Safeguarding and Child Protection Policy

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Introduction

John Leggott College ('the college') recognises its moral and statutory duties of care to promote and safeguard the welfare of children and vulnerable adults. The college staff are committed to providing a safe, positive and supportive environment in which students can learn and achieve their potential and in which they feel valued, supported and protected from all forms of abuse, neglect, exploitation and radicalisation, whatever their background and circumstances.

In order to fulfil this commitment effectively, the college will ensure that college staff have a learner-centred approach. This means that at all times staff members will adopt an *'it could happen here'* approach where safeguarding is concerned. Staff members should always consider what is in the best interests of the student.

This policy will be shared with all staff on an annual basis and staff will sign to stipulate that they have read and understand this policy.

All staff, including staff who do not work directly with children, are required to read Part One of Keeping Children Safe in Education 2026. Staff will confirm that they have read and understood Part One and the College's Safeguarding and Child Protection Policy.

The staff shared area provides access to regular safeguarding updates which further highlights the commitment to safeguarding all young people and reinforces the importance of abiding by this policy.

The purpose of this policy is:

- to clarify roles and responsibilities of everyone within our college in relation to child protection and safeguarding
- to have clear procedures that are followed when a child is identified as needing more than universal services can provide
- to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- to ensure that all staff are aware of their statutory responsibilities with respect to safeguarding and trained in recognising and reporting safeguarding issues.

This policy applies to all college staff including apprentices, governors, host families, visitors, volunteers, contractors, contracted services (cleaners and catering staff) and others, e.g. health professionals and Local Authority Children and Family Services support workers; who work in direct contact with students in the college; since abuse may take place both outside and inside the college setting.

This policy also applies to staff who in the course of their employment may be deployed to work at other institutions or organisations. In these circumstances, staff will also be expected to comply with the safeguarding arrangements at the host organisation. Where there is any uncertainty around this, staff should seek advice from the Safeguarding Team.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (2026), Families First Partnership Programme - GOV.UK, Online Safety Act - GOV.UK and, the anticipated Children's Wellbeing and Schools Bill - Parliamentary Bills - UK Parliament. This policy also supports the July 2025 Relationships Education, Relationships and Sex Education and Health Education guidance and, the Generative artificial intelligence (AI) in education - GOV.UK policy paper and National Audit on Group-based Child Sexual Exploitation and Abuse .

Our college will analyse any patterns of unauthorised absence, changes in behaviours, appearances, missing and late episodes etc. We will aim to safeguard and provide family help at the earliest opportunity, to remove in partnership any barriers to learning and education that may arise.

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In schools, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to school confidently and feel safe and secure.

College Commitment

John Leggott College is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at college, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all our pupils.

We will establish an ethos where:

- children feel safe so that they can learn and develop
- children know there are adults they can talk to if they are worried
- children are equipped with the skills needed to stay safe

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our college who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all staff should make sure their approach is child- centred meaning at all times that we consider what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is inside or outside of the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding is a "Shared Responsibility", as defined in Chapter 1 of Working Together 2026.
John Leggott College pays full regard to Keeping Children Safe in Education 2026. We ensure that all appropriate measures are applied in relation to everyone who works in the college. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc. All appointments are subject to the appropriate pre-employment safeguarding checks required for the role, including an enhanced DBS check and children's barred list check where required by legislation and where the individual will be engaging in regulated activity.

All applications from external candidates are on a standard JLC application form or are via TES portal. Applications all come into College via the HR inbox or in paper format given to the HR department.
Applications at closing date are collated and reviewed by HR with regards to employment and education gaps. For applications where there is any disclosure the Deputy Principal (Designated Safeguarding Lead) reviews and has authority to decline interview depending upon disclosure. The HR team, SLT and Middle Leaders are safer recruitment trained.

John Leggott College will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, including:

- an identity check
- a barred list check
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom
- The details of an individual will be removed from the single central record once they no longer work at the school or college.

Where services or activities are provided on the college premises by a contracted services provider (e.g., catering services, cleaning services, bus operators), the college will ensure that the provider concerned has appropriate policies and procedures in place regarding safeguarding.

The College will determine whether an individual's role constitutes regulated activity in accordance with current legislation and Keeping Children Safe in Education. Appropriate DBS and children's barred list checks will be undertaken where required. The College will apply the current statutory requirements to volunteers and will not rely on the former supervision exemption when determining whether activity constitutes regulated activity.

Equality Statement

We recognise our obligations under the Equality Act 2010; that we must not lawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation.

Some children and vulnerable adults have an increased risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children and vulnerable adults have the same protection, regardless of any barriers they may face.

Children who may be potentially at greater risk include those who:

- have special educational needs and/or disabilities (SEND);
- have mental health needs;
- are young carers;
- have a social worker, including children in need and children subject to a child protection plan;
- have previously had a social worker or have previously received support from children's social care;
- are looked-after children, previously looked-after children, care-experienced young people or care leavers;
- are frequently missing or go missing from education, home or care;
- experience poor attendance or barriers to accessing education;
- are at risk of exploitation, modern slavery or trafficking, including criminal, sexual or financial exploitation;
- are at risk of radicalisation or being drawn into terrorism;
- are at risk of child-on-child abuse, including bullying, harassment, sexual harassment, sexual violence and other harmful or abusive behaviour;
- are at risk of online harm, including cyberbullying, online abuse, technology-facilitated abuse and harmful or abusive online content, including AI-generated or digitally altered imagery;
- may be displaying harmful, abusive or violent behaviours towards others, including behaviours that may indicate a risk of child-on-child abuse or exploitation.
- are affected by domestic abuse, parental mental health difficulties, substance misuse, parental offending or imprisonment, or other significant family pressures;
- are experiencing poverty, financial hardship, housing insecurity, temporary accommodation or other challenging family circumstances;

- are asylum seekers, refugees or otherwise experience vulnerabilities associated with migration or displacement;
- are at risk of honour-based abuse, including Female Genital Mutilation (FGM) or Forced Marriage;
- are privately fostered;
- may experience discrimination, prejudice or inequality;
- are questioning their gender and may require additional support in relation to their wellbeing, safeguarding, family or peer relationships, bullying or discrimination;
- have English as an additional language and/or face communication barriers; or
- may face additional barriers to recognising abuse, seeking help or disclosing concerns.

