors, a safeguarding update will be given at each meeting of Governors' Meeting.

29.6 In addition, the Governors' Meeting will ensure that the DSL will undertake a review of this policy annually. The outcome of the annual review by the DSL will be reported to the Governors' Meeting who will review this policy and the implementation of its procedures, including good cooperation with local agencies, and consider proposed amendments to the policy from the DSL and its own members before giving the revised policy its final approval. Detailed minutes recording the review will be made.

Date of last review:	September 2026
Person responsible:	Designated Safeguarding Lead
Review group:	Pastoral Boarding and Safeguarding Committee
Approval group:	Governors' Meeting
Date of next review:	September 2027

Appendix One

Forms of Abuse and Neglect and Specific Safeguarding Risks

1 **Abuse and Neglect**

1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults, or by another child or children. This can include the impact of witnessing ill-treatment, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

1.2 Abuse is used to describe a range of ways in which people harm children. It should be remembered that:

- Children can suffer from one or a combination of the forms of abuse (see below for details of the types of abuse).
- Abuse can take place in the home, at school or anywhere a child spends their time.
- Abuse can take place wholly online. Technology can be used to facilitate online abuse.
- It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability including those with special needs.
- In almost all cases the abuser is someone known (and often trusted) by the child, for example, a parent, other relative or family friend.
- Abuse can occur between two or more students.

2 Part 1 of *Keeping Children Safe in Education* (2026) defines the following types of abuse:

2.1 Physical abuse

(a) Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

(b) Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

(c) Possible signs of physical abuse include:

(i) Children with frequent injuries

(ii) Children with unexplained or unusual fractures or broken bones

(iii) Children with unexplained bruises or cuts, burns or scalds or bite marks

(iv) Improbable excuses given to explain injuries

(v) Refusal to discuss injuries

(vi) Untreated injuries

(vii) Arms and legs covered in hot weather

(viii) Admission of punishment which appears excessive

(ix) Bald patches

(x) Withdrawal from physical contact

(xi) Unnaturally compliant with parents

(xii) Fear of returning home

(xiii) Fear of medical treatment

(xiv) Self-destructive tendencies

(xv) Aggression towards others

(xvi) Running away

(xvii) Unexpected patterns of absence

2.2 Emotional abuse

(a) Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

(b) It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

(c) It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

(d) It may involve seeing or hearing the ill-treatment of another, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

(e) Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

(f) Possible signs of emotional abuse include:

(i) Children who are excessively withdrawn, fearful or anxious about doing something wrong

(ii) Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'

(iii) Parents or carers blaming their problems on their child

(iv) Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

(v) Persistently withholding love and affection which are essential to a child's natural emotional development

(vi) Constantly shouting at, threatening, or demeaning the child

(vii) Persistently being over-protective to the extent that the child is not allowed to mix with others

(viii) Racial or other forms of harassment that undermines a child's self-esteem and prevents the child developing positive self-image

(ix) Regularly humiliating a child, threatening to send them away from home or tell them their parents wish they were dead or never born

(x) Over reaction to mistakes

(xi) Sudden speech disorders

(xii) Fear of new situations

(xiii) Neurotic behaviour (such as rocking, hair twisting, thumb sucking)

(xiv) Self-mutilation

(xv) Fear of parents being contacted

2.3 Sexual abuse

(a) Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

(b) The activities may involve physical contact, including assault by penetration (for example rape, oral sex or penetration by object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

(c) They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

(d) "up-skirting" i.e. someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) or cause the victim humiliation, distress or alarm, is now a criminal offence

(e) Sexual abuse is not gender or age specific and can be committed by anyone.

(f) Possible signs of sexual abuse include:

(i) children who display knowledge or interest in sexual acts inappropriate to their age

(ii) children who use the sexual language or have sexual knowledge that you wouldn't expect them to have

(iii) children who ask others to behave sexually or play sexual games

(iv) children with physical sexual health problems, including soreness or damage to the genital or anal areas.

(v) running away

(vi) sexually transmitted infections

(vii) unexpected pregnancies in young girls

(viii) unexplained urinary tract infections and discharges or abdominal pain

(ix) telling of a 'friend with a problem of abuse'

(x) sudden changes in school or work habits

(xi) being afraid of certain people

(xii) being withdrawn, isolated or excessively isolated

(xiii) depression, suicide or self-loathing

(xiv) anorexia / bulimia / disordered eating

2.4 Neglect

(a) Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

(b) Neglect may occur during pregnancy as a result of maternal substance abuse.

(c) Once a child is born, neglect may involve a parent or carer failing to:

(i) provide adequate food, clothing and shelter (including exclusion from home or abandonment);

(ii) protect a child from physical and emotional harm or danger;

(iii) ensure adequate supervision (including the use of inadequate care-givers); or

(iv) ensure access to appropriate medical care or treatment.

