Cambian Scarborough School Safeguarding and Child Protection Policy

DSL - Michelle Goodwin

DDSL – Michelle Monteith

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1. Safeguarding Management Team

Role	Name
Headteacher Deputy Designated Safeguarding Lead(s)	Michelle Blackburn Michelle Monteith
Designated Safeguarding Lead	Michelle Blackburn

2. School Key Contacts

Headteacher	Name: Michelle Blackburn Phone: 01723 582073 Email: michelle.blackburn@cambiangroup.com
Proprietor Representative	Name: Michelle Blackburn Phone: 01723 582073 Email: michelle.blackburn@cambiangroup.com
Safeguarding Director	Name: Christina Leath Phone: 01707 601800 Email: Christina.Leath@caretech-uk.com
Designated Safeguarding Lead	Name: Michelle Blackburn Phone: 01723 582073 Email: michelle.blackburn@cambiangroup.com
Deputy Safeguarding Lead	Name: Michelle Monteith Phone: 01723 582073 Email: michelle.monteith@cambiangroup.com
Mental Health Lead	Name: Michelle Monteith Phone: 01723 582073 Email: michelle.monteith@cambiangroup.com
Key County Contacts	
Children & Families Service: Early Help Early Help – East Scarborough, Whitby Ryedale, tel: 01609 534852 Email: earlyhelpeast@northyorks.gov.uk	

Early Help – Central Selby, Hambleton, Richmondshire, tel: 01609 534829 Email: earlyhelpcentral@northyorks.gov.uk Early Help – West Harrogate, Knaresborough, Ripon, Craven, tel: 01609 534842 Email: earlyhelpwest@northyorks.gov.uk Should your call be outside of business hours (Monday – Friday / 9 am -5 pm) please call **0300 131 2 131** and ask for the Emergency Duty Team.
Making a referral to the Multi-Agency Screening Team (MASH)
Referrals can be made via the universal referral form or following an Early Help Assessment. Both can be located on North Yorkshire Safeguarding Children Partnership website: https://www.safeguardingchildren.co.uk/professionals/forms-and-tools/ Alternatively, please call the Professionals Consultation Line: 01609 535070 or for urgent referrals via telephone call the Customer Resolution Centre on 0300 131 2 131.
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.

North Yorkshire Police	In an emergency call 999 / For all non-emergencies call 101 Home | Police.uk (www.police.uk)
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals and urgent matters)	Tel: 01609 533080. A notification should be sent to the LADO within one working day using the LADO Notification Form, giving as much detail as possible. Completed LADO Notification Forms should be emailed using secure mail to the lado@northyorks.gov.uk or if you do not have a secure email address please contact 01609 533080 within office hours. Where there is an immediate threat to a child please contact the Police or the contact the Emergency Duty Team (if outside office hours) on 0300 131 2 131.

3. Introduction

This policy is written in line with the following statutory legislation and guidance:

Department for Education' publications for schools and local authorities. Links below include:

Working Together to Safeguard Children (2023)

Keeping children safe in education 2025 (2025)

Working together to improve school attendance - GOV.UK (2024)

Designated teacher for looked-after and previously looked-after children (2018)

Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty

Data Protection Act (2018) and UK GDPR

Prevent Duty Guidance (2023)

NYSCP (safeguardingchildren.co.uk)

This policy is for all staff in schools/colleges in England only. There is an extension to this policy for those offering accommodation to individuals such as:

- A Residential Special School
- A Children's Home attached to the School
- Post 16 Specialist college and attached accommodation.

This policy outlines a framework for all staff, at all levels, permanent or agency basis, to meet their statutory duties in relation to Safeguarding and to ensure consistency of good practice across the school/college. This policy ensures all staff have clear guidance on how to manage a concern of abuse, harm, neglect or exploitation to a child externally and internally.

This policy, its procedures and associated policies will be reviewed at least annually, ratified by the Proprietor, and published on the school's website in accordance with KCSIE 2025.

Please refer to the Adult Safeguarding Policy for students over the age of 18 years.

Wider Policies support this Safeguarding/Child Protection Policy. They are outlined below and are in line with KCSIE 2025 and Working Together to Keep Children Safe 2023 guidance. These policies are embedded within the school's approach to safeguarding and child protection.