This list is not exhaustive. Staff should remain professionally curious and consider the individual circumstances, experiences and needs of each child. A child may be at greater risk because of a combination of factors, and safeguarding concerns should not be discounted because a child does not fall within one of the categories above.

Roles and Responsibilities

Our Governing Body has strategic leadership responsibility for our school's safeguarding arrangements, ensuring we comply with our duties under legislation. We have regard to Keeping Children Safe in Education 2026, ensuring policies, procedures and training in our college is effective and complies with the law at all times.

Our Governing Body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check

- there is a named Safeguarding Governor who is assured that the Single Central Record is checked and in line with KCSIE 2026;

- the college has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available upon request. The policy will be reviewed and updated on an annual basis or earlier if required.

- the college has a code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media

- the college operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with CMARS Standards of Safer recruitment; CMARS

- the college has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (See Appendix 4: Allegations against staff – reporting procedures).

- the college has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught

- a senior member of the college's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. This is Claire Haller (Deputy Principal)

- the college has one or more deputy DSLs who are trained to the same standard as the lead DSL, these are Emily Watkinson (Pastoral and Safeguarding Manager) and Katie Barker (Head of Pastoral Development). During term time, the Designated Safeguarding Lead or a

Deputy Designated Safeguarding Lead should always be available during College hours for staff to discuss safeguarding concerns. The College will maintain robust cover arrangements for periods when the DSL is unavailable because of illness, leave or other circumstances, to ensure that safeguarding concerns are received, monitored and acted upon without delay. Appropriate arrangements will also be made for College activities taking place outside normal College hours or term time.

Our Senior Leadership Team will ensure that:

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

- sufficient resources and time are allocated to enable the Safeguarding Team to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children

- there are arrangements in place for safeguarding supervision for the Safeguarding Team

- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. The NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am- 8pm Mon-Fri and email: help@nspcc.org.uk
- the Safeguarding Team are supported in providing a contact for the college to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of college term time when needed

- allegations regarding staff or any other adults in college are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure

- staff undertake appropriate safeguarding training, including host families of international students

- individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

- that IT usage is monitored via Fortinet and Senso systems which flag up any safeguarding concerns, and that all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

Our DSL (as stated in KCSIE 2026) is an appropriate member of the SLT and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place) and is expected to refer cases, along with the Safeguarding Team:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- where a crime may have been committed to the Police as required.

- access and review relevant CCTV footage where necessary and proportionate in responding to

or managing a safeguarding concern, in accordance with the College's CCTV and data protection procedures (along with DDSLs)

The Safeguarding Team are expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four KCSIE 2026) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Wellbeing Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Senior Leadership Team and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at college. This includes:
- ensure that the college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and
- attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable
- adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the college's policies and procedures
- be updated on any changes to Keeping Children Safe in Education annually by attending all staff training
- read Part One of Keeping Children Safe in Education and confirm that they have read and understood it
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to

suffer significant harm

- attend/engage with annual whole college safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- inform the safeguarding team of any concerns about a child immediately following college's safeguarding reporting procedures (see Appendix 6)
- inform the Deputy Principal of any concerns regarding an adult within school at the earliest opportunity
- **i**nform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Principal/Chair of Governors
- ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information will be shared where necessary and proportionate to safeguard and promote the welfare of children. Staff should not allow uncertainty about data protection to prevent appropriate safeguarding information sharing. Decisions about information sharing, including decisions not to share, should be recorded with the rationale for the decision.
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- will speak to the Safeguarding Team if they are in any doubt about sharing information
- consider unexplained, persistent or significant changes in attendance, punctuality or engagement as potential safeguarding indicators. Attendance concerns will be considered alongside behaviour, wellbeing, academic engagement and other contextual information to identify potential safeguarding risks.

Training

The Safeguarding Team will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand emerging themes. This will be done by attending the termly DSL Safeguarding Briefings and attending appropriate CMARS training/ external training and/or conference opportunities so they:

- Understand local arrangements for providing help and support as soon as problems emerge, including universal services and community-based Early Help and the targeted early help level of Family Help, together with the relevant assessment and referral processes
- Have a working knowledge of how the local authority conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Are alert to the specific needs of children in need, those with SEND and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff.

The designated safeguarding lead and deputy designated safeguarding leads should:

- Ensure each member of staff, especially new and part time staff, has access to and understands the safeguarding and child protection policy and procedure; (See Appendix 1 for procedure)
- Ensure the safeguarding and child protection policy is reviewed annually, with any procedural changes implemented and reviewed regularly
- Ensure the child protection and safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the DSL/DDSL
- Ensure all staff and host families have an awareness of safeguarding issues that can put children at risk of harm. (See Appendix 5 - Safeguarding issues that can put a child at risk of harm)

Supporting the Child and Partnership with Parents

John Leggott College recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Safeguarding Team will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

The Safeguarding Team are responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. 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
- the rationale for decisions made and
- distinguish clearly between fact, professional opinion, information reported by others and actions taken.

Where necessary, when a child leaves the College, including through an in-year transfer, the DSL/DDSL will ensure that the child protection file is transferred securely to the new school or college as soon as possible and within the timescales set out in KCSIE. The child protection file will be transferred separately

from the main student file and confirmation of receipt will be obtained. The information transferred will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. Current safeguarding risks will be clearly distinguished from historic information. Where there are significant safeguarding concerns, the DSL/DDSL will consider discussing these directly with the DSL at the receiving setting and whether relevant information should be shared in advance of the student's transfer.

Filtering and Monitoring

The governing body will consider our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will be doing all that we reasonably can to limit children's exposure to the risks from the college's IT system.