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

(e) Possible signs of neglect include:

(i) constant hunger

(ii) fad diets forced on child

(iii) constant tiredness

(iv) poor personal hygiene

(v) poor state of / or inappropriate or inadequate clothing e.g. not having a winter coat

(vi) children who are living in dangerous conditions, i.e. around drugs, alcohol or violence

(vii) emaciation, pot belly, short stature

(viii) poor skin tone and hair tone

(ix) frequent lateness or non-attendance at School

(x) untreated medical problems

(xi) destructive tendencies

(xii) low self esteem

(xiii) neurotic behaviour

(xiv) poor social relationships

(xv) running away

(xvi) compulsive stealing or scavenging

(xvii) multiple accidents and accidental injuries

Specific Safeguarding Issues

3. *Keeping Children Safe in Education* 2026, Annex A contains links to sources of information and advice on other specific safeguarding issues including:

- child abduction and community safety incidents
- child criminal exploitation (CCE) and child sexual exploitation (CSE)
- children and the court system;
- children missing from education;
- children with family members in prison;
- child criminal exploitation and child sexual exploitation;
- county lines;
- modern slavery and the national referral mechanism;
- cybercrime;
- domestic abuse
- homelessness;
- honour-based abuse (including Female Genital Mutilation and Forced marriage)
- preventing radicalisation
- the Prevent duty
- child on child abuse;
- serious violence
- sexual violence and sexual harassment between children in schools and colleges

3.1 Additional information is also available in the DfE advice "What to do if you're worried a child is being abused", from sources such as the NSPCC and The City of York Safeguarding Children Partnership, and from the School's DSL.

3.2 Staff should be particularly aware of the safeguarding issues set out below and of the issues set out in Section 17 'Children Potentially at Greater Risk of Harm'.

a) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

The School has measures in place to safeguard the security of the site and staff are aware of the need to be vigilant regarding unfamiliar or unauthorised individuals on, or in the close vicinity of the school grounds. Unknown adults on site will be politely challenged by staff and directed to Reception where they can sign in.

b) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age appropriate guides to support children 5-11-year olds https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

and 12-17-year olds. https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds

The guides explain each step of the process, support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

If the school becomes aware that a student is involved in a court case, then support will be offered, with reference to the above guidance.

c) Children with family members in prison

Children with family members in prison are known to be at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If the school becomes aware of a student in this situation support will be offered in line with this information.

d) Child Sexual Exploitation (CSE)

(a) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

  (i) in exchange for something the victim needs or wants, and/or

  (ii) for the financial advantage or increased status of the perpetrator or facilitator.

(b) The victim may have been sexually exploited even if the sexual activity appears consensual.

(c) Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(d) Child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young

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

(e) CSE can occur over time or be a one-off occurrence

(f) Staff should be aware that child sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. Some young people who are being sexually exploited do not exhibit any external signs of this abuse.

(g) The key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, going missing from home for periods of time, alcohol or drug misuse, sexually transmitted infections, being secretive. Indicators of CSE can also be children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant.

(h) The School will consider whether a referral should be submitted to Children's Social Care and whether information should be passed onto the Police.

e) Child Criminal Exploitation (CCE)

(a) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

(i) in exchange for something the victim needs or wants, and/or

(ii) for the financial or other advantage of the perpetrator or facilitator and/or

(iii) through violence or the threat of violence.

(b) The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

(c) CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

(d) Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

It is important to note that the experience and the indicators of girls and boys being criminally exploited may not be the same.

f) County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

The key to identifying potential involvement in County Lines are missing episodes both from home and from school, when the victim may have been trafficked for the purpose of transporting drugs.

Home Office County Lines guidance is available here:
https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals.

g) Modern Slavery and the National Referral Mechanism

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

The School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken where there are concerns of this nature regarding a student.

h) Serious Violence

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

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries; and
- unexplained gifts or new possessions (which may also indicate a child is at risk of criminal exploitation).

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. being male, having been frequently absent or

permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

i) Cybercrime

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

Cyber-dependent crimes include:

- unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;
- denial of Service (Dos or DDos) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;
- making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.

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

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

j) Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

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

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The School understands that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). The School understands that all of this can have a detrimental and long-term impact on a student's health, well-being, development, and ability to learn.

The School is part of Operation Encompass meaning it may be informed of domestic abuse incidents between a child's family members. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

k) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. In most cases the school will be considering homelessness in the context of students who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the DSL should ensure appropriate referrals are made based on the child's circumstances.

l) Honour Based Abuse (including Female Genital Mutilation (FGM) and Forced Marriage)

Honour-based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Whilst all staff should report their concerns about FGM to the DSL, Teachers must **personally** report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.

- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Forced Marriage

- The school has access to information online from The Forced Marriage Unit (FMU). This offers multi-agency practice guidelines: handling cases of forced marriage and, multi-agency statutory guidance for dealing with forced marriage. Government guidance on forced marriage is also available at GOV.UK (www.gov.uk) School staff are aware they can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
- In 2022 The Marriage and Civil Partnership Act changed the law to make it illegal for 16 and 17 year olds to get married or become civil partners in England and Wales. The new legal age to marry will be 18. It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

m) Mental Health

All staff are aware that mental health problems can, in some cases, develop into safeguarding concerns and be potential indicators for abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

These could include:

• significant changes in behaviour,

• ongoing difficulty sleeping,

• withdrawing from social situations,

• not wanting to do things they usually like, and

• physical signs of self-harm or neglecting themselves.

If staff have a mental health concern about a child that is also a safeguarding concern, Immediate action should be taken by speaking to the DSL.

n) Preventing Radicalisation and the Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

(a) The Government has defined the following in the Prevent strategy:

(i) **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: 1) negate or destroy the fundamental rights and freedoms of others; or 2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3) intentionally create a permissive environment for others to achieve the results in (1) or (2) *(Govt Guidance, March 2024).*

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

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

(b) Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL.

The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

o) Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

p) Channel and Additional Support

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The DfE has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The Home Office has developed three e-learning modules :

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers

q) Child on Child Abuse

Children can abuse other children of any age and sex (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse, challenge any abusive behaviours between children and know how to identify it and respond to reports of such behaviour. It can manifest itself in many ways that include, but are not limited to:

(a) bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

(b) abuse within intimate personal relationships between peers

(c) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

(d) 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;

(e) sexual violence and sexual harassment

(f) up-skirting

(g) consensual and non-consensual sharing of nude and semi-nude images and/or videos - (also known as sexting and youth produced sexual imagery)

(h) initiation / hazing type violence and rituals

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Any concerns regarding child on child abuse need to be reported to the DSL.

r) Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and lesbian, gay, bisexual and gender questioning children are at greater risk.

There should be a zero-tolerance approach to abuse as dismissing or tolerating such behaviours risks normalising them, potentially leading to a culture of unacceptable behaviours.

Staff should:

- always challenge inappropriate behaviours;
- always make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- never tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,

- always challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

s) Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school.

Sexual violence can be:

- Rape: Intentionally penetrating the vagina, anus or mouth of another person with the penis, or object without reasonable belief of consent
- Assault by Penetration: Intentionally penetrating the vagina or anus of another person with a part of her/his body or anything else without reasonable belief of consent
- Sexual Assault: Intentionally touching another person in is sexual way without reasonable belief of consent. Sexual assault covers a very wide range of behaviour including kissing or touching someone's bottom/breasts/genitalia.
- Causing someone to engage in sexual activity without consent e.g. forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

t) Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. This may include:

- sexual comments e.g. making sexual remarks about appearance; calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour e.g. deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature. (Depending on its nature this may cross into sexual violence).
- online sexual harassment which may include consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
  (Taking and sharing nude photographs of U18s is a criminal offence);

u) Sharing Nude and Semi-Nude Images (including those generated via AI)

Sharing nude and semi-nude images is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, laptops i.e. any device that allows you to share media and messages. They may be altered or created using AI. The creation, possession

or supplying of AI generated Child Sexual Abuse Material (CSAM), is a criminal offence, *Crime and Policing Act, 2026.*

Sharing nude and semi-nude images may also be referred to as trading nudes, dirties or pic for pic.

Creating and sharing sexual photos and videos of anyone under 18 is illegal. It also presents a range of risks which need careful management by schools and other agencies when responding.

Staff should report any incident involving sharing nudes and semi-nudes to the DSL without delay.

The DSL will follow the UK Council for Child Internet Safety (UKCIS) guidance in Sharing Nudes and Semi-nudes in schools and colleges: responding to incidents and safeguarding young people. This includes:

(a) holding an initial review meeting with appropriate school staff.

(b) conducting subsequent interviews with the young people involved (if appropriate).

(c) informing parents at an early stage and keeping them involved in the process (unless there is good reason to believe that involving them would put the young person at risk of harm).

(d) making a referral to children's social care and/or the police immediately if at any point in the process there is a concern a young person has been harmed or is at risk of harm.

Staff should not view shared nude and semi-nude images unless there is good and clear reason to do so. Under no circumstances should staff copy, print or share the imagery; it is illegal to do so. (See Appendix 3 for further guidance on dealing with incidents involving sharing nude and semi-nude images).