1. Child on Child Abuse Policy
2. Role of the DSL Policy
3. Filtering and Monitoring Policy
4. Missing From Education
5. Absent from Education Policy
6. Schools Safer Recruitment Policy
7. Managing Contextual Risks to Children
8. Safeguarding Over 18s Policy
9. Remote Learning Policy
10. Online Safety Policy
11. Whistleblowing Policy
12. Behaviour Policy
13. PREVENT Policy
14. Physical Intervention Policy
15. SEND Policy
16. Staff Behaviour Policy/Code of Conduct
17. Absent from Education Policy

4. Aims of this policy

The aim of this policy is to ensure that:

- Staff know the difference between safeguarding and child protection
- Staff know the difference between an allegation and disclosure

- staff know how to identify a child protection or safeguarding concern
- know how to respond to an allegation/disclosure of abuse, neglect or exploitation
- The DSL and staff are clear on their roles and can respond and record concerns effectively and promptly
- To ensure the DSL and staff approaches to managing risk are proportionate, child-centred and embedded within a multi-agency framework.

5. Child Protection and Safeguarding – What's the difference?

Safeguarding is an overarching, **preventative** action that is taken to promote the welfare of children and protect them from harm.
Safeguarding means:

- protecting children from abuse, neglect or exploitation whether that is within or outside the school/home, including online
- preventing harm to children's health or development
  ensuring children grow up with the provision of safe and effective care
- acting to enable all children and young people to have the best outcomes

Child protection is part of the safeguarding process. It is **responsive** and focuses on protecting individual children identified as suffering or likely to suffer significant harm. Child protection procedures outlined within the body of this policy detail how to respond to concerns about a child.

6. The Safeguarding Culture

At our school, safeguarding permeates all aspects of the school life and is everyone's responsibility; the school forms part of a wider safeguarding system. In order to fulfil our responsibilities, we adopt a child-centred approach. This means safeguarding systems and procedures are oriented around the wishes, feelings and best interests of children. We also seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs. We are also aware that certain issues may impact children's ability to speak openly such as being from a SEND or LGBTQ background and work hard to ensure such children are supported to express their views and feel heard.

The school's safeguarding culture can best be described as the following;

- **Proactive**, being professionally curious to determine further information in the interests of the child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs of any form of abuse including neglect will be identified when dealing with an un-associated incident. Having strong governance and leadership, raising awareness through and enhancing children's and young people's capacity around the risks and their own safety, regular reflective supervision).
- **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other professionals in timely manner, active listening, applying theory in practice in a methodical way).
- **Reflective** (understanding 'how we got there in the first place', completing a chronology to identify 'lessons learned' with other key professionals in order to identify ways to improve practice)

Emerging Safeguarding Priorities:

- **Commitment to an anti-racist, anti-sexist ethos and tackling violence against women and girls as cross-cutting safeguarding themes.**
- **Embed recognition and early response to self-harm, eating disorders and anxiety in staff training and reflective practice.**
- **Protective security measures: regular lockdown drills, perimeter checks and intruder procedures**

7. Roles and Responsibilities

Proprietor and representative (Regional Lead)

The Proprietor has a strategic leadership responsibility for safeguarding. They facilitate a whole school approach, ensuring all relevant aspects of process, policy and systems development are in in line with promoting the child's safety and welfare.

The Proprietor's representative (Regional Lead) is responsible for all strategic aspects of the policy and ensures senior staff receive appropriate training and support to undertake their roles and that a log of their training is maintained. Through site- based reviews and termly safeguarding reports, they identify themes with training, compliance, attendance/escalation, AP monitoring, online-safety incidents, low-level concern trends amongst others and ensure gaps are addressed effectively. They make certain safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

Additionally, the Proprietor's representative (Regional Lead) is responsible for receiving concerns/allegations about the headteacher or principal and agreeing any appropriate course of action for investigation. This includes liaison with the Local Authority Designated Officer (LADO) if the matter meets the criteria for being considered as an allegation.

Headteacher/Principal

The Headteacher will support staff and governors to understand their individual roles and responsibilities by ensuring all approved safeguarding related policies and procedures are fully implemented. They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer. They ensure staff receive appropriate updated safeguarding and child protection training whilst providing support to the DSL, ensuring cover for this role in the DSL's absence. The headteacher also ensures that curriculum supports children to understand how to keep themselves safe alongside promoting a strong, open and positive culture of safeguarding across the school.