College will ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing Body and proprietors will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The staff member responsible for filtering and monitoring systems is the IT Manager and Pastoral and Safeguarding Manager/DDSL. In accordance with KCSIE 2026, they will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This will be discussed with IT staff and service providers about what more needs to be done to support colleges in meeting the Filtering and Monitoring Standards on an annual basis.

The review will consider the effectiveness and appropriateness of the provision, including checks that filtering is operating appropriately across relevant internet-connected devices and locations. The review will also consider emerging risks, reporting and escalation arrangements, and actions taken in response to safeguarding alerts. The review and any actions arising from it will be documented.

All staff are clear on:

The expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training. For example, part of their role may be to monitor what's on students screens

How to report safeguarding and technical concerns, such as if:

- They witness or suspect unsuitable material has been accessed
- They are able to access unsuitable material
- They are teaching topics that could create unusual activity on the filtering logs
- There is failure in the software or abuse of the system
- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- They notice abbreviations or misspellings that allow access to restricted material

Information Security and Access Management

The College will ensure that appropriate information security and access management arrangements are in place to safeguard children and protect sensitive information.

Access to College systems, safeguarding records and other sensitive information will be restricted according to an individual's role and legitimate need to access that information. Appropriate controls will be maintained to reduce the risk of unauthorised access, misuse, loss of information, data breaches or cyber-security incidents which could create or increase safeguarding risks.

The College will maintain appropriate cyber-security measures and will ensure that staff understand their responsibilities in relation to secure systems, passwords, access permissions, information sharing and the reporting of suspected security incidents.

Information security, access management, filtering and monitoring arrangements will be reviewed regularly and will have regard to relevant Department for Education standards and guidance. Where an information security or cyber-security incident creates, or may create, a safeguarding risk to a child, this will be reported to the DSL/DDSL and managed in accordance with the College's safeguarding procedures.

All staff and volunteers

Our staff and volunteers are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All our staff have responsibility to provide a safe environment in which children can learn.

Our staff and volunteers are prepared to identify children who may benefit from additional help or support as soon as problems emerge. This may include support through universal services and community-based Early Help or, where more targeted support is required, Family Help.

All staff and volunteers know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the designated safeguarding lead (or deputy), duty safeguarding officers and local authority children's social care.

Our staff and volunteers will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child but will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.

All our staff and volunteers are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences are harmful, e.g. children may feel embarrassed, humiliated, or threatened and this could be due to their vulnerability, disability and/or sexual orientation or language barriers.

This will not prevent staff and volunteers from having professional curiosity and speaking to DSL/DDSL/Duty Safeguarding Officers if they have concerns about a child. Our staff will determine how best to build trusted relationships with children and young people which facilitate communication.

All staff and volunteers are aware of policies and processes which support safeguarding, which includes the:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Role of the Designated Safeguarding Lead (including the identity of the DSL and deputies)

All staff and volunteers receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training is regularly updated.

In addition, all our staff receive safeguarding and child protection (including online safety) updates (for example via email, e-bulletins and staff meetings) as required and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All out staff are aware of the process for making a referral to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they

might be expected to play in such assessments.

Organisations or Individuals using College Premises

If an organisation/service/activity use the college premises, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and ensure that there are arrangements in place for the provider to liaise with us on these matters where appropriate. This will apply regardless of the children attending being on the college roll. We will follow the guidance in KCSiE 2026 within our expectations of providers.

If we receive an allegation relating to an incident that happens when an individual or organisation is using our college premises for the purpose of running activities for children (i.e. community groups, sports associations, service providers that run extra-curricular activities) we will follow our safeguarding policies and procedures, including informing the LADO.

Student Information

In order to keep children safe and provide appropriate care for them, accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the college with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Any relevant court orders in place including those with affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc)
- If the child is or has been supported on a Child Protection Plan
- If the child is receiving or has received support through Early Help, Family Help, a Child in Need plan or another relevant children's social care process
- If the child is Looked After Child (LAC) or previously looked after
- Any other factors which may impact on the safety and welfare of the child.
- John Leggott College will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements. The college's data protection policy aligns with KCSiE 2026 requirements.

Child Protection Procedures

Definitions ("Working Together 2026" and "Keeping Children Safe in Education" 2026)

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In schools, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to school confidently and feel safe and secure.

A child any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Extra Familial harm – risks to the welfare of children that arise within the community or peer group

Providing Help, Support and Protection – children and families should receive support as soon as problems emerge. This may include universal services and community-based Early Help. Where more targeted or coordinated support is required, this may be provided through the targeted early help level of Family Help in accordance with local safeguarding partnership arrangements

Disinformation - is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation - is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2026)

Unexplainable and/or persistent absences from education - has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2026, paragraph 29)

Looked after children (LAC) - KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we should use the term children in care or care experienced in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.

Nudification tools, cyberflashing, and epilepsy trolling is new terminology contained within gov.uk departmental guidance.

For categories of abuse see **Appendix 1** and further information on how to respond to disclosure.

All staff follow the college's child protection procedures which are consistent with 'Working Together to Safeguard Children 2026', Keeping Children Safe in Education 2026 and the North Lincolnshire CMARS guidance.

All staff will also have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM). (See Section 5 for full information).

Staff will also be aware that behaviours linked to drug taking, alcohol abuse and sexting put children in danger. Safeguarding issues can manifest themselves through child-on-child abuse, including bullying, prejudice-based or discriminatory abuse, physical abuse, sexual violence or sexual harassment – including online, harmful sexual behaviour, coercion, abuse within intimate relationships, the making or sharing of nude or semi-nude imagery, AI-generated or manipulated sexual imagery, misogynistic or misandrist abuse and online abuse. Staff must understand and follow the College's procedures for responding to child-on-child abuse.

Concerns staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings, written work)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance

- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present)
- any potential indicators of Child Exploitation (CE)
- any potential indicators of Female Genital Mutilation (FGM)
- any potential indicators of radicalization
- any potential indicators of living in a household with domestic abuse
- a referral to Children's Services and/or police must be made immediately if a child is suffering or likely to suffer harm or in immediate danger.