Staff receive safeguarding induction and regular updates on issues including sharing nudes and semi-nudes, and students are taught about safeguarding, including sharing nudes and semi-nudes, as part of the PSHE programme.

v) Upskirting

Upskirting typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence.

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

All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing nude and semi-nude images.

w) Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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

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

School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

Appendix Two

Guidance for staff on suspecting or hearing a complaint of abuse

1 Disclosures or information may be received from students, parents or other members of the public. The 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 and follow the guidance in this policy.

The Centre of Expertise on Child Sexual Abuse (CSA) has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse. Support and advice can be found at Supporting Practice in tackling child sexual abuse – CSA Centre.

2 Action staff must take

2.1 A member of staff suspecting or hearing a complaint of abuse:

(a) must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

(b) must not ask leading questions, i.e. a question which suggests its own answer;

(c) must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person who will ensure that the correct action is taken; and

(d) must keep a sufficient written record of the conversation, including, where possible, details of what, where, when and who, along with the date and approximate time of both the disclosure and the reported incident.

2.2 The report should be recorded on CPOMS and the DSL notified, either in person or via CPOMS, as soon as possible.

2.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved until uploaded to CPOMS or passed to the DSL.

2.4 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 3 should be followed.

2.5 If there is a risk of immediate serious harm to a child and it is not possible to report to the DSL, a referral should be made directly to children's social care immediately.

3. Use of reasonable force

There are circumstances when it would be appropriate for staff to use reasonable force to safeguard students. 'Reasonable' in these circumstances means using no more force than is needed. Staff should refer to the School's Use of Reasonable Force policy, the Staff Code of Conduct and KCSIE, 2026 p.203 – 205 for more detailed guidance about the use of reasonable force.

AppendixThree: Procedures

Dealing with Complaints of Abuse

1.

(a) Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

(b) The child protection training provided to staff considers the types and signs of abuse staff should be aware of. (See Appendix 1)

(c) If a member of staff is concerned that a student may be suffering harm, the matter will be referred to the DSL as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 2 must be followed. A member of staff may refer a matter to children's social care directly although this would normally happen only in exceptional circumstances such as in an emergency or if there was a genuine concern that appropriate action had not been taken.

(d) It is not the responsibility of the School staff to investigate or determine the truth of any disclosure or allegation of abuse. School staff are not empowered to undertake investigations as this is the legal responsibility of child protection agencies (children's social care and/or the police). All staff, however, have a duty to recognise concerns and maintain an open mind and ensure they take action in accordance with this policy.

(e) In all cases the paramount concern is the welfare of the child, and School staff must act accordingly. The School's procedures are not intended to prevent any person from making an immediate referral to children's social care if there is a risk of immediate serious harm to a child.

NOTE: ***Anyone can make a referral if they have concerns. Parental consent is not required for referrals to statutory agencies if a child is at risk of significant harm***

(See page 5 for relevant contact details)

2. **Action by the Designated Safeguarding Lead**

(a) On being notified of a complaint or suspicion of abuse, the action to be taken by the DSL will take into account:

(i) the local inter-agency procedures of the Multi-Agency Safeguarding Partnership in the area where any child affected resides. Partnership and the agreed thresholds for referral for children in need of additional help and support (Family Help/section 17, Children Act 1989) or where it is thought a child is suffering or is likely to suffer significant harm (section 47, Children Act 1989);

(ii) the nature and seriousness of the suspicion or complaint. Where a complaint involves a criminal offence, Children's social care and/or the police will be consulted and, where appropriate, a referral made.

(iii) the child's wishes or feelings

(iv) duties of confidentiality, so far as applicable.

(b) If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm or likely significant harm, a referral to children's social care will be made without delay (and within 24 hours of being notified of the concern). Out of hours referrals will be made to the Local Authority emergency duty team.

(c) If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care within 24 working hours of the initial referral. If no response or acknowledgment is received within three working days, the DSL will contact children's social care again.

(d) In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with an appropriate agency and/or with children's social care and, where appropriate, an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Support within the School will be provided through the School's pastoral structure. Decisions to seek such support for a student will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the student will be at risk of significant harm.

(e) All information and action taken, including reasons for any decision made, will be fully documented. All referrals to children's social care will be accompanied by a standard referral form.

Flowchart for raising Safeguarding concerns

Dealing with allegations of child on child abuse

1.1 Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies.

1.2 In the event of disclosures about child on child abuse, all students involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported within school by appropriate staff members (e.g. tutor, HOY, The Lodge, School Counsellor) and support from external agencies will be sought, as appropriate.