Designated Safeguarding Lead (DSL) and Deputies

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2025 Annex C. The DSL and Deputies are responsible for ensuring multi-agency working, information sharing and attendance at all safeguarding and child protection meetings. They are also responsible for raising safeguarding awareness throughout the school/college in addition to ensuring appropriate support and training for staff. In addition, the DSL should maintain effective recording systems of all concerns and outcomes.

Upon receipt of a concern, the DSL must pass the concern to:

- the host Local Authority Designated Officer (LADO) if the allegation/disclosure is against a staff member
- the child's Social Worker when the allegation/disclosure concerns someone other than a staff member and, where appropriate, the child's parent/carer
- If the DSL believes a crime has been committed, the police should also be informed.
- The DSL must also inform their headteacher/principal and Regional Director.

The DSL must ensure immediate action is taken to ensure the child is safe. If unsure the DSL must discuss these actions with the LADO and/or child's Social Worker depending on the nature of the concern. The DSL must record the allegation/disclosure and any relevant actions on BehaviourWatch.

The LADO and/or Social Worker will inform the DSL of next steps and whether an investigation is required. If an internal investigation is required the DSL must consult with the Regional Director and the Compliance & Regulation Team.

The DSL must also:

- **Maintain a formal record of DSL supervision sessions to reflect complex case oversight.**
- **Oversee online safety risks and ensure regular review of the school's filtering/monitoring systems.**
- **Maintain local information-sharing protocols with social care, police and health partners, referencing DfE Data Protection Guidance for Schools (2024).**
- **Engage with the Virtual School Head for children/students who have a care experienced background, are in kinship care or have social work involvement**

Designated teacher

The designated teacher works closely with the DSL to ensure safeguarding concerns of looked after children are addressed quickly and effectively. They should assume a strong advocacy position; recognising the signs of abuse and harm whilst reporting concerns as outlined in the reporting process within the body of this policy. They should maintain a record of concerns and actions, reporting these to the DSL.

All School Leaders, Staff and Volunteers

All staff should have children's safety and well-being at the heart off all they do and should understand the policies and processes to follow where they suspect a child is suffering, or is likely to suffer from harm. All staff should maintain an attitude of 'it could happen here' and remain vigilant to signs and indicators of abuse and harm. Staff receive safeguarding training and are aware they must report all allegations and concerns to the DSL immediately. If staff do not feel they have relevant safeguarding skills, knowledge or experience they must inform the DSL immediately so that additional training can be sourced. Staff are familiar with the Early Help process and are in a position to identify children who may benefit from it.

8.Early Help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on early help is set out in Part one of KCSIE 2025 with full details of the early help process in Working Together to Safeguard Children 2023.

9. Abuse, Neglect and Exploitation

Staff are aware that abuse, neglect and exploitation are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

If staff believe a child is not their 'usual self' or have reason for concern, they must report this in writing, to the DSL. The links and descriptors below show general indicators for the signs of abuse, neglect and exploitation.
These lists are not exhaustive:

- Spotting the signs of child abuse | NSPCC
- Neglect is also Child Abuse: Know All About It | NSPCC
- NSPCC Child Exploitation

Abuse

A form of maltreatment towards a child. Somebody may abuse by inflicting harm or neglect either physically, emotionally, sexually or by failing to act to prevent harm. These are categories of abuse. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact of hearing or seeing domestic abuse. Children may be abused in a family, in institutional or extra-familial contexts (outside the home) by those known to them or by others. Abuse can also take place online, or technology may be used to facilitate offline abuse. Children may be abused by adults or children.

Some signs of abuse include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- displaying anxiety
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent or carer
- Educational neglect - not making sure a child receives an education
- knowledge of adult issues inappropriate for their age
- running away or going missing
- persistently choosing to wear clothes which cover their body

Neglect

Types of neglect are:

- **Physical neglect**
  A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
- **Educational neglect**
  A parent or carer doesn't ensure their child is given an education.
- **Emotional neglect**
  A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
- **Medical neglect**
  A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.

