Safeguarding and Child Protection Policy
Whole School Policy including EYFS and Boarding

> The Governing Body (the Committee) of The Mount School, York understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and implementing change where necessary on at least an annual basis.

1. POLICY STATEMENT

The Mount School is a Quaker school, committed to safeguarding and promoting the mental and physical welfare of children and young people, and we believe that all pupils, regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief, or sexual orientation have the right to be protected from all types of harm and abuse. We believe that **all** adults have a full and active part to play in protecting our pupils from harm and that the child's welfare is our paramount concern. A child is defined as anyone under the age of 18 years. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child to enable all children to have the best outcome.

The Safeguarding and Child Protection Policy is made available on the school website www.mountschoolyork.co.uk. This Safeguarding Policy is written in accordance with the requirements of:
- Working Together to Safeguard Children (WTSC) December 2023
- Keeping Children Safe in Education (KCSIE) September 2025
- Prevent Duty Guidance: for England and Wales (July 2015, revised 31 December 2023)

The school operates in accordance with the policies and procedures of City of York Safeguarding Children Partnership. The procedure for contacting the York Social Care Team and LADOs is by contacting `MASH' telephone 01904 551900.

2. KEY PERSONNEL

Deputy Head of School and DSL	Jo Goudriaan	jgoudriaan@mountschoolyork.co.uk 01904 232347
Head Teacher of Junior School and Deputy DSL with responsibility for safeguarding in the Junior School including EYFS	Rachel Capper	rcapper@mountschoolyork.co.uk 01904 232369
Head of The Mount School	Anna Wilby	head@mountschoolyork.co.uk 01904 232331
Designated Governor for Safeguarding	Derek Chivers	Contact via email committee9@mountschoolyork.co.uk and telephone via school 01904 667500
Chair of Governors	Greg Willmott	Contact via email committee6@mountschoolyork.co.uk and telephone via school 01904 667500

Date of review: September 2025
Date of next review: September 2026
Reviewed by DSL

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2(a) Designated Safeguarding Lead (DSL)
The DSL is a member of SLT, as is the Deputy DSL with responsibility for safeguarding in the Junior School and EYFS. There is also further trained DDSL to support. The broad areas of responsibility for the DSL are to receive and respond to any concerns relating to child protection and safeguarding including online safety concerns. The DSL is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns, although the Deputy DSL with responsibility for the Junior School and EYFS is the most appropriate person to go to in the first instance if the safeguarding concern pertains to a pupil in the Junior School or EYFS.

The school ensures that the DSL has enough time, funding, supervision, and support to fulfil their safeguarding responsibilities effectively. There are regular reviews of their own practice and opportunities to discuss any concerns about safeguarding matters. There is a termly meeting with the DSLs, the Designated Governor for Safeguarding, and the Head, at which updates to policy and practice are presented and scrutinised. The Safeguarding Policy is reviewed at least annually.

The DSL role includes raising awareness across the school, maintaining contacts with external agencies, supporting staff training, and keeping up to date with regulations and national guidance. The DSL keeps a record of all staff training including INSET, and any policy updates in response to changes to national guidance. The DSL and Deputy DSLs are part of an 'on-call' rota during out of school hours, including holidays and weekends. All staff working out of normal school hours will have the 'on-call' rota and emergency telephone numbers. See Appendix 4 and 5 for DSL and DDSL job descriptions.

2(b) Key Contact Numbers

City of York MASH 01904 551900
LADO: 01904 551783 lado@york.gov.uk
NSPCC Help Line: 0800 136663
RAISE York – www.yor-ok.org.uk

3. TRAINING

3(a) Induction
The school is committed to carrying out safer recruitment as detailed in the 'Safer Recruitment Policy.' DBS checks are carried out according to the guidance outlined in the document KCSIE 2025, depending on the role and duties of the applicant. Disqualification from working with children in childcare, in the EYFS setting and before and after school care, is also adhered to – *see* 'Safer Recruitment Policy'. Any member of staff who works in EYFS or out of school care will complete an annual self-declaration form. This form is part of the staff pre-employment procedure.

No member of staff or volunteer will start work before all safer recruitment checks have taken place including a barred list check, except in exceptional circumstances (please see Safer Recruitment Policy for further information). Staff are required to immediately inform the Head of any circumstances on their suitability to work with children, including, but not limited to any convictions, charges, or cautions for criminal offences. A failure to disclose such information, in accordance with this clause may be treated as a disciplinary matter and could lead to dismissal.

Every new member of staff, including temporary staff, and volunteers, new peripatetic music teachers and sports coaches, is required to attend a training session on Safeguarding as part of their induction programme. All new employees of our catering firm are also given training in Safeguarding as are students on placements in the Junior School.

The induction training will cover:
- the school's Child Protection and Safeguarding Policy* (includes safeguarding response to children missing from education, Prevent Duty, the role and identity of the DSL and Deputy DSLs)
- the Staff Code of Conduct*
- the Pupil Behaviour Policy
- the Whistle Blowing Policy*
- Part 1 and Annex B of Keeping Children Safe in Education (KCSIE), September 2025*
- Staff ICT and Social Media Policy* (includes use of mobile technology and access to 3G / 4G/ 5G)
- Online safety (including safety during remote education)
- Children Missing in Education Policy
- Anti-Bullying Policy

*Copies to be given to staff

Online safety training for staff is integrated, aligned, and considered as part of the overarching safeguarding approach. All staff are asked to confirm that they have read and understood the 'Safeguarding and Child Protection Policy,' 'Staff Code of Conduct', 'Whistle Blowing Policy' and 'Part 1 and Annex B of KCSIE, 2025, and a record is kept on file. All governors are given the same suite of documents and receive appropriate training at induction and this training is updated annually. The Committee (governors) should be aware of their obligations under the Human Rights Act 1998, the equality Act 2010, (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements. In addition, all staff are asked to complete a 20 minute on-line Prevent awareness course.

