



QUEEN ETHELBURGA'S COLLEGIATE CHILD PROTECTION POLICY

Updated February 2017.

Reviewed April 2016 SGi/JHa.

Reviewed and updated re KCSiE July 2016 JHa/SGi. Further reviewed September 2016 EPa.
To be reviewed September 2017.

Reviewed February 2017. JHA/KBU/JHA.

To be reviewed September 2017.

See Section 5 for details of review procedure.

This policy is available on the Collegiate web site at <http://www.ge.org>

Authorised by	The Collegiate Board
Signed Chair of the Collegiate Board
Date	
Effective date of the policy	February 2017

KEY CONTACTS (See Appendix 2 for more detail)

Principal: Mr Steven Jandrell	Contact: sj@ge.org 01423 333302
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The **Designated Safeguarding Lead** for Queen Ethelburga's Collegiate is a member of the Leadership Team. She and her **Deputy Designated Safeguarding Lead** have lead responsibility for child protection across the Collegiate. They are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their contact details are prominently displayed in the academic and boarding settings.

Named personnel with designated responsibility for Child Protection

Designated Safeguarding Lead and Prevent Officer	Deputy Designated Safeguarding Lead and Deputy Prevent Officer	Member of The Collegiate Board of Directors with responsibility for Safeguarding and Prevent	Chair of The Collegiate Board
Susan Ginger Head of Boarding Contact: childprotection@ge.org 01423 333418	Erica Papaglimis Head of Pastoral Care Contact: childprotection@ge.org 01423 333506	Karen Howells-Lee Contact: khowellslee@eandl.co.uk 01423 333248	Amy Martin Contact: amy@tus.org 01423 333303

Additional Child Protection Officers - principal Level 3 trained staff

Name	Role
Tracy Holt	Deputy Head of Boarding (Pastoral Care)
Mike Dawson	Deputy Head of Boarding
Karin Bunting	Head of Collegiate Quality and Compliance
Rebecca Thackray	Assistant Head of Pastoral Care, Welfare

Details of all level 3 trained staff can be found in appendix 5.

Local safeguarding children board (LSCB)	Safeguardingunit@northyorks.gov.uk 01609 532477
Children's social care	Social.care@northyorks.gov.uk 01609 780780
Contact details for LADO (acronym still employed by North Yorks)	Rosemary Cannell rosemary.cannell@northyorks.gov.uk 01609 534974 Susan Crawford Susan.Crawford@northyorks.gov.uk 01609 532152
Advice and support about extremism	Carolyn Hardman and Mark Antonelli 01609 643580 Prevent@northyorkshire.pnn.police.uk
Reporting FGM to local police	101

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

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INTRODUCTION

This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "the Collegiate" - including EYFS and boarding.

In line with *Keeping Children Safe in Education 2016*, this policy aims to protect children from maltreatment and prevent impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is a broader term than child protection. It is what a school should do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed.

This policy is in line with:

- the North Yorkshire Safeguarding Children Board Child Protection Procedures www.safeguardingchildren.co.uk;
- The school's duty under the Children Act 2004 to co-operate with other organisations and agencies
- Keeping Children Safe in Education 2016
- What To Do If You Are Worried A Child is Being Abused 2015
- Recommendations from national and local Serious Case Reviews
- Teaching Standards 2012
- Education (Independent School Standards) Regulations 2014
- National Minimum Standards for Boarding Schools 2015
- Working Together to Safeguard Children 2015
- Prevent Duty Guidance for England and Wales 2015
- Safer Working Practice For Those Who Work With Children in Education Settings 2015

This policy applies to all adults, including volunteers, working in or on behalf of the Collegiate and also covers situations where a student suffers harm at the hands of another student or students.

Safeguarding is everyone's responsibility.