- **Neglect in Care**
  occurs when a person deliberately withholds, or fails to provide, suitable and adequate care and support needed by the child

Signs of Neglect

- Being frequently absent from school
- Inappropriate clothing (e.g. shoes too small, clothes are ill-fitted or unsuitable for the weather conditions)
- Clothes are consistently dirty or smelly
- Being hungry
- Unkempt appearance and poor hygiene
- Lacking necessary medical or dental care, including immunisations or glasses
- Missing medical appointments
- Health problems, including anaemia, body issues, poor muscle tone or prominent joints, regular illness of infections, repeated accidental injuries
- Developmental problems, including poor language or social skills
- Being underweight or losing weight
- Begging or stealing things like money or food
- Changes in behaviour, such as becoming clingy, aggressive, withdrawn, depressed or anxious, displaying obsessive behaviour
- Changes in eating habits
- Using drugs or alcohol
- Self-harm or attempts at suicide

Exploitation

Child exploitation is when someone uses a child for financial gain, sexual gratification, labour or personal advantage. It often involves using cruel and/or violent treatment to force a child to take part in criminal or sexual activities often leading to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral or social development. It involves individuals or groups taking advantage of a power imbalance to coerce or manipulate a child into taking part.

Signs a child may be exploited:

- Being frequently absent from school
- Staying out late or overnight
- Unexplained gifts/new possessions
- Drugs and alcohol misuse
- Secretive behaviour
- Inappropriate or sexualised behaviour

- Friendship or relationships with older adults
- Significant changes in mood or behaviour changes in appearance (clothes, hygiene, etc).
- Becoming withdrawn or isolated, poor mental health/self-harm etc.
- Lots of time spent on social media talking to 'friends' they haven't met or that you don't know.
- Unexplained injuries
- They own a second mobile phone from which they are receiving a high volume of calls or need to leave urgently after receiving a text/call
- Self-harm or attempts at suicide

Signs that a staff member could be causing harm to a child

- Using restraint when it's not needed
- Finding ways to spend time with an individual perhaps by working longer hours
- Finding ways to spend time alone with a particular individual
- Giving treats, presents or money to individuals without permission from manager
- Inviting an individual to their own house without permission from a manager
- Being over-friendly with certain individuals, parents or guardians
- Taking photos of individuals that aren't for work purposes
- Trying to make private contact with an individual by text, email, mobile phone, online or in letter
- Finding ways to have physical contact, like play-fighting or tickling
- Keeping collections of toys or other items that might attract children or people at risk
- Controlling behaviour
- Narcissistic characteristics
- Bullying
- Having favourites
- Humiliation
- Constant yelling and shouting
- The threat or use of violence
- Destroying personal items
- Accusing the child/young person (the victim) of committing abuse against them

10. Mind of My Own

Mind of My Own is available to support all children and young people in the day school sector across CareTech Children's Services. This is used via an app or computer log in and enables a child's views, wishes and feelings to be shared digitally as well as, or, instead of verbally. To access Mind of My Own, young people can set up their own account and this can be supported by the use of staff 'Practitioner Accounts'.

Mind of my own is not an emergency service and should a concern arise staff need to follow the reporting in this policy and should not rely on the app to perform this role. Regarding child protection, young people have the opportunity to raise concerns if they wish. More specifically the One App has a function called 'Safety Link' which is triggered if a young person mentions or chooses the words 'unsafe', 'scared' or 'unhappy' . Portal admins are instantly notified of such statements, which then provides opportunity to discuss directly with the young person when they next meet. As already mentioned above if young people

raise any safeguarding concerns, this information needs to be treated exactly the same as any other form of safeguarding concern and reported as per the procedures within this policy.

Mind of My Own enhances our ability to hear and listen to a child's voice and does not replace any existing methods that are already working for our young people. All we know is that sometimes even when we have a good positive relationship with a young person they can find it difficult to share their true thoughts, feelings and emotions. By sending a statement via Mind of My Own young people have the opportunity to share those thoughts, feelings and emotions without the need for face to face interaction and when they feel ready not when we are asking. Our children felt able to tell adults via Mind of My Own of their concerns if they did not feel comfortable talking to adult's face to face.