When responding to a disclosure staff will not investigate but will, wherever possible, elicit enough information to pass on to the Safeguarding Team in order that s/he can make an informed decision of what to do next.

The Safeguarding Team will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g., using TED technique – 'Tell me, Explain to me, Describe to me….'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the Safeguarding Team. Students need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate
- record details including date and what the student has said in the child's words on CEDAR
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

Working with External Agencies

Within the college any meetings involving the police are to be undertaken offsite. The college will co-operate by providing transport and time away from college and will ensure the child's appropriate adult is informed.

It would be legitimate to share information without consent.

Online Safety

Our governing body ensure that, as part of KCSiE 2026 requirement, all staff undergo regular updated safeguarding training, including in relation to online safety and, for children to be taught about safeguarding, including in relation to online safety that safeguarding for staff, including online safety training, is integrated, aligned and considered as part of the whole college safeguarding approach and wider staff training and curriculum planning.

Our policy is amended on a regular basis to reflect any new terminology. For example:

The College recognises that misogynistic and misandrist attitudes, language, harassment and online content can contribute to harmful cultures and may form part of child-on-child abuse, sexual harassment, bullying or other safeguarding concerns. Such behaviour will be challenged and will not be dismissed as “banter”.

The College recognises that misogynistic attitudes, language, harassment and online content can contribute to harmful cultures and may form part of child-on-child abuse, sexual harassment, bullying or other safeguarding concerns.

To ensure student safety the college IT systems are monitored through a system called Senso which flags up keys topics which are deemed to put the student at risk. Concerns are flagged up and monitored on college devices used on and offsite during college hours in term time.

Following any information raising concern, the Safeguarding Team will consider:

- any urgent medical needs of the child
- whether the child is subject to a Child Protection Plan/Child In Need/Early Help
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Duty and Advice Team
- the child‘s wishes.

Then decide:

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

Action following a child protection referral the Safeguarding Team will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns still remain will follow the CMARS escalation and professional resolution and CMARS escalation and resolution procedure

AI-Enabled, Smart and Enhanced Wearable Technology: The College recognizes the increasing availability of smart, AI-enabled and enhanced wearable technology, such as smart glasses, which may be capable of taking photographs, recording audio or video, livestreaming, transmitting information, processing information about individuals or interacting with artificial intelligence.

To protect the safety, privacy, dignity and confidentiality of students, staff and visitors, students and visitors are not permitted to wear or use smart, AI-enabled or enhanced wearable technology with recording, surveillance or similar capabilities on College premises or during College activities, unless its use has been expressly authorized by the College for an agreed educational, medical, accessibility or reasonable-adjustment purpose.

This includes wearable technology which may:

- photograph, film or audio-record other people;
- livestream or transmit images, audio or other information;
- use artificial intelligence to analyses, identify, describe or provide information about individuals or their surroundings;
- enable covert or discreet recording;
- capture information displayed on screens, documents or College systems;
- facilitate the creation, alteration or sharing of AI-generated or manipulated content involving

students, staff or visitors; or
- otherwise compromise privacy, confidentiality, safeguarding or the integrity of College assessments.

Students must not use wearable technology, including smart or AI-enabled glasses, to photograph, film, audio-record or otherwise capture data relating to another student, member of staff or visitor without appropriate permission, regardless of whether the content is subsequently shared.

Authorized Use: Where a student believes that wearable technology is required for an educational, medical, accessibility or reasonable-adjustment purpose, approval must be obtained before the device is brought into use on College premises or during a College activity.

Requests should be considered by an appropriate designated member of College staff, with advice sought from relevant teams such as Additional Learning Support, Safeguarding, IT/Data Protection, Examinations or curriculum staff where appropriate.

Before approval is granted, the College should consider:
- the purpose and necessity of the device;
- whether the same need can reasonably be met through alternative technology or support;
- the device's recording, photography, audio, livestreaming, AI-processing and data-storage capabilities;
- the potential impact on the privacy, dignity and safeguarding of other students and staff;
- data protection and information-security considerations;
- implications for examinations, assessments and academic integrity; and
- whether any restrictions or additional safeguards are required.

Where use is approved, the authorisation should be recorded by the College and should clearly identify the device, the reason for its use, where and when it may be used, any functions which must be disabled, and any other conditions or restrictions that apply.

Authorisation to wear or use a device does not automatically provide permission to photograph, film, audio-record or otherwise capture information about other people. Any recording function must be specifically authorised where required.

Authorisation to wear or use a device given to one student does not automatically apply to any other student as requests will be considered on a case by case basis.

Approval may be reviewed, amended, suspended or withdrawn where circumstances change, conditions of use are not followed, or the College identifies a safeguarding, privacy, data-protection, assessment or security concern.

Where a student is found to be wearing or using such a device without authorisation, they will be required to remove the device and cease using it immediately. The College may require the device to be stored securely or removed from College premises in accordance with College procedures.

Where the College reasonably believes that images, audio, video or other data have been captured in breach of this policy, the College reserves the right to require the student to delete or destroy the recorded material, including copies stored on the device or within associated applications or cloud services, where it is lawful and appropriate to do so.

Where recorded material may constitute evidence of a safeguarding concern, criminal offence, harassment, bullying or other serious incident, staff should not require its deletion before advice has been sought from the Designated Safeguarding Lead (DSL). The information may need to be preserved and, where appropriate, shared with the police, children's social care or another relevant agency.

Any suspected inappropriate recording, sharing of content, invasion of privacy, harassment, bullying, sexual harassment, assessment malpractice or other safeguarding concern involving wearable technology will be addressed through the College's Safeguarding and Child Protection Policy and relevant behaviour, online safety and disciplinary procedures. Refusal to comply with a reasonable and lawful request made by the

College may also result in action under these procedures.

As technology continues to develop, the College reserves the right to restrict the use of new or emerging wearable devices with comparable recording, surveillance, communication or AI-processing capabilities, even where a particular device or technology is not specifically named within this policy.