If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

"Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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 ... School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.." *Keeping Children Safe in Education 2016*

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

COLLEGIATE COMMITMENT

The Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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

The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into

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terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Collegiate will take all reasonable measures to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area and to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

The Collegiate recognises that children may be in need of support or at risk from harm. In line with **North Yorkshire inter-agency procedures**, and in accordance with Working Together to Safeguard Children 2015, whenever necessary, the Collegiate is committed to inter-agency working, to the **team around the child (TAC)** approach, and to working in the best interest of the child.

Section 1

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

Please see also separate Safe Recruitment Policy

The Collegiate will practise safer recruitment in checking the suitability of staff, Collegiate Board and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in *Keeping Children Safe in Education; the Education (Independent School Standards) Regulations 2014; the National Minimum Standards for Boarding Schools 2015; the Statutory Framework for the Early Years Foundation Stage*; and the guidance given in Disqualification under the *Childcare Act 2006*.

2. Safer Working Practice

Please see also separate Staff Code of Conduct

The Collegiate has adopted and makes all staff and volunteers aware of issues in the updated guidance promoted by North Yorkshire in *Guidance for Safer Working Practice for those working with Children in Education 2015* <http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf> and NSPCC Briefing *The role of schools, colleges and academies in protecting children from grooming and entrapment* www.nspcc.org.uk to ensure that staff are safe and aware of behaviours which should be avoided.

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

- conform to the Staff Code of Conduct (**which includes guidance for staff on one-to-one teaching**);
- are responsible for their own actions and behaviour, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- do not take mobile phones into the kindergarten or early years areas and any photographs taken of children/students throughout the Collegiate must be officially sanctioned for work purposes and taken with the camera provided;
- only post on School-approved social networks (e.g. school Facebook page) and do not identify by full name any children in photographs taken in Chapter House, Kindergarten or Foundation Stage;
- work in an open and transparent way;
- discuss and/or take advice from Collegiate management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards, regardless of gender or sexuality or any other protected characteristic under the Equality Act 2010;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

A risk assessment is in place and regularly reviewed with regards to CCTV, mobile phones and camera usage within the Early Years. The Collegiate has an Acceptable Use Policy, to which all staff must adhere. **Visitors and parents** are asked not to post photographs of other people's children on social media sites without the express permission of those children's parents.

3. Related School Practices

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

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard students and staff;

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- providing effective guidance to students on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and E-safety;
- having robust procedures to ensure students' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of students with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid, medical and nursing care in case of injury or illness;
- providing a confidential listening service.

The Collegiate has in place a separate **Whistleblowing Policy** which staff and volunteers should feel able to follow to raise concerns about poor or unsafe safeguarding practices at the Collegiate, potential failures by the Collegiate or its staff to properly safeguard the welfare of students or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

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

Related policies include:

Safe Recruitment Policy (available to staff in the Policies and Procedures folder in the Staff Shared / Inspection area of the intranet)

Staff Code of Conduct (available to staff in the Policies and Procedures folder in the Staff Shared / Inspection area of the intranet)

Whistleblowing Policy (available to staff in the Policies and Procedures folder in the Staff Shared / Inspection area of the intranet)

Meeting the Needs of Students with Medical Conditions

Acceptable Use Policy

E-safety Policy

First Aid and Medical Policies

Anti-Bullying Policy

Educational Visits Policy

Equal Opportunities Policy

4. Safeguarding Information for students

The Collegiate is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have senior members of staff with responsibility for child protection and know who these are. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

The following Information is made available to students:

- Childline posters and Rights4me posters
- The Collegiate's arrangements for consulting with and listening to students including School Council, Boarding Council and SNAG (food committee)
- The name and contact details of the independent listener
- The Collegiate's student concerns and complaints procedure.

We make students aware of these arrangements through form time, Personal Development lessons, house meetings and assemblies. Personal Development lessons include issues of preventing extremism and keeping themselves safe (See Scheme of Work). Prefects receive Child Protection training.

Students can also raise issues, confidentially, about which they are concerned using the 'Stop' facility on

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the school network.

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

5. Partnership with Parents

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

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. Referrals to children's social care will not, therefore, be compromised by issues of parental confidentiality, and it may be necessary to refer an allegation without parental consent. See also Section 3:8 about information sharing.