11. Child on Child abuse

The school is aware that children are capable of abusing other children and maintain an attitude of `it could happen here`. All staff understand the Child-On-Child Abuse policy with regard to child on child abuse. Please refer to the link below.

https://www.cambiangroup.com/media/3340327/Child-on-Child-Student-on-Student-Abuse.pdf

12. Children's homes who are attached to schools

Staff working in these children's homes must follow **the home's policy** when a safeguarding/child protection concern arises and not the school policy. Communication is strong between the Registered/Homes Manager and the Responsible Individual for the home. This, in most cases is the School Principal/Headteacher.

KCSiE 2025, also requires staff in these children's homes to consider the following areas -

- be alert to the extra vulnerabilities of SEND children
- inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly in schools and colleges where there are significantly more girls than boys or vice versa.
- Be Vigilant in reporting inappropriate relationships or where behaviours are a cause for concern
- Be compliant with the additional safeguarding requirements relating to National Minimum Standards and regulations for all schools and colleges with residential provision for children
- Be compliant with Standard 13 in National Minimum Standards for residential special schools. Residentials special schools national minimum standards
- Compliant with the standards of the relevant regulatory body (SCCIFF/DfE NMS/CQC)

More information regarding the SEND vulnerabilities of your children can be sourced from the Headteacher and must be clear throughout children's plans.

The group policy for anti-bullying in homes and the school child-on-child abuse policy will give more information regarding the risks children face in a larger setting. Staff must follow these polices.

https://www.cambiangroup.com/media/3106377/Anti-bullying.pdf

https://www.cambiangroup.com/media/3340327/Child-on-Child-Student-on-Student-Abuse.pdf

13. Children Missing from Education

Staff recognise that a child who is absent from education could be at risk of harm, abuse and exploitation, particularly those who are absent frequently or for prolonged periods of time. All staff understand the Missing from Education Policy and are aware of the processes to follow in such circumstances. **Staff must also follow Working Together to Improve School Attendance (2024), now statutory guidance, to identify, escalate and address persistent or unexplained absence.**

Schools retain ongoing safeguarding responsibility for pupils placed in alternative provision and must designate a lead liaison to liaise with the provider.

https://www.cambiangroup.com/media/3340277/Children-Absent-Missing-from-Education.pdf

Working together to improve school attendance - GOV.UK

14. Preventing Radicalisation – The PREVENT Duty

`Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of a schools safeguarding approach` (Keeping Children Safe in Education) The School adopts the PREVENT policy and procedures in the event of related concerns.

https://www.cambiangroup.com/media/3041560/2600-POLICY-Preventing-Extremism-and-Radicalisation-Review-09-2026.pdf

15. Online Safety

The school adopts a whole school approach to online safety which enables the protection and education of young people and staff in the use of technology. There are mechanisms in place to identify, intervene in and escalate any concerns. The school recognises technology may be a significant feature in safeguarding/child protection issues and that children can use this forum to abuse other children. The school also ensures appropriate filters and monitoring systems are in place.

Online risks now include disinformation, misinformation and conspiracy theories. This is in addition to potential risks from AI generated content. Our school therefore assesses and manages risks from pupils' use of AI tools, ensuring filtering and monitoring systems cover AI-generated content, as per DfE guidance on AI.

Please refer to the link below for the school's Online Safety and Filtering/Monitoring policies.

https://www.cambiangroup.com/media/3041563/2700-POLICY-Online-Safety-Review-09-2026.pdf

16. Special Education Needs & Disabilities

As a provider of specialist education and care services it is imperative all staff are aware that individuals with special educational needs (SEN) and disabilities:

- Are more likely to be abused or neglected;
- May display behaviour, mood and/or injury, which may relate to possible abuse and not just their SEN or a particular disability.
- Have a higher risk of peer group isolation.

- Can be disproportionally impacted by things like bullying without outwardly showing any signs.
- Experience communication barriers and difficulties in overcoming these barriers.

Please refer to the SEND Policy

https://www.cambiangroup.com/media/3331495/2701-POLICY-SEND-Review-09-2026.pdf

17. Staff management of allegations and concerns

This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for persons under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children - including behaviour that may have happened outside of school or college

This policy will guide staff in how to record and pass information quickly to prevent the child from risk of further harm.