1.3 When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment (See Appendix 5). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- other children (and, if appropriate, staff) at the School

1.4 In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

1.5 In investigating the allegations the School will take advice from the multi-agency safeguarding partnership and will take all appropriate action to ensure the safety and welfare of all students involved, including the alleged victim and perpetrator.

1.6 Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the student and appropriate specialist support offered.

1.7 If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the multi-agency safeguarding partnership, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the multi-agency safeguarding partnership and/ or the Police as appropriate.

1.8 A student against whom an allegation of abuse has been made may be suspended from the School during the investigation.

Student Missing/Absent from Education

1.1 The School will inform the local authority of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of ten school days or more, or at such intervals as are agreed between the School and the local authority. If the School is unable to gain contact with the student and family, the local authority will be notified within 5 working days.

1.2 The School will notify the local authority when it is about to remove a student's name from the school Admission Register at a non-standard transition point under any of the fifteen grounds listed in the Education (Pupil Registration) (England) Regulations 2006. When removing a student's name, the notification to the local authority will include:

(a) the full name of the student

(b) the full name and address of any parent with whom the student normally resides

(c) at least one telephone number of the parent

(d) the student's future address and destination school, if applicable, and

(e) the ground in regulation 8 under which the student's name is to be removed from the admission register.

1.3 The School will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student's name from the register if the deletion is under regulation 8 (1), sub-paragraphs (f) (iii) and (h) (iii).

1.4 The School will notify the local authority within five days of adding a student's name to the admission register at a non-standard transition point. The notification will include all the details contained in the admission register for the new student.

1.5 The School is part of Operation Endeavour, a joint initiative between City of York Children's Services and North Yorkshire Police, in order to help safeguard children and young people at risk of harm from going missing.

1.6 Please see the School's separate *Children Missing/Absent in Education* policy and *Missing/Absent student and Attendance* policy for further details.

Sharing Nude and Semi-Nude Images

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

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

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

1.4 Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

1.5 The DSL may in exceptional circumstances view images when:

(a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;

(b) it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the student or parent in making a report; or

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

1.6 Where viewing an image is unavoidable:

(a) viewing should take place on School premises wherever possible;

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

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

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

(e) any member of staff who views an indecent image should be given appropriate support.

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

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

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

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

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

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

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

Dealing with allegations against members of staff including the Designated Safeguarding Lead, the Head, volunteers and contractors

1 **The School's procedures**

1.1 The School's procedures for dealing with allegations made against staff will be used where it is alleged that a member of staff including the DSL, the Head, governor or volunteer has:

(a) behaved in a way that has harmed a child, or may have harmed a child

(b) possibly committed a criminal offence against or related to a child or

(c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

(d) behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2 Any allegations not meeting these criteria will be dealt with in accordance with the City of York Safeguarding Children Partnership procedures. Advice from the designated officer (previously known as the LADO) will always be sought in borderline cases.

1.3 All such allegations must be dealt with as a priority without delay.

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

1.5 Where the School is not the employer of an individual, the school still has a responsibility to ensure allegations are dealt with appropriately and that we liaise with the relevant parties (this includes supply teachers volunteers and contractors).

1.6 Whilst schools are not the employer of supply teachers, the School should ensure allegations are dealt with properly. In no circumstances should the School decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the designated officer to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

1.7 The School will always follow: The CYSCP practice guidance and DfE Guidance, *Keeping Children* Safe in Education 2026, Part 4.

2 **Reporting an allegation against a member of staff including the Designated Safeguarding Lead, the Head (Senior School), Head of Bootham Junior School, governor, volunteer or contractor**

2.1 Where an allegation or complaint is made against any member of staff, other than the Head (Senior School) but including the Head of Bootham Junior School, DSL, governor, volunteer or contractor, the matter should be reported immediately to the Head of Bootham Senior School or, in the Head's absence, to the DSL or Chair of Governors. This

should be done without informing the member of staff. Where appropriate, the Head will consult with the DSL and the allegation will be discussed immediately with the designated officer (the LADO) before further action is taken.

2.2 Where an allegation or complaint is made against the Head (Senior School), the matter will be reported immediately to the Chair of Governors without first notifying the Head. Again, the allegation will be discussed immediately with the designated officer (LADO) before further action is taken.

2.3 If it is not possible to report to the Chair of Governors in the circumstances set out above, a report will be made immediately to the DSL or, if s/he is unavailable, to one of the nominated designated safeguarding deputies. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors or Safeguarding Governor.

2.4 The person taking action in accordance with the procedures in this Appendix is known as the 'case manager'. This will normally be the Head of Bootham School or, in the Head's absence or in the case of an allegation against the Head, the Chair of Governors.

2.5 Where there is a conflict of interest in reporting an allegation or a complaint to the Head, it should be reported immediately to the LADO.