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

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

6. The Designated Safeguarding Lead

The Collegiate Board has appointed a member of the Collegiate's Leadership Team with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

If the Designated Safeguarding Lead is unavailable, her duties will be carried out by the Deputy Designated Safeguarding Lead. In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable.

A number of Child Protection Officers have also been appointed to assist the Designated Safeguarding Lead in carrying out this role (See front page). Additionally, a group of senior managers are trained to Level 3 and can provide support (see Appendix 5 for the list).

The names and contact details of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Child Protection Officers are set out on the front page of this policy. The DSL is also the lead for safeguarding in EYFS.

The main responsibilities of the Designated Safeguarding Lead are set out in Annex B of KCSiE and include:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies including situations where abuse may be perpetrated by another student or students;
- Act as a source of support, advice and expertise within the educational establishment;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required;

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- Liaise with the Principal to inform him of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- As required, liaise with the "case manager" and the designated officers at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with the Principal in ensuring that action taken is in accordance with the advice and guidance received from children's services, the LADO and/or the police;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral (Prevent awareness training will be a part of this);
- Have a working knowledge of how LSCBs operate, inter agency working, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the Collegiate's child protection policy, especially new and part time staff;
- Ensure that all staff have induction training and everyone supports a culture of listening to children;
- Keep detailed, accurate, secure, written records of child protection issues and/or concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years;
- Keep up-to-date with recent guidance;
- In addition to formal training, knowledge and skills should be refreshed at regular intervals, at least annually, e.g. via bulletins, meeting other DSLs, or access to new reading material.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually and work with the Collegiate Board regarding this;
- Ensure this policy is publicly available;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Maintain links with the North Yorkshire Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding;
- Where a child leaves the Collegiate, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new establishment separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure put in place to protect them.

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

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

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:

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

7. Roles and Responsibilities

The Collegiate Board will ensure that:

- the Collegiate has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on the QE website and to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks **and supervisions** are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority, locally agreed inter-agency procedures and government guidance;
- there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy). **This is explicit in their job descriptions** (Annex B KCSiE);
- the Designated Safeguarding Lead has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;
- the school has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers – on induction;
- a designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training;
- staff undertake appropriate child protection training and read at least Part 1 of KCSiE;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a member of The Collegiate Board is nominated to be responsible for liaising with the relevant local authority and partner agencies in the event of allegations of abuse being made against the Principal or a member of The Collegiate Board and will take action in accordance with the advice and guidance received from children's services, the LADO and/or the police. A member of The Collegiate Board is nominated to fulfil this role in the event of allegations of abuse being made against a member of The Collegiate Board;
- they recognise the importance of information sharing between professionals and local agencies;
- the Collegiate has appropriate safeguarding responses to children who go missing from education;
- they recognise the expertise of staff managing safeguarding on a daily basis, encouraging staff to contribute to and shape safeguarding arrangements and child protection policy;
- they ensure that children are safeguarded from potentially harmful and inappropriate online material, with appropriate filters and monitoring systems;

- where services or activities are provided on the premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Collegiate on these matters where appropriate;
- they carry out a review of safeguarding arrangements, including this policy, each academic year.

The Principal will ensure that:

- the policies and procedures adopted by the Collegiate Board are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- all children are taught about safeguarding and children who cause harm, or whose actions could cause harm, to others are dealt with under school disciplinary procedures (including e-safety)
- personal appropriate CP training is regularly updated
- action taken is in accordance with the advice and guidance received from children's services, the LADO and/or the police.