Staff should not:

- Investigate or ask leading questions
- Make assumptions or offer alternative explanations
- Promise confidentiality - the person/persons should be advised that the concern will be shared on a 'need to know' basis
- Share information outside of the reporting process

Staff should make sure the child is safe

- Stay calm.
- Listen to and take seriously any disclosure or information.
- Try not to show signs of shock or disbelief.
- Do not express feelings or judgements
- Allow the child to talk freely and avoid asking leading questions (TED questions are advised – tell me, explain and describe).
- Reassure the child and explain that they have done the right thing in telling you.
- Explain to the child, what you have to do next and who you have to contact.
- Record the information / disclosure immediately in the child's 'own words.'
- Record the facts and do not put your own judgement within the record. Always record who was present, date, time, the questions you asked and what the child has said in their own words.
- Immediately report to the DSL
- Immediately report to Police if the child is at risk of imminent significant harm
- Reassure the child they will be supported and kept safe
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their

experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

18. Child Protection Process - Timescales for staff sharing an allegation/concern

Immediately

- Staff to report allegation to the DSL or DSL Deputy if DSL not available
- Staff to ensure the child is kept safe from immediate danger and risk
- Staff to call Police if the child is in immediate danger
- If allegation is about the DSL, staff to report allegation to Head Teacher/Principal

Throughout the processes

- Staff fully support any investigative processes undertaken by police or social services
- Staff keep the child and the child's circumstances under review and should make the DSL aware if concerns escalate
- Staff adhere to the communication strategies outlined in this policy and are aware that attempts to ask probing or leading questions may hamper any potential police/social services investigations

19. Child Protection Process - Timescales for DSL/Headteacher/Principal when dealing with an allegation/concern

At the earliest opportunity/end of the working day

- DSL completes LADO initial referral/notification form **(if allegation relates to staff member and merits referral)** or refers to social services (if required)
- DSL informs Headteacher/Principal
- If allegation is about Head Teacher/Principal/RD, DSL informs the appropriate line manager
- If required Head Teacher/Principal informs HR **(if allegation relates to a staff member)**
- Head Teacher/Principal considers whether SUI should be completed
- If LADO/social services referral not required, DSL considers actions such as pastoral support, early help referral and monitoring

Within 24 hours

- DSL attempts to communicate with LADO regarding potential safeguards required to keep child safe **(if allegation relates to a staff member)** and in all other circumstances communicates with social services. LADO to implement any necessary risk assessment/risk management plans that arise from discussions.
- DSL attempts to ascertain feedback from LADO and/or social services as to whether a s47 is required.
- If required, Head Teacher/Principal completes sections 1, 2 AND 3 of SUI and sends to Managing Director

- If appropriate, DSL completes a 'check in' with the child and records this as part of the concern pack
- DSL ensures identified actions to keep the child safe have been implemented
- In the event of a police or section 47 investigation, the DSL and Headteacher/Principal take guidance from police and/or social services regarding their approach to any management investigation as direct communication with the child about the allegation may impact the outcome of any investigations. DSL and/or Headteacher/Principal issues appropriate guidance to staff about this also
- Consideration to be given to a referral being made to the regulatory body which the accused is member of, e.g. TRA, CQC, Ofsted **(if allegation relates to a staff member)**

Within 5 days

- Headteacher/Principal commences Management Investigation (if appropriate and no S47)
- Headteacher/Principal consults HR as part of the process if required
- DSL or Head Teacher/Principal pursues all agencies for dates of any up and coming investigative meetings and facilitate these on-site if required

If a S47 remains ongoing

- DSL or Headteacher/Principal attempts to pursue agencies every 3-5 days for updates.
- Head Teacher/Principal updates SUI inbox and Regional Director of any significant updates.

Within 30 days

- If there is no outcome after 30 days, DSL or Head Teacher/Principal attempts to pursue outcome of any social services investigations
- Head Teacher/Principal updates Regional Director with outcomes and lessons learned
- Head Teacher/Principal updates Compliance & Regulation Team of the above
- Head Teacher/Principal sends email to Head of Quality and Head of Policy regarding any gaps in staff practice which will lead to a revision of policy

Upon conclusion of S47

- Head Teacher/Principal updates the Regional Director and Compliance and Regulation Team with outcomes and lessons learned
- DSL to communicate with identified staff members to ensure child's plans including risk assessments of children involved are updated
- Head Teacher/Principal to E-mail to Head of Quality and Head of Policy of any gaps in staff practice which will lead to a revision of policy.
- If a member of staff has been found guilty of gross misconduct on a safeguarding issue, the manager must inform DBS and the regulatory body with the outcome of any disciplinary action.
- If the member of staff leaves their post prior to completion of disciplinary process then the hearing will continue in their absence in line with the disciplinary policy with DBS and the regulatory body still being informed

See appendix 1 for a flow chart of the above process

20. When to call the police

Guidance from NPCC (National Police Chief's Council Guidance) – `When to call the Police` helps the team to understand when they should consider calling the police and what to expect. It also ensures that any contact with the police is appropriate and timely. Please refer to the link below.