Work Experience

Employers, schools and training organisations will be asked to cooperate with the college in putting in place and subscribing to appropriate safeguards consistent with those in place within the college.

The College will ensure that appropriate safeguarding arrangements are in place for students undertaking work experience. Employers and training organisations will be expected to cooperate with the College's safeguarding requirements and provide appropriate safeguards for students. The College will determine whether an individual involved in caring for, training, supervising or otherwise working with a child on work experience is engaging in regulated activity and will ensure that appropriate safeguarding checks are undertaken in accordance with current legislation and Keeping Children Safe in Education 2026. The College will not rely upon the former supervision exemption when determining whether an activity constitutes regulated activity. Safeguarding arrangements will be proportionate to the student's age and needs, the nature and duration of the placement, the level of supervision and any identified risks. Students will be informed how to report safeguarding concerns arising during work experience.

Transporting Students

In certain situations staff or volunteers may be required or offer to transport a learner as part of their work. As for any other activity undertaken at college, the college has a duty to carry out a risk assessment covering the health and safety of their staff and to manage known risks.

Staff should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so will put a child (or vulnerable adult) at risk. In these circumstances the matter should be recorded and reported to both their manager and, if appropriate, the child's parents/carer.

There is an expectation that staff must have business cover on their car insurance if they are transporting learners. Any private vehicle used must meet all legal requirements.
Staff should not normally transport a learner in their car, instead a taxi should be requested. Student Services can assist in making arrangements from an operator that has been vetted by the Local Authority.

Where this is not appropriate, transport arrangements must be discussed and agreed by a line manager in consultation the Deputy DSLs. It would also be advisable to obtain parental permission, but in any instance staff should be wary of the possibility of false allegations being made. At least one adult additional to the driver must accompany the learner acting as an escort.

Communication with Students – Managing Professional Boundaries

Staff at the college occupy positions of trust, authority, and influence over students, creating an inherent power imbalance. It is essential that professional boundaries are maintained to protect both students and staff. While the following guidance outlines key expectations, it is not exhaustive. Staff are encouraged to reflect on their conduct and seek support from the college's safeguarding team when needed.

Staff must avoid sharing personal information or engaging in correspondence of a personal nature with students. Online boundaries should mirror those upheld in person. Communication should remain professional, and roles related to welfare or support must not be assumed without authorisation. Physical boundaries are equally important - unnecessary or inappropriate contact must be avoided, and personal space respected. Staff must not collude with students or allow themselves to be drawn into inappropriate conversations or behaviours. As role models, staff are expected to challenge discriminatory language and uphold confidentiality at all times. Giving or receiving gifts, lending or borrowing items, and non-verbal communication should be approached with caution, ensuring interactions remain professional and appropriate.

Involuntary Leave of Absence

On occasion it may be determined by staff at the college that a student poses a risk to themselves or to others due following a safeguarding incident. In these situations, a decision may be taken to place the student on an involuntary leave of absence while they seek further support.

Any such decision will be made by the Designated Safeguarding Lead or Deputies.

The student and their parent/guardian will be informed of the reason for the involuntary leave of absence and details of any actions that the student must undertake before they are allowed to return to college.

Visitors to College

All visitors to the college must be signed in at reception and given a green or red lanyard dependent on their role (**Appendix 9**).

All visitors to the college will be informed of the college's safeguarding procedures and how to report a concern during their visit.

Appendix 1: Types of Abuse

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Emotional 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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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 he 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.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a "loner" – difficulty relating to others.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it.

Some behavioural indicators associated with this form of sexual abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties).
- Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girls where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

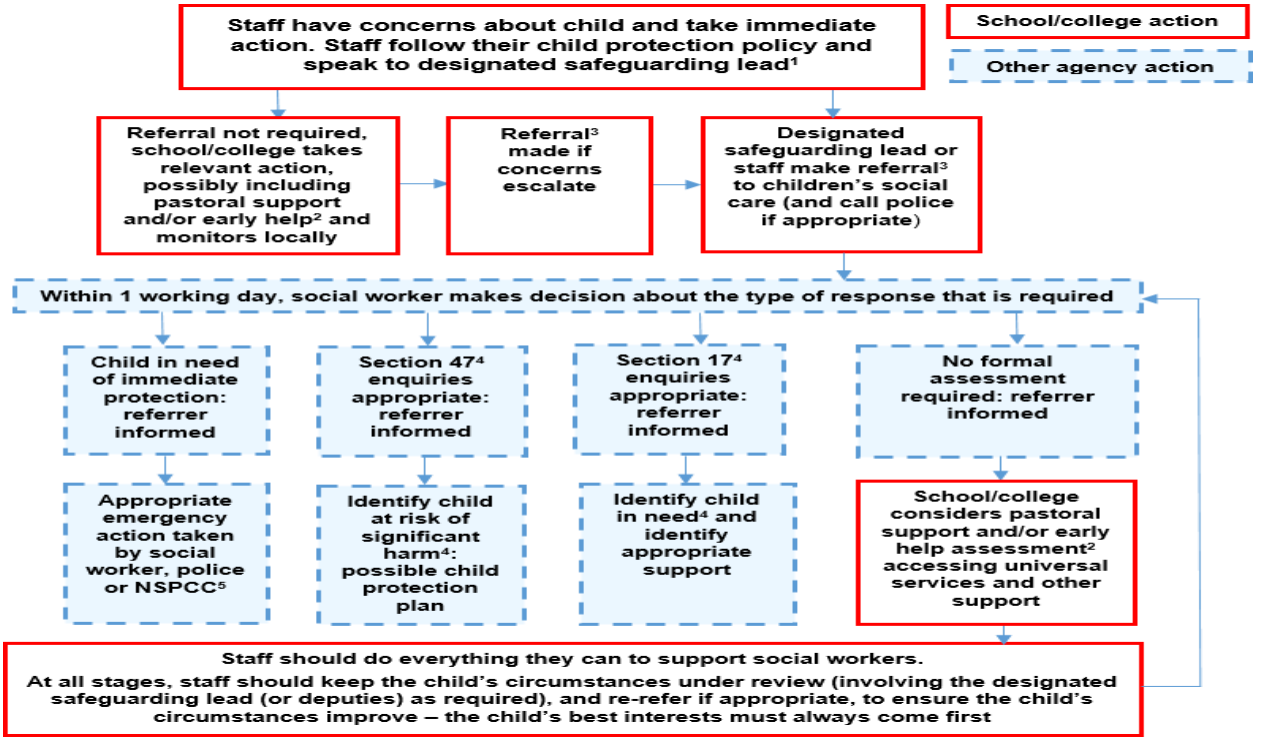
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from college.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive period.