All staff and volunteers (including temporary staff)

- Staff must adhere at all times to the Staff Code of Conduct which has advice on appropriate staff behaviour and how to avoid risk of harm or allegations of harm to a students;
- Recognise that they have a responsibility to provide a safe environment in which children can learn;
- attend appropriate training;
- fully comply with the Collegiate's policies and procedures, including the staff Code of Conduct and the whistle-blowing policy;
- recognise that "it can happen here" and act in the interests of the child;
- ensure that they know who the Designated Safeguarding Lead is and are aware of her/his role;
- recognise that they have a responsibility to identify children who are suffering or are likely to suffer, significant harm and those who may be in need of extra help or support, even if they are not suffering harm or at immediate risk;
- take appropriate action, inform the designated person of any concerns, and work with other services as needed;
- understand that, whilst the normal school procedure is to report concerns about a child to the Designated Safeguarding Lead in the first instance, **anyone can make a referral to CSC** and they should escalate their concerns for the child, if they do not feel those concerns have been taken seriously and/or procedures have not been followed and/or the child's situation does not appear to be improving, or if there is immediate risk to the child.
<http://www.safeguardingchildren.co.uk/section-15-procedures.html#concerns>
- read and take note of Part 1 of KCSIE
- understand that action taken must be in accordance with the advice and guidance received from children's services, the LADO and/or the police.

8. Training and Staff Induction

All training will be carried out in accordance with the North Yorkshire Safeguarding Children Board procedures. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available. All staff will be provided with a copy of Pt 1 of KCSIE at induction.

Designated Safeguarding Lead

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead undertake child protection

training and attends training in inter–agency and refresher training at least every 2 years, together with appropriate Prevent duty training as advised by local agencies.

Child protection training

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

The Principal and all school staff, including non-teaching staff and the Collegiate Board, undergo child protection training on induction, **to include radicalisation and Prevent**, which is updated regularly in line with advice from the LSCB. Staff development training will also include training in online safety and, where appropriate for them, the online general awareness training module on Channel. Where changes are made to guidance (e.g. KCSIE), staff will be formally updated. Other updates may be given informally e.g. via email or at staff briefings.

Additionally, the Collegiate will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health. Staff are required to undertake supplementary online training, to enhance their knowledge and skills.

The Chair of The Collegiate Board and the Child Protection Advisor of The Collegiate Board for child protection attends training in the “Role and Responsibilities of the Governing Body for child protection” and training as necessary to enable them to fulfil their safeguarding responsibilities.

Induction

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

- understand the Child Protection Policy and procedures, including the Staff Code of Conduct;
- understand individual staff responsibilities to ensure that concerns for the safety of a child (both children in need and children at risk of harm) are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- respond in a timely and appropriate way including appropriate communication with children
- understand the identity and role of the Designated Safeguarding Lead and Deputy;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have knowledge of safeguarding and KCSIE issues, including a copy of KCSIE Part 1 2016;
- understand that the risk of radicalisation is a safeguarding issue.

Child Protection advice is also available from Children’s Social Care and North Yorkshire Police .

9. Early Years Foundation Stage (EYFS)

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

- This policy complies with the Statutory Framework for the Early Years Foundation Stage September 2014 and the statutory guidance Disqualification under the Childcare Act 2006
- Early Years provision is registered with OfSTED and complies with EYFS Section 3.

Section 2

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

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

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (KCSiE 2016 para 14). Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

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

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

See Appendix 1 for details of signs of abuse. The North Yorkshire Safeguarding Children Board can provide advice on the signs of abuse and the NSPCC website is also a good source of information and advice.

If staff are unsure about identifying abuse or neglect they should speak to the Designated Safeguarding Lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Definitions

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

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 and 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 Queen Ethelburga’s Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential *to become the best they can, with the gifts they have.*

preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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 of a child, though it may occur alone.

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

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

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

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

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

Specific safeguarding issues

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

bullying including cyberbullying
 children missing from education*
 children missing from home or care
 child sexual exploitation*
 domestic violence
 drugs
 fabricated or induced illness
 faith abuse
 female genital mutilation*
 forced marriage*
 gangs and youth violence
 gender-based violence / violence against women and girls
 hate
 mental health
 private fostering
 preventing radicalisation (see below)*
 relationship abuse (including teenage relationships)
 sexting
 trafficking

More information on those marked * can be found in Annex A of KCSiE.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Other forms of honour-based violence: HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, but also forced marriage (illegal in England and Wales) and practices such as breast ironing. All forms of HBV should be regarded as abuse and reported accordingly. For guidance on forced marriage, the Forced Marriage Unit can be contacted on fm@fco.gov.uk .