The only adults who work or visit the school who are exempt from this requirement are those not working in regulated activity and include:
- occasional visitors (including occasional speakers and contractors), who sign in and are given a security badge by our receptionist are escorted throughout their visit;
- contractors working during school holidays or contractors working on a designated site that is physically separated from the rest of the school, are required to sign in and out and to always wear security badges.

When services or activities are provided by an external body the school will seek assurance that they have the appropriate safeguarding and child protection policies and procedures in place, regardless of whether the children who attend the activities are children on the school roll.

An annual in-house up-date Safeguarding training session, which includes online safety training, takes place every September for all staff during which the annually revised 'Safeguarding and Child Protection Policy' is covered. All staff, including volunteers record that they have read and understand their respective responsibilities within the policy. Informal updates are given in response to government requirements. The DSL and Deputy DSLs receive inter-agency training with an accredited trainer every two years and regular informal updates.

Appropriate filters and monitoring systems are in place for all internet access through the school browser covering any use of the school network and all school devices. Roles and responsibilities to manage filtering and monitor systems have been identified and assigned, and filtering and monitoring provision is reviewed at least annually by Committee and SLT. Harmful and inappropriate content is blocked to meet safeguarding needs without unreasonably impacting teaching and learning. The Mount School recognises the limitations of internet filtering and monitoring systems with regard to generative AI, and as such ensures, in so far as is possible, supervision of pupils using technology, education surrounding internet safety and risks of AI to pupils, and robust reporting and monitoring systems to support pupils who report any concerns.

The Mount School is careful to use images of children in school literature and on the website with parental consent. The school has a code of Conduct on the Use of Mobile Technology (including EYFS). The use of

mobile phones, and personal electronic devices with imaging and sharing capabilities are prohibited in the Early Years Setting. Photographs in EYFS should only be taken on school iPads or a school camera.

Staff should refer to the 'Staff Code of Conduct' which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or allegations of harm. Staff who are engaged in one-to-one teaching must ensure that they take reasonable precautions. This will vary according to the type of teaching. Staff should seek advice from the Designated Safeguarding Lead as required.

3(b) Opportunities to Teach Safeguarding to Children

Opportunities to teach Safeguarding are specifically included in the Life and Ethics, PSHE and computing Schemes of Work but are also included as part of the wider pastoral curriculum. The school delivers Relationships Education and Relationships and Sex Education as detailed in the scheme of work and this is reinforced in Morning Meetings, and tutor times which are also used to promote pupil safety. A programme of online safety is carefully planned and delivered throughout the school and all pupils and parents read and (where appropriate to age) pupils sign our 'Acceptable Use of ICT Policy.' The curriculum is tailored to the age of the pupils and built around children understanding risks, including radicalisation, and building resilience and learning how to critically identify and respond to harmful content, including harmful online challenges and online hoaxes. The school has developed a culture of listening to pupils and respects concerns that are raised and takes them seriously. In delivering this curriculum the school always aims to minimise risk of abuse, including child on child abuse. Staff should recognise that a one size fits all approach may not be appropriate for all children, when teaching safeguarding and online safety, and a more personalised or contextual approach for more vulnerable children, victims of abuse and some SEND children might be needed. See 'The UK Safer Internet Centre' website (*www.saferinternet.org.uk)* and the Child Exploitation and Online Protection Centre (CEOP) Thinkuknow website www.thinkuknow.co.uk*)*.

4. DEFINITIONS AND SIGNS OF ABUSE AND EARLY HELP

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

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another and staff should always be vigilant and raise any concerns with the DSL. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Staff should be aware of intra-familial harms and the potential need to support siblings following incidents. It is important for staff to distinguish between 'actual' significant harm and the likelihood of significant harm. In effect, staff do not have to wait for an incident to occur if they believe a child might be significantly harmed in some way. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff should build trusted relationships with children which facilitate communication and provide safe spaces to speak out, especially for pupils who are LGBT.

4(a) Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child (A private fostered arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more)
- is persistently absent from education, including persistent absences for part of the school day.

4(b) Definition of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Behaviours linked to the likes of drug taking, alcohol abuse, truanting and consensual and non-consensual sharing of nudes and semi-nude images/or videos can be signs that children are at risk. They may be abused by an adult, adults, another child, or other children. This is most likely to include, but is not limited to

- bullying (including cyber bullying)
- physical abuse
- sexual violence
- sexual harassment
- upskirting
- Consensual and non-consensual sharing of nudes and semi-nude images/or videos, including AI generated images/ deepfakes.
- Initiation/hazing type violence/rituals

Technology is a significant component in many safeguarding and wellbeing issues and abuse can take place online or technology may be used to facilitate offline abuse. Children are at risk of abuse online as well as face-to-face. In many cases abuse will take place concurrently via online channels and in daily life.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh," or "part of growing up". Staff should be constantly alert to signs of abuse to minimise the risk and should be aware of indicators (listed at **Appendix 1**), which may signal those children are at risk from, or are involved with serious violent crime. Staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen in and outside of school and online. All staff have a role in preventing child-on-child abuse, and responding where they believe a child may be at risk.