Appendix 2: Allegations of Abuse

Our staff maintain an attitude of "it could happen here" where safeguarding is concerned. When we are concerned about the welfare of a child, we will always act in the best interests of the child.

When a member of staff suspects that any child may have been subject to abuse, or a child has disclosed that abuse has taken place, either to themselves or another child, the allegation must be reported immediately to the Safeguarding Team. The Safeguarding Team will ensure the allegation is acted on immediately, in accordance with the locally agreed Children's MARS procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Actions when there are concerns about a child.



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

Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe)
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form.

At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.

- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the nominated safeguarding officer initially verbally.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the Safeguarding Team.
- If the child agrees, take them with you to the nominated safeguarding officer.

With the Safeguarding Team, prepare a detailed report itemising:

- the information revealed by the student with absolutely no **opinion.**
- actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the College.
- date and sign any written record of events and action taken and keep confidential and secure.
- Safeguarding records must be treated as confidential, stored securely and shared only where appropriate in accordance with the College's safeguarding and information-sharing procedures.
- The Safeguarding Team keeps Child Protection records centrally and securely, and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the Safeguarding Team.
- The Safeguarding Team is responsible for passing on these concerns to Children's Services.
- Accurate records are essential in the event of further investigations.

If you see or hear something that concerns you:

- Don't ignore it.
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader.
- If it is related to a child being at risk – report it to the safeguarding team immediately and definitely before the child goes home that day.
- All staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff.
- Concerns about adults in the college should be made directly to the Deputy Principal.

Appendix 3: Responding to reports of sexual violence and sexual harassment

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the college should not be downplayed and should be treated equally seriously. This includes online sexual harassment and abuse involving the creation, manipulation or sharing of AI-generated or digitally altered sexual images or other sexualised content depicting or appearing to depict a child.A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the Safeguarding Team will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.
- The importance of necessary support for siblings following an incident

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The Safeguarding Team will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the college risk assessment.

The Safeguarding Team response will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the children involved
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers

- are there ongoing risks to the victim, other children, adult students or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- The starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.
- There are four likely scenarios for the college to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour been identified. Where a pattern is identified, the college will decide on a course of action, considering whether there are wider cultural issues within the college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:-

- Manage internally
- Referrals to Family Help, including targeted Early Help where appropriate
- Referrals to children's social care
- Reporting to the Police

John Leggott College will follow the statutory guidance in KCSIE 2026 Part 5, where full details can be found.

Appendix 4: Child-on-Child Abuse

All our staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this 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.

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 essential that all staff have a role in preventing it and responding where they believe a child may be at risk from it.

Child-on-child abuse is a safeguarding issue for all children involved. The College will consider the safeguarding, welfare and support needs of the victim and of the child or children alleged to have caused harm. A child who has harmed another child may themselves have experienced abuse, exploitation or other adverse experiences and may require safeguarding support. This does not minimise the impact upon the victim or remove accountability for harmful behaviour.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). This includes AI-generated or manipulated sexual imagery.
- 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
- 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).
- harmful sexual behavior**,** including sexual behaviour which is inappropriate, problematic, abusive or violent and which may occur face-to-face, online or through a combination of both
- coercion, including pressuring, manipulating, threatening or intimidating another child to do something they do not freely want to do; this may include an online element
- causing someone to engage in sexual activity without consent**,** including forcing or pressuring someone to strip, touch themselves sexually, or engage in sexual activity with another person
- misogynistic or misandrist abuse and harassment, including sexist, degrading, abusive or threatening language, behaviour or content; this should not be dismissed as "banter" and may be an indicator of, or contribute to, a wider pattern of sexual harassment, abuse or violence
- AI-generated or manipulated sexual imagery, including creating or sharing digitally altered or AI-generated nude or sexual images or videos
- online abuse, including cyberbullying, sexual harassment, unwanted sexual messages or

content, threats, coercion, exploitation, sharing of nude or semi-nude images, and the creation or sharing of harmful or manipulated images

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The DSL/DDSL will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the school risk assessment.

The DSL response will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the children involved
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or school or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

There are four likely scenarios for college to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour been identified. Where a pattern is identified, college decide on a course of action, considering whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:-

- Manage internally
- Early help
- Referrals to children's social care
- Reporting to the Police

Addressing child on child abuse : a resource for schools and colleges

John Leggott College will follow the statutory guidance in Keeping Children Safe in Education 2026, Part 5, where full details can be found.

Appendix 5: Allegations against Staff that may meet the harms threshold

We will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children at the College. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved in way that indicates they may not be suitable to work with children.

We will follow guidance in Keeping Children Safe in Education 2026 and Children's MARS guidance see Children's MARS procedures "Managing Allegations Against People Who Work With Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

Were it is identified a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

We will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently and
- provide effective protection for the child and support the person subject to the allegation.

Concerns that do not meet the harm threshold

The college will promote an open and transparent culture in which all concerns about all adults working in or on behalf of college are dealt with promptly and appropriately. Low level concerns does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold but that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

To access full procedures and supporting documents KCSIE 2026 (Part 4), Code of Conduct

Appendix 6: Safeguarding issues that can put a child at risk of harm

All staff should have an awareness of safeguarding issues that can put children at risk of harm. **Child**

abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

Action Against Abduction and Clever Never Goes

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Further information is available at Get help with child arrangements

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Children Missing from Education (CME)

All staff are aware that children going missing, particularly repeatedly, it can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help
prevent the risks of a child going missing in future. Staff are aware of their school's unauthorised absence and children missing from education procedures.