All staff must be aware of the requirement for teachers to report according to the policy where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students. This mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

Radicalisation and the Prevent duty

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

The Collegiate aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Collegiate is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

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

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

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

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

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances."

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

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day to day behaviour becoming increasingly centred around an extremist ideology group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

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

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

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

The DfE's briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting students at risk.

Section 3

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff and volunteers follow the North Yorkshire Safeguarding Children Board Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'.

It is **not** the responsibility of staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect must be reported in accordance with these procedures prior to any discussion with parents.

1. Reporting a concern

Staff and volunteers must immediately report:

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

A member of staff or volunteer must report concerns to the Designated Safeguarding Lead or in her absence, the Deputy Designated Safeguarding Lead or one of the Child Protection Officers. If the concern involves an allegation against a member of staff or volunteer, the procedures in Section 4 of this policy should be followed. A flowchart for actions where there are concerns about a child is given in KCSiE 2016 Pt 1. All concerns, discussions and decision made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

2. Responding to Disclosure

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

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

Action to be taken

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

Staff will:

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

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

All matters should be reported to the Designated Safeguarding Lead as soon as possible (or the Deputy Designated Lead or one of the Child Protection Officers in her absence), unless it is an allegation against a member of staff in which case the procedures set out in Section 4 of this policy should be followed.

*If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to the children's social care or the police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made. Staff should follow up on a referral, should the local authority not notify, within one working day, their decision on action to be taken.*

From October 2015, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. Unless a teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

3. Action by the Designated Safeguarding Lead

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

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child;
- the appropriateness of early help;
- whether to make an enquiry to the Customer Service Centre **01609 780780** to establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register);
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Prevention Service, Social Care;
- the child's wishes and any fears or concerns s/he may have, particularly in cases where another student or students may be the perpetrators and what must be done to help the victim feel safe.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services;
- If actions need to be taken to help the victim in situations where another student, or students, are involved and whether this merits action taken under disciplinary procedures.

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead 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, a referral to children's social care will be made without delay (and in any event within 24 hours).

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

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

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

4. Allegations against students

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

The Collegiate will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student[s] accused of abuse.

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

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

5. Action following a Child Protection Referral

It is the responsibility of all staff to safeguard children. It is the role of the Designated Safeguarding Lead to attend multi-agency meetings and provide reports for these. Other Collegiate staff, however, may be asked to contribute.

The Designated Safeguarding Lead will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible and appropriate, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the North Yorkshire Safeguarding Children Board procedures paragraph 6.16
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

6. Missing student and children missing from education procedures

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing.

Please see the Collegiate's separate Missing Student Policy for further details.

Children missing from education

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

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

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

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

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

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

7. Secure premises

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

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

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

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

- The Collegiate's E-Safety Policy and Acceptable Use Policy set out the expectations on students in relation to the use of mobile phones and any mobile device with a camera facility onto the premises.
- Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the Staff Code of Conduct.
- Parents may bring mobile phones or cameras onto the premises but may only take photographs during events such as plays, concerts or sporting events. Such photographs must be for personal use only. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.
- The Collegiate has CCTV on the premises. The Collegiate's policy on the use of CCTV is set out in the CCTV Policy, which applies to the Collegiate including the EYFS setting.

8. Recording and information sharing

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

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

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

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and Designated Safeguarding Lead. These records will be copied and transferred securely to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.' Along with the original child protection file, a record will be kept of when and to which establishment the copy file was sent.

The Collegiate 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 Collegiate will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act 1989* (updated 2004) in accordance with the requirements of *Working together to safeguard children (March 2015)*, the *Prevent Duty Guidance for England and Wales (2015)* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.