All staff should consider the context in which incidents and/or behaviours occur. This means assessments of children should consider whether extra-familial factors are present in a child's life that are a threat to their safety and/or welfare. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. Staff should maintain an attitude of "it could happen here" where safeguarding is concerned.

The school may receive allegations relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children. As with any safeguarding allegation the procedures outlined in this safeguarding policy should be followed.

Detailed definitions and signs of child abuse are shown at **Appendix 1**

The Mount School offers appropriate support to individual children who have experienced abuse or who have abused others. An individual support plan will detail areas of support, who will be involved, and it will be reviewed regularly for these children. The school will work in partnership with parents and other agencies as appropriate.

The school has clear lines of communication and provides many opportunities for pupils at the school to have a voice and communicate and share concerns. All staff reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, blocking a pupil's path, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Before using reasonable force, consideration should be given to pupils with SEND or disabilities or with medical conditions because of their additional vulnerability.

4(c) Child-on-Child Abuse
All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. It is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead.

Staff must challenge inappropriate behaviours between children, many of which are listed at Appendix 1, that are abusive in nature and maintain a zero-tolerance approach to abuse. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter," "just having a laugh," "part of growing up" or "girls being girls" or in Junior school "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm due to a bullying incident or abuse, the incident will be treated as a child protection concern. In the event of a disclosure about child-on-child abuse, it is important that all children involved, whether perpetrator or victim, are treated as being 'at risk', and as victims. Support will be provided to all pupils and procedures will be in place such as counselling and access to helplines.

The Mount School tracks not only individual instances of bullying, but the type of bullying, year group, pupil type (boarder/day), and whether the pupil has SEND, and SEMH needs. This enables us to target our re-education and support in the right areas, to effectively tackle the root cause of this behaviour.

Any instant of bullying, or suspected bullying, is logged and patterns and trends are reviewed by the Head, DSL and Clerk of Committee on a termly basis.

There are different gender-related patterns that can be present in child-on-child abuse; for example, girls are statistically more likely to be victims and boys perpetrators. However, the School recognises that abuse can occur between any children, regardless of gender, age, background or ability. All forms of child-on-child abuse, including sexual violence, sexual harassment, coercion, exploitation, bullying (including cyberbullying), and harmful sexual behaviour, are unacceptable and will always be treated as a serious safeguarding concern.

The school recognises that boarding environments present additional safeguarding considerations due to the increased time pupils spend together, including during evenings and weekends. Staff are therefore vigilant to the heightened risk of peer abuse within boarding houses, including risks arising from unsupervised time, dormitory arrangements, online activity, age differences, and potential power imbalances between pupils. Appropriate supervision arrangements are in place, and boarding staff receive specific safeguarding training to identify, prevent and respond to child-on-child abuse. Staff are clear that such behaviour must never be dismissed as "banter", "initiation", or part of growing up.

When monitoring peer relationships, the school carefully considers pupils' age, stage of development, capacity to consent, and any vulnerability factors, including SEND, social isolation, international status, or protected characteristics. Particular attention is given to safeguarding younger pupils and those who may be more vulnerable within a residential setting.

The sexual abuse of children by other children is a specific safeguarding issue that all staff are trained to recognise and manage appropriately. All concerns are reported immediately to the Designated Safeguarding Lead (DSL) and recorded in line with safeguarding procedures. A timely risk assessment will be undertaken, appropriate protective measures implemented (including separation where necessary), and parents informed unless doing so would place a child at further risk. Where appropriate, referrals will be made to external agencies.

Preventative education is delivered through the PSHE and RSE curriculum, which teaches pupils about consent, healthy relationships, respect, and appropriate boundaries. In addition, boarding staff reinforce expectations regarding behaviour, privacy, and digital safety within houses.

Pupils are encouraged to report concerns in a variety of ways. In the Senior School and College, pupils may use the QR code linked to an online reporting form (which can be accessed anonymously). In the Prep School, a 'worry box' is available for anonymous reporting. Pupils may also report directly to any trusted adult, boarding staff, the DSL or Deputy DSLs, or through external support services. Reporting mechanisms are accessible during boarding time as well as during the school day.

The School adopts a zero-tolerance approach to child-on-child abuse and is committed to fostering a culture of respect, safety, and openness across both the day and boarding provision.

Systems for children confidently reporting abuse are well promoted, easily understood and easily accessible. These are displayed on posters in the Prep foyer area and Senior School safeguarding boards. Through PHSE lessons and Form Times, children are reminded that they can approach trusted adults in school to share concerns. Children should know that their concerns will be treated seriously.

5. HOW TO RESPOND TO AND REPORT ABUSE

All staff must follow this policy and refer any concerns of abuse (including child-on-child abuse), radicalisation, or self-harm to the DSL immediately. In some cases, the victim may not make a direct report but if staff have any concerns about a child's welfare, they should act on them immediately. All staff must report:

- any concerns that a child presents signs or symptoms of abuse or neglect
- any disclosure or hints of abuse or neglect received from the child or from any other person
- any concerns they may have regarding a person who may pose a risk to children.