For the full Children's MARS Protocol visit: North Lincolnshire Missing From Care Protocol

Children with family members in prison

School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. This may include support through community-based Early Help, Family Help, Student Welfare and/or other appropriate College or external services, depending upon the needs of the child and family. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

The college is aware that CSE is a form of child sexual abuse. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Child criminal exploitation may involve organised criminal groups or networks and can constitute modern slavery. Children may be coerced, controlled or manipulated into criminal activity and may not recognise themselves as victims, particularly where they identify with, feel loyalty towards, or believe they belong to the group or network exploiting them. Children who are criminally exploited should be considered first and foremost as children who may require safeguarding and protection, including where they have committed offences as a consequence of exploitation.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Please visit Child sexual exploitation: definition and guide and CSE-procedure-Nov-19 for the full guidance.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Please visit Sexual violence and sexual harassment between children in schools and colleges for full guidance.

Children potentially at greater risk of harm

Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). Some children may be potentially at greater risk of harm because of their individual circumstances or additional barriers to recognising or reporting abuse. The College's Equality Statement identifies relevant groups and circumstances which may increase vulnerability. This list is not exhaustive and staff should consider each child's individual circumstances, experiences and needs.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Cybercrime

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding

lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may

blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of

Child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Please visit Young people and domestic abuse for further support.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Please visit Multi-agency statutory guidance for dealing with forced marriage and HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage for further guidance.

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.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving '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 (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is

used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

FGM

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. More information can be found at FGM- information and resources and FGM : multi-agency statutory guidance.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support, this includes working with external agencies.

Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

If a child's mental health concern is also a safeguarding concern, staff should follow the College's reporting procedures. The College recognises that safeguarding concerns and mental health needs can interact. Staff should consider changes in behaviour, attendance, engagement, presentation and relationships alongside other contextual information. Where mental health concerns indicate that a child may have suffered or may be at risk of abuse, neglect or exploitation, the College's safeguarding procedures must be followed.

More information can be found at Mental health and behaviour in schools.

Modern Slavery and the National Referral Mechanism

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

Online Safety

We ensure that children are taught about safeguarding, including online safety as part of a broad and balanced curriculum. Online abuse is any type of abuse that happens on the internet, facilitated through technology. It can include:

- bullying
- emotional abuse
- sexual abuse
- sexual exploitation
- sharing of nude and semi-nude images and/or videos (also known as sexting) – this includes AI-generated or manipulated sexual imagery
- Misogynistic behaviour

Further information and resources relating to online safety are contained within Keeping Children Safe in Education 2026 and associated Department for Education guidance.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information can be found at **Operation Encompass.**

Child on child abuse

Child-on-child abuse (including harassment and violence) Children can abuse other children both inside and outside College and online. All staff must recognise, respond to and report concerns about child-on-child abuse. Full definitions, examples and the College's procedures for responding to child-on-child abuse are set out in Appendix 4 of this policy.

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

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

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.
Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty is part of schools' wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at Prevent duty guidance.

Prevent contacts in the Local Authority:-

NLC designated officer for Prevent	Stuart Minto (07717 588137)
The named officer for schools	Sarah Stokoe (07385005271)
The named officer for safeguarding individual children	Matthew Clayton (01724 296500)

Private fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school or college we will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. More information can be found at Private Fostering (CA 1989).

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The DSL is aware of the local procedures for making a Prevent referral. Further information can be accessed at Prevent Duty guidance and Channel and Prevent Multi-Agency Panel guidance , which is a voluntary, confidential support programme which focuses on providing support at an early stage to children who are identified as being vulnerable to being drawn into terrorism.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Sexual violence

It is important that college staff are aware of sexual violence and the fact children can, and sometimes

do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that

penetration and has the freedom and capacity to make that choice.

Further information can be accessed at Sexual-consent.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names

- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.Further information is available at Sharing-nudes.
    - sharing of unwanted explicit content
    - upskirting (is a criminal offence)
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats.

Further information is available from Preventing harmful sexual behaviour in children - Stop It Now.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Children who are Questioning their Gender

The College recognises that some children and young people may question their gender. A child questioning their gender is not, in itself, a safeguarding concern. However, some children may experience additional vulnerabilities, including concerns relating to their mental health and wellbeing, relationships with family or peers, their wider social environment, or discriminatory bullying and harassment.
The College will provide a respectful and supportive environment in which all students feel able to discuss concerns. Bullying, discrimination, harassment or abuse of any student will not be tolerated and will be addressed in accordance with the College's safeguarding, behaviour and anti-bullying procedures.
Where a student raises that they are questioning their gender, staff should listen sensitively, take time to understand the student's thoughts and feelings and maintain appropriate professional curiosity about their wider experiences and wellbeing.
Where a student makes a request for the College to make changes or provide support relating to social transition, the member of staff should **refer the student to a Safeguarding Officer for a discussion**. Staff should not independently agree or implement changes relating to social transition before the College's agreed process has been followed.

The Safeguarding Officer will:

- meet with the student to understand their wishes, circumstances, wellbeing and any support

needs;

- consider whether there are any wider safeguarding, mental health, SEND, family, peer, bullying or other welfare factors which may be relevant;
- explain the College's process to the student and ensure that their views and feelings are heard;
- involve the DSL/DDSL where appropriate and particularly where safeguarding concerns are identified;
- consider any relevant clinical evidence or advice and, where appropriate, seek additional professional advice from relevant colleagues or services;
- consider what is in the best interests of the student and, where relevant, the impact of any proposed arrangements on other students;
- ensure that decisions are made in accordance with the College's safeguarding duties and its obligations under the Equality Act 2010 and Human Rights Act 1998; and
- ensure that the decision-making process, agreed actions and reasons for decisions are appropriately recorded and reviewed.