When-to-call-the-police--guidance-for-schools-and-colleges.pdf

21. Allegations against the DSL or Head Teacher/Principal

Where the Head Teacher/Principal is the subject of an allegation, the report should be made directly to their line manager.

Where the DSL is the subject of an allegation, the report should be made directly to the Head Teacher/Principal.

22. Managing concerns or allegations that do not meet the harm threshold

As part our whole school / college approach to safeguarding, our schools / colleges promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. In doing this we aim to:

- identify inappropriate, problematic or concerning behaviour early
- reduce the risk of abuse, neglect or exploitation
- ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/college

All concerns must be reported to the DSL immediately. The DSL will need basic information to decide on how to escalate, this information will include, the names of the child/children involved, their age, a description of the allegation and any factors which could place the child at further risk.

The DSL will then discuss with the headteacher/principal and the rest of designated team to decide whether this can be managed as a low-level concern or will require a referral to an external agency such as LADO and/or child's Social Worker.

The school takes all concerns seriously no matter how small and just because a concern may be deemed as `low level` it does not mean that it is insignificant and should not be taken seriously. A `low level` concern is still a concern and should be addressed effectively as set out in Section 2 of Part Four of KCSIE 2025 and in line with local multi-agency safeguarding arrangements. Staff should familiarise themselves with multi-agency safeguarding arrangements for their respective area and ensure they adhere to these. For example, what may be considered a 'low level' concern in one area may constitute a safeguarding concern requiring LADO/Social worker involvement in another.

Please refer to the Managing Low Level Concerns link below for further guidance

https://www.cambiangroup.com/media/3340274/Managing-Low-Level-Concerns.pdf

23.SUI Process

The Serious and Untoward Incident process (SUI) is an important component of the safeguarding process and must be completed where it is deemed necessary. A Serious and Untoward Incident is an event resulting in, or posing the risk of, significant harm, distress, or death. It could also have been a 'near miss' where an event could have led to a serious incident but was averted.

The SUI process is one which promotes the immediate safety of those harmed, allows for a timely investigation of the circumstances surrounding the incident, ensures post-incident actions are undertaken in addition to creating opportunities for review and evaluation.

Furthermore, the process enables serious incidents to be communicated to relevant heads of service about issues including potential financial risk (e.g. potential insurance claims), reputational risk (e.g. media coverage) in addition to alerting the Director of Safeguarding who upon receipt of the SUI form will provide guidance and support to schools throughout any child protection/safeguarding processes.

The SUI Reference Form outlines 5 risk categories that would merit the completion of an SUI Form. Staff refer to this for guidance about what incidents would require to be dealt with under the SUI process and ensure the form is completed within set timescales. Please refer to the SUI Reference Form and SUI Briefing Form links below for further guidance

https://www.onrezume.com/wp-content/uploads/caretech/sui-process/sui-part-1-risk-categories-reference-form-002-updated.docx

https://www.onrezume.com/wp-content/uploads/caretech/sui-process/sui-part-2-briefing-form-simple-version.docx

24.Safer Recruitment

Our school complies with part three of Keeping Children Safe in Education 2025 and takes steps to prevent people who pose a risk of harm from working with children. We do this by adhering to statutory responsibilities to check staff who work with children, by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school will take proportionate decisions on whether to ask for additional checks beyond what is required whilst ensuring volunteers are appropriately supervised. Please refer to Safer Recruitment Policy link below.

https://www.cambiangroup.com/media/3340315/Safer-Recruitment.pdf

25. Whistleblowing

The Whistleblowing process offers a route to report safeguarding concerns for staff who feel unable to raise these with the DSL or Headteacher. By promoting transparency and accountability, it helps uncover risks early and ensures

vulnerable children and young people are protected. To reinforce this commitment, our school operates a dedicated whistleblowing telephone number for anyone who needs an alternative channel to speak up. This independent hotline underscores that every concern is taken seriously and that no one should ever feel silenced when welfare is at stake. The Whistleblowing Hotline number is open 24 hours a day/7-days a week and can be reached on 0800 086 9128. Alternatively, concerns can be logged using their online portal at caretech.ethicspoints.com

Please refer to the Whistleblowing Policy link below for further information.