Staff must:

- listen respectfully and carefully to the pupil, keeping calm, offering reassurance and being non-judgemental
- never promise confidentiality - let the child know immediately that if they make a Safeguarding disclosure you must speak to the DSL; explain that anything they say will be treated sensitively and only those who need to know will be informed
- observe and record bruises or self-harm where possible but should not ask a child to remove or adjust their clothing to observe them
- allow the child to lead the discussion if a disclosure is made, but do not press for details by asking leading questions, e.g., 'what did they do next?'
- listen – **do not investigate** but use questions such as, 'Is there anything else you'd like to tell me?'. Staff should not view or forward illegal images of a child
- not lay blame or criticise either the child or the perpetrator and let the child know that the law on child abuse is there to protect them and not criminalise them
- write up a thorough summary of the disclosure and then inform the DSL as soon as is practically possible

Managing pupil information and referrals will always be conducted within a framework of confidentiality. The Data Protection Act 2018 is not a barrier to sharing special category personal data where failure to do so would result in a child being placed at risk of harm. Fears about sharing special category personal data cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Practitioners can share information without consent if it is not possible to gain consent, or if to gain consent would place a child at risk. Immediate consideration should be given as to how best to protect the victim, the alleged perpetrator(s) and any other children involved or impacted. There may be times when a victim may find it difficult to maintain a full timetable and physical space should be provided for a victim to withdraw.

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Where a child is suffering, or is likely to suffer harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Information will be kept confidential and stored securely electronically as an individual child record on iSAMS Wellbeing Manger. The anonymity of the child should be protected including on social media. Records will include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome.

Where children leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

(a) Child in Need

In the case of a welfare concern, staff should let the DSL know, where they have access they should complete the concern on iSAMS Wellbeing Manager or write notes and give them to the DSL immediately. Both annual training and **Appendix 2** give guidance to the information that should be in the notes, all notes should be handed to the DSL immediately. Early help and pastoral support should be immediately provided and if it is felt that Social Services should be involved the DSL will ring the City of York MASH and follow City of York Safeguarding Children Board practices. For pupils who are not at significant risk but who need additional support from one or more agencies, the Designated Persons will follow City of York Safeguarding Children Partnership procedures such as the use of the 'Early Help Assessment' and 'Team Around the Child or Family.'

5(b) Child at Risk

In the case of a disclosure, staff should record a verbatim account of the words used by the child where possible and any non-verbal signs of behaviours. The safeguarding disclosure form in **Appendix 2** offers guidance on what should be included in notes. All information should be completed on Wellbeing Manager and handed to the DSL immediately. The DSL will contact the MASH immediately or within 24 hours. The police may need to be involved if a crime has been committed. Any member of staff can make a referral to Social Care if they judge a child to be in immediate danger. In such cases there is no requirement to obtain consent from the child's parents.

Concerns will be continually assessed, and the school will be persistent in making referrals if it is felt that appropriate action is not being taken by the statutory agencies and these will be recorded.

6. OTHER SAFEGUARDING RESPONSIBILITIES

6(a) Boarding

The Mount School acknowledges that there is potential for greater risk for abuse because it is a Boarding School and staff should be alert to pupil relationships and the potential for peer abuse. Alternative accommodation away from children will be provided in cases where a member of Boarding Staff is suspended pending an investigation of a child protection nature.

6(b) Looked After Children

Joanne Goudriaan and Rachel Capper are the named members of staff who have responsibility for children who are Looked After by a local authority. They will have access to the most recent care plan and contact arrangements with parents and delegated authority to carers.

6(c) Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. The school recognises that additional barriers can exist when recognising abuse and neglect and exploitation in this group of children. This can include:
- assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

6(d) Children Who Need a Social Worker

Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as being educationally disadvantaged, facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare

and educational outcomes (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

6(e) Children Requiring Mental Health Support
Schools and colleges have a key role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Pupils with possible mental health problems are identified on the SEMH Register and are monitored closely by the pastoral team. If staff have a concern about the mental health of a child that is also a safeguarding concern, an immediate referral should be made to the designated safeguarding lead.

7. CONCERNS ABOUT THE BEHAVIOUR OF STAFF

SERIOUS ALLEGATIONS

If a serious allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. In the case of a safeguarding related allegation against a member of staff, supply staff, contractors or volunteers the information should be given to the Head directly who will take any necessary steps to ensure the safety of the child. The Head will inform the LADO and will speak to the DSL and Clerk of Committee as appropriate. If the Head is unavailable, the person reporting the allegation should inform the Clerk of Committee directly without notifying anyone else in the school. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

If the allegation concerns the Head or where there is a conflict of interest in reporting the matter to the Head, the person receiving the allegation should contact the Clerk of Committee directly (if the Clerk is not available, then the member of staff should go to the Designated Governor for Safeguarding, if neither are available then the member of staff should go to the LADO) without notifying the Head or anyone else in the school.

The difference between a low-level concern and an allegation against a member of staff is when an allegation may meet the harm threshold. Any serious allegation against a member of staff will be dealt with according to section 7 of our Safeguarding policy.

All allegations against staff are logged, and any patterns and trends are reviewed by the Head, DSL and Clerk of Committee on a termly basis.

LOW-LEVEL CONCERNS

Low-level concerns are any concern about any adult working in the school (including visitors or volunteers) which does not meet the harm threshold. Low-level concerns are sometimes described as a 'nagging doubt' or suspicion that a member of staff's behaviour may be inconsistent with the expected staff code of conduct. Anyone can report a low-level concern, including pupils, parents, staff members, or members of the public. Staff can also self-refer if they believe their action could have been perceived as concerning to another party.