Section 4

Allegations regarding person(s) working in or on behalf of the Collegiate provision (including volunteers)

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

- a) behaved in a way that has harmed a child or may have harmed a child;
- b) possibly committed a criminal offence against or related to a child; or
- c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

We will always follow the NYSCB procedures www.safeguardingchildren.co.uk Section 10 *Managing Allegations against Staff & Volunteers*, DfE Guidance *Keeping Children Safe in Education*: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> the NYCC Guidance <http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>

1. Reporting the Allegation

Any allegation or concern about a member of staff (including the DSL) must be reported, without delay, to the Principal. In the Principal's absence, such allegations should be reported to the Chair of The Collegiate Board or in their absence to the Child Protection Advisor of The Collegiate Board, Karen Howells-Lee. Allegations concerning a volunteer must be reported to the DSL or the Principal.

Should the Principal be the subject of an allegation, the allegation must be reported directly to the Chair of The Collegiate Board or in their absence to the Child Protection Advisor to The Collegiate Board, without first notifying the Principal.

Allegations against any member of The Collegiate Board, including the Chair of The Collegiate Board, should be reported to the Child Protection Advisor of The Collegiate Board. Allegations against any other member of The Collegiate Board should be reported to the Chair of The Collegiate Board.

In case of serious harm, the police will be informed from the outset. Those receiving the allegation should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse and must report the matter immediately to the relevant senior person as set out in the paragraphs above. The person to whom the allegation is reported will take action in accordance with the procedures in this section and will be known as the "case manager".

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

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

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

Craven & Harrogate	Rosemary Cannell	01609 534974	07715 540723
	Susan Crawford	01609 532152	07813 005161

2. Disclosure of information

Advice will be taken from the LADO, police and children's social care services, as appropriate, to agree who needs to know and exactly what information can be shared, how to manage speculation, leaks and gossip

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and what, if any, information can be reasonably given to the wider community, to reduce speculation. Consideration will be given throughout to the support and information needs of students, parents and staff.

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

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

The parents of the student[s] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidentiality and data protection and the advice of external agencies.

Where a child protection Strategy Discussion/Meeting is needed, or it is clear that Police or Children's Social Care may need to be involved, information will not be disclosed to the accused or parents until those agencies have been consulted and have agreed what information can be disclosed.

3. Further action to be taken by the Collegiate

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Collegiate will take action in accordance with Part Four of Keeping Children Safe in Education and the Collegiate's employment procedures. Where a member of boarding staff is suspended pending an investigation of a child protection nature, alternative accommodation, away from children, will be found.

4. Following up Allegations of Serious Harm or Abuse

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

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

Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made in respect of any teacher who has been dismissed or has resigned as a result of 'unacceptable professional conduct', 'conduct that might bring the profession into disrepute' or 'for a conviction, at any time, for a relevant offence'.

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

The Collegiate will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the Early Years setting (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

5. Action re Unsubstantiated/False/Malicious Allegations

If an allegation is determined to be unfounded, the Collegiate will refer the matter to Children's Social Care

to determine whether the child concerned is in need of services, or may have been harmed by someone else.

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

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

The Collegiate will consider whether the police should be asked to consider whether any action might be appropriate against the person responsible, whether or not the person is a student or a parent.

6. Record keeping

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

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

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

Section 5

REVIEW OF SAFEGUARDING AT THE COLLEGIATE

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

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

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

Appendix 1

Some of the following signs might be indicators of abuse or neglect (see the guidance *What to do if you're worried a child is being abused*):

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

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

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

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

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

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

- Children who display knowledge or interest in sexual acts inappropriate to their age;

- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of neglect:

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

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional 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 don't take part in education.