(Corporate) Group Whistleblowing Policy – onrezume.com

26. Sharing Information

Effective safeguarding and child protection depend on sharing relevant information promptly and securely with the right people. Information regarding concerns, disclosures, or observations are never held back due to uncertainty; when in doubt, staff seek advice. The General Data Protection Regulation does not prevent the sharing of information where it is necessary to safeguard a child; in fact, GDPR explicitly permits the lawful exchange of personal data in the vital interests of a child's safety.

27. Review History

A review will be undertaken annually as a minimum. However, subject to a significant safeguarding concern this policy and all other attached policies will be reviewed and monitored as part of a lessons learned review.

This policy was reviewed in August 2025 by Laura Dickie (Head of Policy), Jo Dunn (Director of Compliance, Quality and Regulation - Children), Lindsey Appleby-Flynn (Head of Learning & Development), the DSL of the School and agreed by the head of the Governance Board.

Next Review – September 2026

Appendix 1 – Child Protection Process – Staff sharing an allegation/concern

Immediately

- Staff to report allegation/concern to DSL or Deputy DSL
- Staff to ensure the child is kept safe from immediate danger/risk
- Staff to call police if child is in immediate danger
- If allegation/concern is about DSL, staff to report allegation/concern to Head Teacher/Principal

Throughout the Process

- Staff to fully support any investigative processes by police/social services
- Staff keep the child's circumstances under review and report to DSL if concerns escalate
- Staff adhere to communication strategies outlined in policy

Appendix 2-Child Protection Process –DSL/Head Teacher/Principal dealing with allegation/concern

Earliest Opportunity/End of Working Day

- DSL completes LADO/social services referral/notification form (if required)
- DSL informs Headteacher/Principal
- Head Teacher/Principal informs HR (if required and allegation about staff)
- Head Teacher/Principal considers whether SUI form required
- DSL considers Early Help, Pastoral Care etc

Within 24 hours

- DSL attempts to communicate with LADO or social services about safeguards and whether s47 investigation is required
- Head Teacher/Principal completes SUI - Section 1, 2 and 3 (if required)
- If appropriate DSL completes and records 'check in' with child
- DSL ensures actions to keep child safe have been implemented
- DSL/Head Teacher/Principal takes advice from police and social services regarding their approaches towards management investigation
- Head Teacher/Principal to consider referral to regulatory body

Within 5 days

- Head Teacher/Principal commences Management Investigation (if appropriate and no S47)
- Head Teacher/Principal consults HR if required
- If section 47 required -attempts to pursue agencies for potential investigation and facilitates meetings on-site if required

If a S47 remains ongoing

- DSL or Head Teacher/Principal attempts to pursue agencies every 3-5 days for updates
- Head Teacher/Principal informs SUI inbox and Regional Director of any significant updates

Within 30 days

- DSL or Headteacher/Principal attempts to pursue outcomes of any social services investigations
- Head Teacher/Principal updates Regional Director with outcomes and lessons learned
- Head Teacher/Principal updates Compliance &Regulation Team
- Head Teacher/Principal sends email to Head of Quality and Head of Policy regarding any gaps in staff practice which will lead to a revision of policy

Upon conclusion of S47

- Head Teacher/Principal updates Regional Director & Compliance and Regulation Team with outcomes and lessons learned
- DSL to communicate with identified staff to update the child's plans including risk assessments of children involved
- Head Teacher/Principal to E-mail Head of Quality and Head of Policy of any gaps in practice
- Head Teacher/Principal to inform DBS and regulatory body of any staff gross misconduct and the outcome of any disciplinary action
- If a member of staff leaves before completion of any disciplinary process the hearing will continue in their absence and DBS/regulatory body will be informed of outcome