Examples of low-level concerns given in KCSIE include:
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children

Low-level concerns do not individually meet the harm threshold, however when combined with other issues, may produce a bigger picture of problematic behaviour. It is therefore important to report any concern, no matter how small, to the Head who will triage with the DSL, unless it is about the DSL. If it involves the Head concerns should go directly to the Designated Governor for Safeguarding.

All low-level concerns are logged, and any patterns and trends are reviewed by the Head, DSL and Clerk of Committee on a termly basis.

Further detail of the process that should be followed when there are concerns about a member of staff is at Appendix 3: Managing Allegations Against Staff.

7(a) Whistle Blowing Procedures
The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Where staff or volunteers have concerns regarding the behaviour of other staff or the management of Safeguarding issues, it is their duty to raise concerns with the Head. Procedures for raising any concern with respect to a member of staff are outlined in the Whistleblowing Policy.

7(b) Professional Disputes
Where there is a professional disagreement, the dispute should be taken to the Head.

8. OTHER AREAS OF SAFEGUARDING

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective approach to online safety establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The Online Safety Policy contains details of how the school filters, monitors, and regulates online activity and pupils all (where age appropriate) sign a Responsible use of ICT Pupil Agreement to ensure the whole community use the internet safely. Mobile phones and use of smart technology are banned for use during the school day to manage access to 3G, 4G and 5G. Further details of some of the aspects of safeguarding in this section can be found at **Appendix 1**.

8(a) Preventing Radicalisation
As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent duty'.
Staff are asked to keep an awareness of the potential for radicalisation of children who are vulnerable to extremist ideology and radicalisation particularly when using the internet and the use of social media. Normal safeguarding referral processes should be followed when there are concerns about children who may be at risk of being drawn into terrorism and staff should be alert to changes in children's behaviour. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Schools core values and Quaker values alongside the fundamental British Values supports quality teaching and learning. Whilst making a positive contribution to the development of a fair, just and civil society.

The Mount School procedures for protecting children at risk of radicalisation are:
- All staff complete the online Prevent Course.
- All staff alert concerns via iSAMS Wellbeing Manager or directly to the DSL.
- The DSLs report concerns where they feel children are at risk of radicalisation to the multi-agency Channel Programme or Children's Social Care and Channel Designated Person.
- The DSL should consider whether it would be appropriate to share any information with a new school or college in advance of a child leaving.
- Contact details for agency involvement, support and advice about extremism are displayed in Staff Rooms. These contact details are as follows: the local police force, 101 (the non-emergency police

number), the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7624 and counter-extremism@education.gsi.gov.uk.
- Any visiting speakers will always be supervised when in school and their suitability to present to pupils in the school will have been assessed, and an outline of their presentation obtained and checked before the date of the presentation. All staff need to ensure the visiting speaker guidelines in the 'Safer Recruitment Policy' are followed.

A Prevent Risk Assessment has been completed and is attached as an Annex to the Prevent Policy.

8(b) Child Missing Education

A child absent from education for prolonged periods and/or on repeat occasions is a potential indicator of safeguarding problems and could be at risk of being drawn into serious youth violence. The Mount staff will monitor attendance and follow the school's safeguarding procedures for highlighting children that go missing from education, particularly on repeat occasions. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Parents should ensure that the school has at least two emergency contacts for their child

The school has an admission register and will inform the Local Authority of any pupil who is going to be deleted under the circumstances specified in 'KCSIE September 2025'. The Mount School will inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). For further information please see Annex B of KCSIE September 2025.

8(c) Honour Based Abuse

So-called `honour-based abuse' (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse and should be handled and escalated as such.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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 are 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.

Risk factors for FGM include:
• low level of integration into UK society
• mother or a sister who has undergone genital mutilation (FGM),
• girls who are withdrawn from PSHE
• a visiting female elder from the country of origin
• being taken on a long holiday to the country of origin
• talk about a 'special' procedure to become a woman

Symptoms of FGM

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

Indications that FGM may have already taken place may include:
• difficulty walking, sitting or standing and may even look uncomfortable.
• spending longer than normal in the bathroom or toilet due to difficulties urinating.
• spending long periods of time away from a classroom during the day with bladder or menstrual problems.
• frequent urinary, menstrual or stomach problems.
• prolonged or repeated absences from school or college, especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return
• reluctance to undergo normal medical examinations.
• confiding in a professional without being explicit about the problem due to embarrassment or fear.
• talking about pain or discomfort between her legs

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.

It is mandatory for staff to report to the police cases where they discover that an act of FGM appears to have been carried out (those failing to report cases will face disciplinary sanctions. It is recommended that staff make an oral report by calling 101, the single non-emergency number, where there is risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. If appropriate, children's social care should be involved to ensure that girls are fully supported sensitively throughout any investigation.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

8(d) Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
Child exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity (a) in exchange for something the victim needs or wants (b) for the financial advantage or increased status of the perpetrator or facilitator and/or(c) through violence or the threat of violence. The victim may have been exploited even if the activity appears consensual. It does not always involve physical contact; it can also occur using technology. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation: CSE is a form of child sexual abuse. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Indicators of child sexual exploitation may include:
• Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
• Gang-association and/or isolation from peers/social networks;
• Exclusion or unexplained absences from school, college or work;
• Leaving home/care without explanation and persistently going missing or returning late;