NOTE: The school will not investigate any allegation as listed in 2.1 to 2.3 above, before referring to the LADO

3 Disclosure of information

3.1 The case manager will inform the accused person of the allegation as soon as possible after the designated officer has been consulted.

3.2 The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

3.3 Where the designated officer advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of *Keeping Children Safe in Education* (September 2026) and the School's employment procedures.

4.2 If the decision is made to suspend an employee during the investigation of an allegation relating to a safeguarding issue, s/he will be suspended on full pay and without prejudice

pending the outcome of the investigation. If the employee is a member of resident staff arrangements will be made to accommodate her/him off site during the investigation.

4.3 Any member of staff who raises a concern about a colleague in good faith will be protected against retribution, victimisation or detriment, in accordance with the School's Whistleblowing policy (this policy is available on the staff portal under the umbrella of the Safeguarding suite of policies).

5 Ceasing to use staff

5.1 If the School ceases to use the services of a member of staff or volunteer because s/he is unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the governors without delay.

5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

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

6 Unsubstantiated, false or malicious allegations

6.1 Where an allegation by a member of staff is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Discipline policy.

6.2 Where an allegation by a student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour policy.

6.3 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

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

7 Record keeping

7.1 Details of allegations found to be malicious will be removed from personnel records.

7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached

normal pension age or for a period of ten years from the date of the allegation, if this is longer.

7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

8 Low Level Concerns

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their personal mobile phone (when this is not linked to the recording of a specific school event or trip for marketing purposes);
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

8.2 If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

8.3 Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

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

8.5 Low-level concerns should be recorded in writing on an **amber form**, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

8.6 Records must be kept confidential, held securely and comply with the Data Protection Act 2018. They will be kept securely in the Head's office along with rationale for any decisions and actions.

8.7 The School will retain such information, at least until the individual leaves their employment.

8.8 Records should be reviewed at least once every half term by the Head in conjunction with the DSL so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

8.9 If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

8.10 The records' review might identify that there are wider cultural issues within the School, that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

8.11 The rationale for all decisions and actions taken must be recorded.

NOTE: low-level concerns will be reported to the same person and in the same way as allegations made under paragraph 2.1 above, as per guidance provided by City of York Safeguarding Children Partnership.

Appendix Four

Role of the Designated Safeguarding Lead

The following is extracted from *KCSIE 2026* Annex B: Role of the Designated Safeguarding Lead

7.8 **The DSL will**:

a) Manage referrals:

(i) Refer cases of suspected abuse to the local authority children's social care as required

(ii) Support staff who make referrals to local authority children's social care

(iii) Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required

(iv) Support staff who make referrals to the Channel panel

(v) Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

(vi) Refer cases where a crime may have been committed to the Police as required (the guidance NPCC- When to call the police should help DSLs understand when they should consider calling the police and what to expect when they do.)

(vii) If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves

(viii) Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police

(ix) Access a range of advice to help them identify children in need of additional mental health support

b) Work with others

(i) Act as a point of contact with the three safeguarding partners

(ii) As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member

(iii) Liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

(iv) For a Child or Young Person in Care (LAC) have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child

(v) Liaise with staff on matters of safety and safeguarding (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies; and

(vi) Act as a source of support, advice and expertise for staff

(vii) Hold information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes

c) Undertake training

(i) Undergo training to provide them with the knowledge and skills required to carry out the role. This training should provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care and should be updated at least every two years.

(ii) Undertake Prevent awareness training and Action Counter Terrorism (ACT) Training

(iii) Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply 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/) 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 so they:

(iv) Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

(v) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

(vi) Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;

(vii) Are alert to the specific needs of children in need, those with special educational needs and young carers;

(viii) Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

(ix) Are able to keep detailed, accurate, secure written records of concerns and referrals, including the rationales for decisions made;

(x) Understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

(xi) Obtain access to resources and attend any relevant or refresher training courses;

(xii) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

(xiii) 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;

(xiv) Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

(xv) Takes lead responsibility for reviewing the school's Filtering and Monitoring standards, and undertakes regular training in this area.

d) Raise awareness

(i) Ensure the school's child protection policies are known, understood and used appropriately.

(ii) Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this.

(iii) Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

(iv) Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.

(v) Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

e) Manage child protection files

(i) Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.

(ii) In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

(iii) Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific

retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.

(iv) Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.

(v) Ensure that the appropriate local authority is informed where the child leaves the school.

f) Availability

(i) During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable

(ii) It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

(iii) It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.

(iv) Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

Role of Governors: Safeguarding

Safeguarding Governor: Job Description

Oversight of safeguarding policies and procedures.