All staff should be aware that it may be more difficult to identify abuse and neglect in children with special educational needs and disabilities. Barriers can include:

- **Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;**
- **Children with SEND may be disproportionately impacted by things like bullying, without outwardly showing any signs;**
- **Communication barriers and difficulties in overcoming these.**

Appendix 2 CONTACTS

Advice and Support

PREVENTION SERVICE

Area Prevention Managers

West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knares.	Rachel Copping	01609 533446

Central

Richmondshire	Jos Mortimer	01609 533682
Hambleton North	Sharon Jones	01609 536468
Hambleton South	Margaret Mitchell	01609 536206
Selby Town	Pat Scully	01609 532385
Tadcaster & Rural Selby	David Fincham	01609 534022

East

Whitby & The Moors	Diane Leith	01609 532479
Ryedale	Stuart Davidson	01609 536009
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

Advice and Referral

CHILDREN AND FAMILIES' SERVICE

Customer Service Centre 01609 780780
 Social.care@northyorks.gov.uk

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

For advice please ask to speak to a Team Manager in the Customer Service Centre

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE 101

(Ask for the Serious Crime Team in your area)

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby

Rosemary Cannell Part-time 01609 534974 07715540723

Susan Crawford 01609 532152 07813 005161

North / White Horse / Coast

Karen Lewis 01609 534200 07715 540711

Dave Peat 01609 535646 07814 533363

Managers (part-time):

Alan Critchlow 01609 532320 07715540712

Heather Pearson 01609 532301 07715540741

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

[Safeguard](#)

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

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

Redcar and Cleveland	01642 771500
Stockton on Tees	01642 527764
Darlington	01325 346200
Middlesbrough	01642 726004
Durham	03000 267979
Cumbria	03332 401727
Lancashire	03001 236720
Bradford	01274 437500
Leeds	01133 760336
East Yorkshire	01482 395500
Wakefield	03458 503503
Doncaster	01302 736000
York	01904 551900

PREVENT SUPPORT AND ADVICE

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:
020 7340 7264 and counter-extremism@education.gsi.gov.uk

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

North Yorkshire Police Prevent Team 01609 789188

Email: prevent@northyorkshire.pnn.police.uk

Prevent Duty Statutory Guidance: for England and Wales' March, 2015. It can be downloaded at
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel Guidance can be downloaded at
<https://www.gov.uk/government/publications/channel-guidance>

Appendix 3 Resources

NYSGB (CP Procedures and Training)	www.safeguardingchildren.co.uk
CAPE (Child Protection in Education)	www.cape.org.uk

Keeping Children Safe

www.Fronter.com/northyorks SMSC, Health and Wellbeing and E-safety NYCC Fronter room

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health>

Children Missing from Education www.northyorks.gov.uk/index.aspx?articleid=7791

Sexual Abuse www.parentsprotect.co.uk

Metropolitan Police www.safe.met.police.uk/index.html

Cyberbullying www.kidscape.org.uk/cyberbullying/

KS2/3 www.missdorothy.com

Bullying & child abuse

www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Domestic Violence

www.northyorks.gov.uk/index.aspx?articleid=16579

www.thehideout.org.uk

www.idas.org.uk

Internet Safety

www.thinkuknow.co.uk/teachers

www.ceop.org.uk/thinkuknow

www.childnet-int.org

http://files.lgfl.net/eSafety/Education/e_Literacy_and_e_Safety_framework_update_2011v5.pdf

www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/DG_184893

KS2/3 www.kidsmart.org.uk

Jenny's story www.childnet-int.org/jenny

Grooming behaviour NSPCC Briefing www.nspcc.org.uk

Documents

DfE Documents www.education.gov.uk

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you're worried a child is being abused

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

Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

North Yorks School CP Documents <http://cyps.northyorks.gov.uk>

Training Materials

Online Basic Awareness www.safeguardingchildren.co.uk

Whole School CP Training Materials <http://cyps.northyorks.gov.uk>
eswadminteam@northyorks.gov.uk

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Domestic Abuse Basic Awareness

www.idas.org.uk/training/index.asp

E-safety training is available from NYCC

Appendix 4 - Peer on Peer Abuse

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

- Bullying
- Cyber bullying
- Gender based violence
- Sexual assaults
- Sexting

Procedures to minimise the risk of peer-on-peer abuse

We have systems and procedures in place to minimise the risk of Peer on Peer abuse. This starts with education and raising the awareness of both students and staff. This is done across the Collegiate and is everyone's responsibility to develop students in terms of their social, moral, spiritual and cultural development. This includes Promoting British Values and working to ensure that students understand British law and democracy.