• Excessive receipt of texts/phone calls;
• Returning home under the influence of drugs/alcohol;
• Inappropriate sexualised behaviour for age/sexually transmitted infections;
• Evidence of/suspicions of physical or sexual assault;
• Relationships with controlling or significantly older individuals or groups;
• Multiple callers (unknown adults or peers);
• Frequenting areas known for sex work;
• Concerning use of internet or other social media;
• Increasing secretiveness around behaviours; and
• Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.
• Having a prior experience of neglect, physical and/or sexual abuse;
• Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
• Recent bereavement or loss;
• Social isolation or social difficulties;
• Absence of a safe environment to explore sexuality;
• Economic vulnerability;
• Homelessness or insecure accommodation status;
• Connections with other children and young people who are being sexually exploited;
• Family members or other connections involved in adult sex work;
• Having a physical or learning disability;
• Being in care (particularly those in residential care and those with interrupted care histories); and
• Sexual identity.

Child Criminal Exploitation: Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

8(e) Sexual Violence and Sexual Harassment Between Children in Schools
Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will be likely to adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem reporting sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process speaking to the designated safeguarding lead.

8(f) Domestic Abuse
The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or

have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

• psychological
• physical
• sexual
• financial
• emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on a child, even where the abuse occurs between other family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Our school is part of Operation Encompass. Operation Encompass operates in all police forces across England and supports police and schools to work together to provide emotional and practical help to children who have experience domestic abuse. It provides an advice and helpline service for staff members of educational settings who are concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm Monday to Friday on 02045139990.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse. It is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar. Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

There is a legislative requirement for police forces to share information with educational settings through Operation Encompass. Through Operation Encompass the police will share information with our school about ALL police attended domestic abuse incidents which involve any of our children who are related to either of the adults involved in the incident. This sharing of information will occur PRIOR to the start of the next school day. The notification will inform us about the context of the incident and will include the Voice of the Child.

Jo Goudriaan, DSL, is the school's Key Person, and has undertaken the free National Online Operation Encompass Key Adult training. All Deputy DSLs have also undertaken this training, as has the school's Safeguarding Governor. Wider staff are encouraged to complete this free training via www.operationencompass.org/operation-encompass-on-line-key-adult-briefing.

We are committed to ensuring all parents are aware that we are an Operation Encompass school, and this information is displayed on our Policies page of our website, as well as signposted via posters around the school.

The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information. The Key Adult(s) will lead training for all staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

As a school we have also discussed how we can support our children who are experiencing Domestic Abuse on a day-to-day basis and particularly following the Operation Encompass notification, using the free Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child(ren) or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

In any instance that the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, we will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

Please see **Appendix 6** for the Operation Encompass call log.

8(g) Gangs and Serious Youth Violence

A gang is defined as a group of young people, especially young men, who spend time together, often fighting with other groups and behaving badly. Youth violence refers to harmful behaviours that can start early and continue into adulthood. The young person can be a victim, an offender, or a witness to the violence.

8(h) Other Specific Forms of Abuse and Safeguarding Issues

The following are other specific areas where children are vulnerable to abuse and more information can be found in Annex B of KCSIE September 2025:

- Child abduction and community safety incidents
- Children and the court system
- Children with family members in prison
- Cybercrime
- Homelessness
- Modern slavery
- Serious Violence

8(i) Out of School Providers

Out of School providers on the Mount School property are responsible for their own safeguarding and child protection policies and procedures. We would follow our own safeguarding policies and procedures if we had a concern about the out of school provider. This may include contacting the local authority designated officer in the concerns about adults.

Appendix 1: Definitions and Signs of Abuse
Appendix 2: Safeguarding Disclosure notes guidance
Appendix 3: Managing Allegations against Staff
Appendix 4: DSL Job Description
Appendix 5: DDSL Job Description
Appendix 6: Operation Encompass Call Log

Appendix 1: Definitions and Signs of Abuse

Staff should be constantly alert to signs of abuse, and these may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with criminal networks or gangs.

Abuse might fall into the categories of:

Physical Abuse
A form of abuse which may involve hitting, kicking, shaking, biting, hair pulling, 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.

Some of the following signs may be indicators of physical abuse:
• Children with frequent injuries.
• Children with unexplained or unusual fractures or broken bones.
• Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

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

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

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

Sexual Abuse
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 or whether the child is aware of what is happening. It includes sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) and including AI generated nudes/deepfakes, upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals

(this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

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 would not expect them to have.
- Children who ask others to behave sexually or play sexual games.
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy.
- Children who have older boyfriends or girlfriends.

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

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.

It is not the responsibility of school staff to decide whether child abuse is occurring, but we are required to act and report on any concerns. Staff and volunteers in school are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Bruises, lacerations, and burns may be apparent, particularly when children change their clothes for physical education and sports activities. All staff and volunteers are also asked to watch out for signs of self-harm.

Staff should also be vigilant and report any concerns they may have if a child threatens or tries to run away or goes missing for any period. Any pupil who repeatedly goes missing from school or has regular absence or has ten days of unexplained unauthorised absence, will be reported by the DSL to York City Council.

Child Exploitation
County Lines describes gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". Children can be targeted and recruited into county lines in several locations including schools and online, to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can become trapped by criminal exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity is something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

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

Gangs and Serious Youth Violence
Youth violence includes various behaviours including some violent acts such as bullying, slapping, or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death.