Duties and Responsibilities

The link governor for safeguarding will:

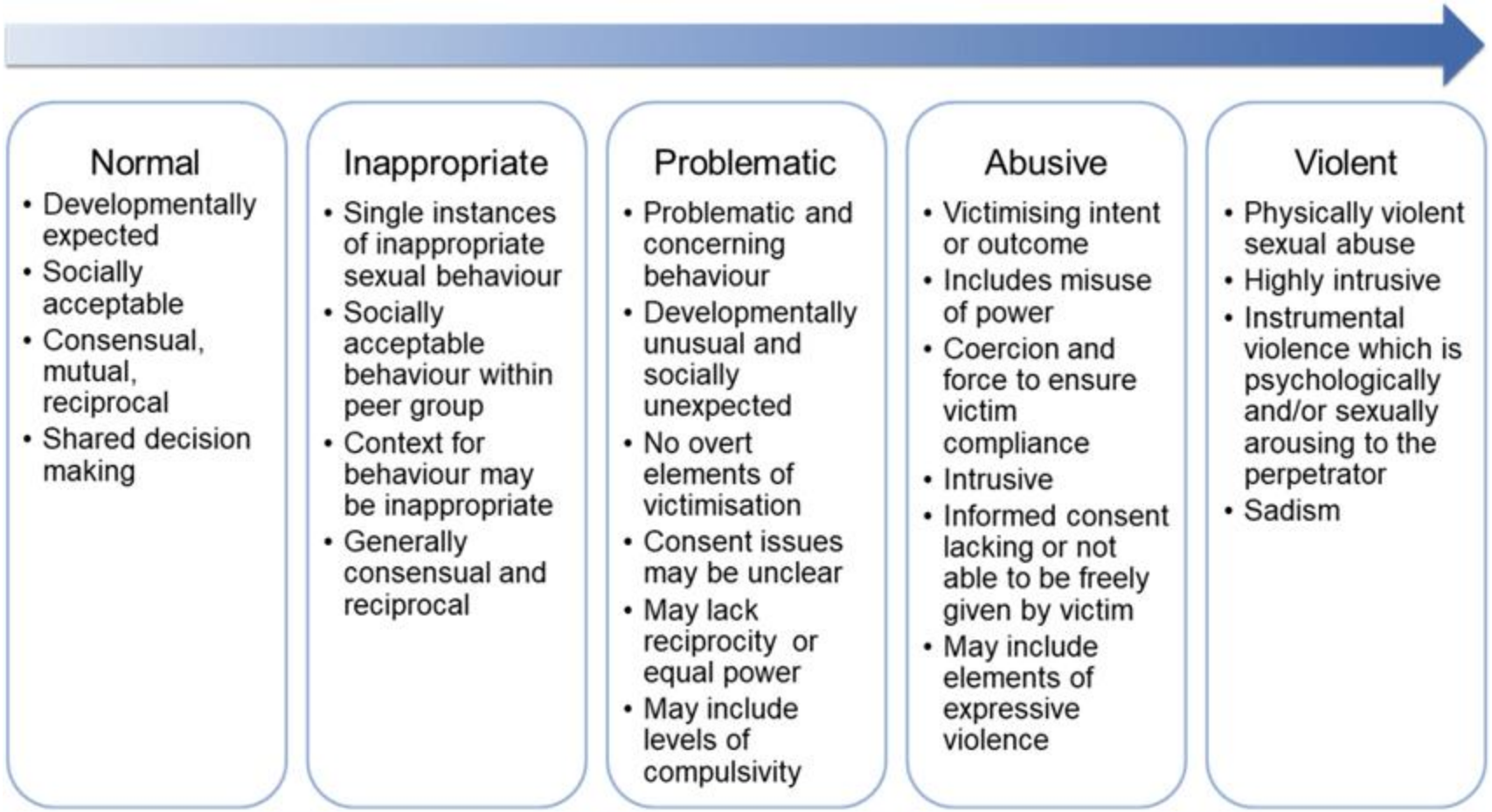
1. Keep up to date with statutory guidance relating to safeguarding and child protection and advice from the City of York Safeguarding Children Partnership (CYSCP)
2. Attend appropriate training for their role
3. Ensure there are suitable and up-to date policies for child protection (CPS policy) / staff Code of Conduct and behaviour / handling allegations against staff and volunteers
4. Ensure that the school has appropriate safeguarding responses to children who go missing from school to help identify the risks of abuse, neglect and exploitation and to help prevent further incidents
5. Ensure the school has appropriate online filters and monitoring systems in place
6. Report back to the governing body about safeguarding issues and developments (CPS Policy) at least annually, including any incidents which have implications for policy
7. Ensure other members of the governing body have an understanding of their safeguarding responsibilities
8. Ensure there is a DSL with deputies (as appropriate)
9. Ensure the DSL has the time, resources and training to do an effective job and that they are part of the leadership team
10. Ensure there is a teacher to promote the educational achievement of looked after children and that this person has appropriate training
11. Meet regularly with the DSL. Monitor effectiveness of policies and procedures and that staff, volunteers and governors have had the appropriate safeguarding training
12. Ensure the curriculum covers safeguarding, including online safety
13. Monitor the single central record (SCR), along with the DSL
14. Ensure the governing body regularly assesses risks associated with safeguarding issues e.g. historical records, mental health, body image, self harm, missing children, radicalisation, children as carers, SEN children, EAL children, sexual exploitation, FGM, cyberbullying etc.
15. Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective, and support the delivery of a robust whole school approach to safeguarding. They should ensure that training is regularly updated.