The Collegiate also has clear and consistent sanctions for inappropriate behaviour to protect and educate the students as to what is, and isn't, acceptable. As well as sanctioning in place as a consequence there is also extensive support available through the welfare, safeguarding, boarding and school teams to modify behaviour and help with any issues behind negative behaviour.

Identification

The Collegiate uses an internet filter called 'Smoothwall' which highlights any improper or concerning use over the internet. This is monitored by the Safeguarding team. We also have Peer Mentors who are vigilant around school and report any concerns to the safeguarding team. Students have access to our online bully box where they can direct us to any concerning issues and are actively encouraged to speak to any member of staff they trust.

Reporting and follow up

All staff and students are made aware that peer on peer abuse requires the same reporting procedures as any safeguarding concern. The safeguarding team will consider the following when a case of peer on peer abuse has been reported:

- The age of the child reported to have committed the abuse.
- The level of understanding of the child reported to have committed the abuse.
- The circumstances of the event and the lead up to it.
- Any previous history.
- Any possible reasons for the behaviour.
- Any further action required (Please see below).

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

How victims of abuse may be supported

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

Support may include, but is not limited to:

- The removal and/or separation from the offending student(s)
- Removal of social media if required
- Accessing external agency support and advice:
 - Ebor Psychology
 - Early help services
 - Children's services
 - The Police
 - Channel
 - CEOP
 - CAMHS
 - Mental Health Nurse (onsite)
 - Nurse support
- Parent contact
- School counsellor
- Independent listener
- Welfare plans
- Welfare risk assessments (Inc. Flight risk)
- Peer Mentor
- Additional Supervision if required
- Report and monitoring options
- Staff mentors
- Accessing THRIVE@QE support which can support with issues such as:
 - Self-esteem
 - Anti-bullying
 - The safe use of social media
 - Anger management
 - Resilience
 - LGBTQ
 - Forces support
 - Bereavement support
 - International support
 - Academic support
 - Transitional support
 - Body image
 - Dealing with stress

Sexting

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

- Has the student received, sent or shared an image?

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

This will be done very discreetly and sensitively while informing the victim throughout the process.

Searching devices

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

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

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

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

Appendix 5 - Safeguarding Team and Cover

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

Please see below the full list of level 3 trained senior management.

Training completed/refreshed 01/12/16

Named safeguarding staff:

Sue Ginger (DSL and Head of Boarding).
 Erica Papaglimis (DDSL and Head of Pastoral Care).
 Karin Bunting (Head of Collegiate Quality and Compliance).
 Michael Dawson (Deputy Head of Boarding).
 Tracy Holt (Deputy Head of Boarding, Pastoral Care).
 Rebecca Thackray (Assistant Head of Pastoral Care – Welfare).

Also trained to Level 3:

Collegiate Board

Jackie Hales
 Amy Martin
 Karen Howells-Lee

Strategic

Steven Jandrell
 Sue Ginger
 Dan Machin
 Karin Bunting
 Erica Papaglimis

HR

Lena Ledson

Chapter House

K Kilkenny
 Jennifer O'Reilly
King's Magna
 Andrew Hutchings

Steven Turner

College

Kevin Oldershaw
 Lauren Blakeley

Faculty

Lorne McNeill
 Suzanne Mulligan

Boarding

Jo Stanton
 Deborah Mills
 Betty Holt
 Darren Ledson
 Mike Dawson
 Tracy Holt

Pastoral Care

Angharad Steeper
 Joseph Birchall
 Sue Lancaster
 Rebecca Thackray

Also trained to Level 3: (March 2016) Sadie Corfield, Kindergarten.