Some indicators that a young person may be at risk from or involvement with serious violent crime may include:
• Increased absence from school.
• A change in friendships or relationships with older individuals or groups.
• A significant decline in performance.
• Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
• Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individual associated with criminal networks or gangs.

APPENDIX 2: Safeguarding Disclosure notes guidance

These can be used when there is suspicion, allegation or disclosure of abuse or neglect

Your Name: _____   **Date and time of this record**: _____
Pupil's Details   Full name: Year group: Does the pupil know that this form has been completed? □ Yes   □ No   Do those with parental responsibility know this form has been completed?   □ Yes   □ No
Why are you concerned about this pupil?   Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself. Please describe any injuries, and their location, but do not ask to see any that are hidden by normal clothing. Detail any action that you have taken. Please attach an extra sheet of paper if necessary.

ANY SAFEGUARDING CONCERNS SHOULD BE RECORDED ON WELLBEING MANGER INCLUDING SCANNED NOTES. ORIGINAL NOTES SHOULD BE HANDED IN TO THE DESIGNATED SAFEGUARDING LEAD IMMEDIATELY

APPENDIX 3: Managing Allegations against Staff

Low-level allegations or concerns that do not meet the harm threshold

Low-level concerns that do not meet the harm threshold still need to be reported. If staff think they have observed behaviour that might be classed as of low-level concern they should report the incident to the Head who will triage with the DSL, unless it is about the DSL. If it involves the Head concerns should go directly to the Designated Governor for Safeguarding.

Examples of such behaviour include:

- Being over-friendly with pupils
- Having favourites
- Taking photos of pupils on personal mobile phones, except where permission has been granted from a member of SLT but never in EYFS
- Engaging with a child on a 1:1 basis behind closed doors
- Using inappropriate language

All low-level concerns will be recorded in writing including details of the concern, the context of the concern and action taken. These records will be kept confidentially until the individual concerned leaves the school, and records will be regularly reviewed to identify any patterns.

Allegations that may meet the harm threshold

The following action should be taken, where it is alleged that anyone working in school has:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a pupil in a way that might pose a risk to children
- Behaved in a way (including outside school) that indicates they may not be suitable to work with children

If a child has been harmed or is at immediate risk of harm, children's social care or, if appropriate, the police should immediately be informed. In the case of an allegation against a member of staff, supply staff, contractors or volunteers where the child is not in immediate danger the information should be given to the Head. If the allegation concerns the Head, the Clerk of the Committee should be informed.

Where there are concerns about the welfare of other children in the community or the member of staff's family, these should be discussed with the DSL and the DSL may have to make a further referral to children's social care.

Managing allegations

When dealing with allegations, common sense and judgement are required and allegations should be dealt with quickly, fairly, and consistently to provide effective protection for the child and to support the person subject to the allegation. The school will make every effort to maintain confidentiality.

In preparation for a referral to the LADO, basic enquiries in line with CYC procedures will be conducted, being careful not to jeopardise any future police investigation, to establish the facts and help determine whether there is any foundation to the allegation. The initial information required is detailed in the LADO Referral /

Consultation Request form found in procedural guidance provided by the LADO on the City of York Safeguarding Children Partnership website.

https://www.saferchildrenyork.org.uk/safeguarding-information/allegations-childcare-workers-professionals

Where the initial discussion leads to no further action the decision should be recorded and put in writing.

Further action

Where further enquiries are required, in straightforward cases the investigation should be undertaken by a senior member of school staff. If the complexity of the allegation requires it, an independent investigator should be used. Cases should be dealt with quickly, thoroughly and fairly. Where possible the first review should take place no later than 4 weeks after the initial assessment and dates for subsequent, ideally fortnightly, reviews should be set.

Suspension should not be an automatic response as in many cases an inquiry can be resolved quickly without the need for suspension. The following alternatives should be considered before suspending a member of staff allowing time for an informed decision:

- Redeployment within the school so the individual does not have direct contact with pupils
- Providing an assistant to be present when the individual has contact with pupils
- If it is in the best interests of the pupils moving them so they do not meet the member of staff

If immediate suspension is considered necessary, the rationale and justification will be made in writing. There should be a named contact in the school to provide support for the member of staff. Confidentiality should be maintained as part of the duty of care for the employee and they should be advised to contact their trade union and other support services.

Parents of the pupils should be informed about the allegation as soon as possible and be kept informed of progress in relation to their child. All people involved should be careful to maintain confidentiality.

Discussions should be recorded in writing and any communication with both the individual and the parents of the child agreed. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place giving due weight to the view of the LADO. In cases that are substantiated, records of the allegation and outcome should be kept on file and be used when providing references to prospective employers.

If the allegation is substantiated and the member of staff ceases to be employed by the school a referral to the DBS will be made and consideration of a referral to the Teaching Regulation Agency (TRA) needs to be considered. The investigation should not cease if the person leaves or resigns, and the person should be notified of any conclusion to the investigation.

The school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where an accused person is charged with an offence, or the DfE / TRA publish an investigation or decision in a disciplinary case. If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

If the allegation is unsubstantiated, malicious, false or unfounded consideration should be given to whether the pupil needs help from social care. Depending on the circumstances a phased return to work and the provision

of a supportive mentor might be appropriate. Details of allegations in these cases should be removed from personnel records.