Appendix Five – Useful tools resources -Three Houses Tool

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Appendix Five – Useful tools resources -Hackett's Continuum of Sexual Behaviour (2010)

Not all sexual behaviour between young people is harmful and when responding to instances of peer-on-peer sexual harm it is important to understand if the behaviour is developmentally appropriate and acceptable or potentially harmful or abusive. The following continuum can help.



Appendix Five - Useful tools resources – Individual Risk Assessment – Harmful Behaviour

HARMFUL BEHAVIOUR – INDIVIDUAL RISK ASSESSMENT & MANAGEMENT PLAN

KEY INFORMATION	
NAME	
DATE OF BIRTH	
LOCAL AUTHORITY	
TELEPHONE NUMBER	

RISK ASSESSMENT Basis of assessment (e.g. risk factors, reports/disclosures, multi-agency discussion, chronology)

Brief history of the harmful behaviour Include 5 Ws (When, Where, What, Who, Why)	
Describe any events and behaviours that tend to precede/follow an episode of harmful behaviour.	
Identify key factors that may contribute to the behaviour (Predisposing, Precipitating, Perpetuating, Protective)	
If the harm was against another person provide brief details including any vulnerabilities	

RISK MANAGEMENT PLAN Risk(s) to be managed e.g. interpersonal violence, sexual violence, self harm)

MEASURES OF CHANGE	
Behaviours to monitor (including Early warning signs)	Indicators of positive change

Risk(s)	
Who is at risk	
Current risk rating (likelihood x consequence)	
Control/Preventative measures	
Risk rating with preventative measures (likelihood x consequence)	

RISK MATRIX (Likelihood x Consequence)			
Likelihood	**Consequence**		
	1 Low (Minor)	2 Medium (Serious)	3 High (Major)
1 Low (Rare or improbable)	**1 Low**	**2 Low**	**3 Med**
2 Medium (Occasional)	**2 Low**	**4 Med**	**6 High**
3 High (Regular or frequent)	**3 Med**	**6 High**	**9 High**

RISK ASSESSMENT AND MANAGEMENT PLAN			
	Name	Role	Date
Completed by			
Authorised by			

Review Date	**Reason for Review**

Appendix Six - Abbreviations

CAMHS	Child and adolescent mental health services
CCE	Child Criminal Exploitation (including County Lines and Trafficking
CME	Children missing in education
CSE	Child sexual exploitation
CYC	City of York Council
CYSCP	City of York Safeguarding Children Partnership which includes MASH; MAST
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	The UK Government's Department for Education
DSL	Designated Safeguarding Lead
DT	Designated Teacher for looked after and previously looked after children
EYFS	Early Years Foundation Stage (birth to five years old)
FGM	Female Genital Mutilation
GDPR	General Data Protection Regulations
HBA	Honour Based Abuse
HOY	Head of Year
ISI	Independent Schools' Inspectorate
ISSR	Independent School Standards Regulations
KCSIE	Keeping Children Safe in Education publication
LAC	Looked After Children (looked after by a local Authority)
LADO	Local Area Designated Officer
LM	Leadership Meeting (Senior Management Team)
MASH	York Multi Agency Safeguarding Hub
MAST	Multi-Agency Screening Team (North Yorkshire)
NMS	National Minimum Standards for Boarding schools
NRM	National Referral Mechanism
NSPCC	National Society for the Prevention of Cruelty to Children
NYCC	North Yorkshire County Council
PACE	Police and Criminal Evidence Act
PLAC	Previously looked-after children
PSHE	Personal, Social Health and Economic Education
RSE	Relationships and Sex Education
SAUP	Student Acceptable Use of IT policy
SMSC	Spiritual, Moral, Social and Cultural development
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and disabilities
TRA	Teaching Regulation Agency
UKCIS	UK Council for Internet Safety
VH	Virtual Head for LACs
WT	Working together to Safeguard Children publication

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