Where a student requests support relating to social transition, parents or carers should be engaged as a matter of priority and their views should be properly considered. The College will work with the student and their parents/carers to determine what is in the student's best interests wherever possible.
In the rare circumstances where there is reason to believe that involving a parent or carer may place the student at greater risk of harm, the parent/carer should **not be contacted before the matter has been discussed with the DSL/DDSL**. The DSL/DDSL will determine what action is required to safeguard the student.

Where a student talks to a member of staff about questioning their gender but **does not request that the College makes changes to how they are treated**, confidentiality should be respected in accordance with normal College procedures. Information should not automatically be shared with parents/carers solely because the student has discussed these feelings. However, where the conversation raises a concern about the student's safety or wellbeing, normal safeguarding procedures must be followed.

The College will take a careful, individualised approach to any request relating to social transition. Decisions will not be based on a blanket approach and may not necessarily be the same as the student's requested outcome. Appropriate consideration will be given to the student's age and maturity, wishes and feelings, individual circumstances, wellbeing, safeguarding needs, relevant professional or clinical advice and the College's legal obligations.

Any agreed arrangements will be kept under appropriate review. Where circumstances or safeguarding information change, the DSL/DDSL should be involved in reviewing previous decisions and determining whether arrangements remain appropriate.

The College will ensure that relevant student information is recorded accurately where required for safeguarding and statutory purposes and that information is shared only with those who need it in accordance with safeguarding and information-sharing requirements.

Young Carers

Young carers The College recognises that caring responsibilities can affect a young person's attendance, attainment, behaviour and wellbeing. Staff should be alert to children who may be undertaking caring responsibilities and seek to identify their needs at an early stage so that appropriate College, local authority, health or other support can be provided. Where a young carer's circumstances also give rise to a safeguarding concern, the College's safeguarding procedures will be followed.

Children with Special Educational Needs and/or Disabilities (SEND)

Children with SEND may face additional safeguarding challenges and barriers to recognising or reporting abuse, neglect or exploitation. Staff should remain professionally curious and should avoid assuming that changes in behaviour, mood, presentation, attendance or communication are attributable solely to a child's SEND. The College will ensure that appropriate communication support is available where required so that children can express their wishes, feelings and concerns.

Safeguarding children with medical conditions

A medical incident or the management of a child's medical condition does not, in itself, constitute a safeguarding concern. However, staff should consider whether circumstances indicate that a child may be at increased risk of abuse, neglect or exploitation because of their medical condition. This may include circumstances where relevant medical information is repeatedly withheld from the College or where a child is repeatedly sent to College without medication or other essential support required to keep them safe. Where such concerns arise, the College's safeguarding procedures will be followed.

Children in temporary accommodation

The College recognises that children placed in temporary accommodation may experience disruption, instability and additional barriers to education and support. Where the College receives notification that a child has been placed in temporary accommodation, this information will be considered alongside the child's wider circumstances and any existing safeguarding or welfare concerns. Appropriate support and liaison with relevant services will be considered. Receipt of a temporary accommodation notification does not replace normal safeguarding procedures or a referral to children's social care where a child has been harmed or is at risk of harm.

Serious violence

Serious violence is a safeguarding concern and may include physical assault, carrying, threatening with or using weapons, peer conflict or bullying and violence associated with criminal exploitation. Staff must report concerns that a child is carrying or using a weapon, or has expressed an intention to do so, immediately to the DSL/DDSL. Staff should also be alert to indicators that a child may be at risk of involvement in serious violence, including increased absence from College, changes in friendships or relationships with older individuals or groups, significant deterioration in educational engagement or performance, significant changes in wellbeing, unexplained injuries, or unexplained gifts or possessions. The College will consider the child's wider circumstances and work with relevant partners where necessary to manage risk and safeguard the child and others.

Appendix 7: Reporting safeguarding concerns on CEDAR

- Select a new thread from the menu on the students' page
- Then select the safeguarding thread types; Safeguarding: Safeguarding Referral
- Then select a safeguarding type – using your own judgement as to which best fits the issue you are dealing with.
- If you are aware the student is accessing support from an external agency then select one of the boxes available.
- Log your safeguarding concern in the 'Comment' box and select 'Submit Form' at the bottom of the page. This will then be emailed direct to the Safeguarding Team who will respond to your concern.

If the safeguarding concern is urgent and needs to be dealt with right away then contact the safeguarding mobile on 07807556810 (as detailed on your CEDAR home page) to notify the Duty Nominated Safeguarding Officer.

Appendix 8: Useful Contacts

Designated Safeguarding Lead (DSL)	Claire Haller	01724 282998
Deputy Safeguarding Lead (DDSL)	Emily Watkinson Katie Barker	01724 282998 01724 282998
North Lincolnshire Children's Services Point of Contact (SPOC)		01724 296500 (office hours) 01724 296555 (out of hours)
North East Lincolnshire Children's Services		01472 326292 (office hours) 01472 326292 (emergency out of hours)
Lincolnshire's Children's Services		01522 782111 (office hours) 01522 782333 (outside office hours)
Doncaster Children's Services		01302 737777 (office hours) 01302 796000 (out of hours)
East Riding Children's Service		
Allegations against/concerns about adults(s) working with children	Local Authority Designated Officer (LADO)	LADO@northlincs.gov.uk 01724 298293
Police		999 – Emergency 101 – Non emergency
Head of Service – Education Standards	Helen Hatton	Helen.hatton@northlincs.gov.uk 01724 298396
School Improvement Officer (Safeguarding)	Sarah Stokoe	Sarah.stokoe@northlincs.gov.uk 07385005271
Safeguarding Education Officer		Vacant
NSPCC Whistleblowing helpline		0800 028 0285
Prevent	Stuart Minto Sarah Stokoe	Stuart.minto@northlincs.gov.uk 07717 588137 Sarah.stokoe@northlincs.gov.uk 07385005271

Useful links:

- Children's MARS website
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- What to do if you're worried a child is being abused
- Information sharing: advice for practitioners
- Children Act 1989 and Children Act 2004
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Teachers' Standards (update June 2021)
- Welcome | Family Information Directory (northlincs.gov.uk)

Appendix 9: Visitors to College