If a member of staff is dismissed from the school or left due to risk/harm to a child the school must promptly inform the Disclosure and Barring Service (DBS), a referral to the TRA will also be made. Where dismissal does not reach the threshold for DBS referral, school has a duty to consider making a referral to the TRA as a prohibition order may be appropriate owing to "unacceptable professional conduct".

APPENDIX 4: DSL Job Description

Designated Safeguarding Lead (DSL) Job Description

The DSL is Joanne Goudriaan (Deputy Head of School) and she has lead responsibility to receive and respond to any concerns relating to child protection and safeguarding including online safety concerns.

The DSL is a member of the school's Senior Leadership Team.

There is a regular meeting with the DSLs, the Head and the Designated Governor for Safeguarding at which updates to policy and practice are presented and scrutinised. The Safeguarding Policy is reviewed annually and updated more frequently as required by national legislation.

Training
The DSL undergoes training with an accredited trainer to provide them with the knowledge and skills required to carry out the role. This training is updated every two years.

The DSL undertakes Prevent Awareness training.

In addition, to the formal training set out above, their knowledge and skills are refreshed at regular intervals, (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of the DSL role in providing information and support to the local authority children social care to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs, those with relevant health conditions and young carers
- Understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online,
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Understanding the views of children
It is important that all children feel heard and understood. DSLs should be supported in developing knowledge and skills to:
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- Understand the difficulties children have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Managing referrals

The DSL is expected to:
- Refer cases of suspected abuse to the local authority children's social care as required
- 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

Work with others
- Liaise with the Head to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL should be aware of the requirement for children to have an Appropriate Adult with them
- Work with the "case manager" and designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with mental health teams where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents especially where families may be facing challenging circumstances
- Work with ICT manager to have an overview of filtering and monitoring of IT and perform a review process

Raise Awareness
- The DSL should ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy and that it is used appropriately.
- Ensure the school's Safeguarding Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File
- The DSL should keep detailed, accurate, secure records of concerns and referrals and understand the purposes of this record keeping
- The DSL is responsible for ensuring that child protection files are kept up to date in a secure and confidential place with restricted access. Records should include a clear and comprehensive summary of the concern, details of the action taken, and decisions reached and the outcome.
- Where children leave the school the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. An understanding that The Data Protection Act 2018 is not a barrier to sharing information to promote the welfare and protect the safety of children.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability
- During term time the DSL (or Deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the DSL (or Deputy) would be expected to be available in person, but in exceptional circumstances availability via phone, Skype or other such mediums is acceptable.
- Cover arrangements for any out of hours / out of term activities are detailed on the out of hours on call rota.

Appendix 5: DDSL Job Description

The DDSLs are Rachel Capper (Head of Junior School) Hannah Sutcliffe (With responsibility for EYFS) James Waddington, Aimee Channon and Jess Charlton who will have responsibility to receive and respond to any concerns relating to child protection and safeguarding including online safety concerns in the absence of the DSL Joanne Goudriaan.

Training
The DDSL undergoes training with an accredited trainer to provide them with the knowledge and skills required to carry out the role. This training is updated every two years.

The DDSL undertakes Prevent Awareness training.

In addition, to the formal training set out above, their knowledge and skills are refreshed at regular intervals, (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of the DDSL's role in providing information and support to the local authority children social care to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs, those with relevant health conditions and young carers
- Understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online,
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Understanding the views of children
It is important that all children feel heard and understood. DDSLs should be supported in developing knowledge and skills to:
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- Understand the difficulties children have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Digital, Technology and Online Safety
In the absence of the DSL, the DDSL must act on any concerns or risks identified by monitoring and filtering reports. The DDSL will follow the correct procedures in the event of an online safety incident in the areas of content (exposure to illegal, harmful, or inappropriate material), contact (harmful online interaction with other users), conduct (personal online behaviour that increases the likelihood of harm), commerce (phishing, inappropriate advertising, online gambling, scams).

Managing referrals

The DDSL is expected to:

- Support the DSL when referring cases of suspected abuse to the local authority children's social care as appropriate
- Support staff who make referrals to local authority children's social care
- Support the DSL when referring cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Support the DSL when referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Support the DSL when referring cases where a crime may have been committed to the Police as required

Work with others

- Liaise with the Head to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DDSL should be aware of the requirement for children to have an Appropriate Adult with them
- Work with the "case manager" and designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with mental health teams where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents especially where families may be facing challenging circumstances

Raise Awareness

- The DDSLs should support the DSL to ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy and that it is used appropriately.

Help with the annual review of the school's Safeguarding Child Protection Policy **Child Protection File**

- The DDSLs should keep detailed, accurate, secure records of concerns and referrals and understand the purposes of this record keeping
- That child protection files should be kept up to date in a secure and confidential place with restricted access. Records should include a clear and comprehensive summary of the concern, details of the action taken, and decisions reached and the outcome.
- Where children leave the school the DDSL will help to ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. An understanding that The Data Protection Act 2018 is not a barrier to sharing information to promote the welfare and protect the safety of children.

Availability

- During term time the DSL (or Deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the DSL (or Deputy) would be expected to be available in person, in exceptional circumstances availability via phone, Skype or other such mediums is acceptable.
- Cover arrangements for any out of hours / out of term activities are detailed on the out of hours on call rota.

Appendix 6: Operation Encompass Call Log

Child's name and age & DOB			
Police Reference Number		Date:	
Date and time of incident Address of incident			

Circumstances of incident

Additional school information including other Operation Encompass calls

Actions taken and Impact