



Safeguarding and Child Protection Policy
September 2025

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Introduction

St John's College School is committed to safeguarding and fully recognises the responsibility it has under section 157 of the Education Act 2002, (as amended), and the Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

With regard to the provisions it makes for safeguarding and safer recruitment, the school takes into account the nature, age range and other significant features of the school including specifically, EYFS pupils, pupils who board, including choristers and those with special educational needs and disabilities.

This policy has been drawn up having regard to the following:

[Keeping Children Safe in Education \(KCSIE\) 2025](#)

[What to do if you're worried a child is being abused: Advice for practitioners](#)

[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children \(December 2023\)](#)

[Information sharing \(2018\)](#)

[Prevent Duty Guidance: for England and Wales \(March 2024\)](#)

[When to call the police \(non-statutory guidance from the National Police Chiefs' Council\)](#)

In line with Keeping Children Safe in Education (Sept 2025), safeguarding and promoting the welfare of children is defined for the purposes of this policy as: *"providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."*

This responsibility is more fully explained in the statutory guidance for schools and colleges ["Keeping Children Safe in Education"](#) (KCSIE) (Sept 2025). All staff have read at least Part 1 and Annex B of this guidance and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A will be issued.

All staff must sign to say they are aware and understand their duties and responsibilities under part one of KCSIE. Staff will be required to read every new edition of Keeping Children Safe in Education. The Designated Safeguarding Lead will ensure all staff are made aware of any changes or updates to the guidance. All staff will then be expected to read and sign to say they have read and understood the changes.

Through their day-to-day contact with pupils and direct work with families, all staff at the school have a crucial role to play in noticing indicators of possible abuse, neglect or exploitation and referring them to Children's Social Care. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. **Anyone can make a referral. Parental consent is not needed to make a referral when there is an immediate risk of significant harm.** The school is aware that if a crime may have been committed, the matter should be reported to the police immediately.

All staff have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused neglected or exploited;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and to ensure that the policy is fully implemented. Our policy applies to **all** staff, volunteers and contractors, paid and unpaid, working in the school including governors. Teaching assistants, catering staff, secretaries, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary. At all times staff should consider what is in the best interests of the child. If you make a referral please inform the Designated Safeguarding Lead as soon as possible.

Our policy is consistent with the Safeguarding Children Partnership Board procedures.

As a member of the Boarding Schools' Association, our school has adopted the BSA's Commitment to Care Charter. [Please click here to view a copy of the Charter.](#)

There are four main elements to our policy:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- **PROCEDURES** for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are attached (see Appendix A)
- **SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

Prevention

We recognise that identifying children who may benefit from early help is imperative and our whole pastoral system is set up accordingly. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school, led by the Designated Safeguarding Lead will therefore:

- Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.
- Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- Train staff to recognize the importance of children receiving the right help at the right time to address risks and to prevent issues from escalating and to constantly review and reflect on their practice.
- Train staff to act on and to refer on the early signs of abuse and neglect, including radicalization.
- Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.
- Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be reported to Prejudice Reporting for Education.
- Teach a PSHEE curriculum which reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout. These lessons include how to stay safe online and are aimed at helping children to adjust their behaviours in order to reduce risks and build resilience, including to radicalization, with particular attention to the safe use of electronic equipment and the internet, topics which are also covered in computing lessons. Online Safety lessons are also supported with the use of 'Project Evolve'.
- Ensure each child has a 'safety network' of people written down which is revisited at the beginning of each term. The children will discuss how to deal with a worry including worries about bullying and cyberbullying and if they have a serious worry or concern relating to a friend, they can report this using the MyConcern community reporting feature.

The curriculum incorporates activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts based on the current 2021 guidance. During the course of the year, schools will be moving towards delivering the following content from the 2025 RSE guidance.

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

For the top two year groups (Years 7 and 8), the curriculum also includes activities and opportunities that equip children at an older age with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021

Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2025- to be fully implemented by 2026

We use the Safer Spaces and Safer Corridors Toolkits developed by the Cambridgeshire PSHE Service. These support schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. By definition, it applies to abuse by one child of another child- regardless of the age, of stage of development, or any age differential between them.

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate personal relationships between children; physical abuse; harmful sexual behaviour; sexual violence and sexual harassment including upskirting, and online sexual harassment; child sexual exploitation; child criminal exploitation; hate incidents and hate crime; racism; and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of child-on-child abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up, or 'banter'.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), and/or enrichment programmes, including teaching about consent.

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. School will ensure that these children have a trusted adult in school to talk to.

Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's [Child Sexual Behaviour Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](#) if there is a concern that a young person may be displaying sexually harmful behaviours.,

Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or Deputy) in line with safeguarding reporting procedures.

Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also 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 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.

The school will:

- Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

The Designated Safeguarding Lead will:

- Liaise closely with external agencies, including police and social care, when required.
- Refer to 'Keeping Children Safe in Education - Part Five', 2025 for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)

Procedures (including roles and responsibilities)

The School will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website: [Multi-Agency Policies and Procedures Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

The Designated Safeguarding Lead and Prevent Strategy Lead is:

Lisa Bedford, Assistant Head (Pastoral), (01223 272718)

The EYFS Designated Safeguarding Lead and Domestic Abuse Lead is:

Althea Pipe, Senior Deputy Head and Head of the Junior Department (01223 272729)

Whilst overall responsibility for online safety is retained by the DSL, The Online Safety Lead is: Tristan Igglesden, Director of Studies, (01223 272705)

The Mental Health Lead is: Jude Worthington, Deputy Head of the Junior Department, (01223 272749)

The Deputy Designated Safeguarding Leads are:

Althea Pipe, Senior Deputy Head and Head of the Junior Department (01223 272729) Tristan Igglesden, Director of Studies (01223 272705) and Clare Gorick, Head of Boarding (01223 272771)

The nominated governor for Safeguarding is:

Henry Price (governors@sjcs.co.uk 07968 946575)

The Governing Body's Responsibilities:

Governing bodies should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who has undertaken appropriate training and will take leadership responsibility for the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all governors and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure there is a Designated Safeguarding Lead and Prevent Lead, who has a job description and is a member of the senior management team, and who has lead responsibility for safeguarding and child protection in the school and has undertaken, as a minimum, the 2-day child protection training course run by The Education Child Protection Service.
- Ensure that training for the DSL is updated at least every two years in accordance with government guidance and that in addition to the formal training set out above, the DSL and DDSs refresh their knowledge and skills e.g. via updates, meetings or additional training at least annually.
- Ensure that the Designated Safeguarding Lead receives regular training, including Prevent awareness training in response to the Prevent Duty on schools and is confident in rolling out Prevent Awareness Training to all staff.

- Ensure that the Deputy Designated Safeguarding Leads are also fully trained, to the same level as the Designated Safeguarding Lead, and that the roles of both are explicit in the job descriptions
- Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties including reporting to the senior management team at the half termly meetings. (See as outlined in 'Keeping Children Safe in Education, 2025, Annex C)
- Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction and then receive regular updates, at least annually. Staff members are required to log a concern via the electronic system and submit it to the DSL/DDSL immediately or complete a logging concern form where they have no access to the electronic system
- Ensure that every member of staff and every governor knows: how to identify signs of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online; that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful; how to pass on and record concerns about a pupil; that they have individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring child protection concerns to the DSL / deputy DSLs; what is meant by, and the importance of, showing professional curiosity; that they have a responsibility to provide a safe environment in which children can learn; the safeguarding response to children who go missing in education; where to find the Multi-Agency Procedures on the Safeguarding Children Partnership Board website; their role in the early help/ targeted support process; the process for making referrals to children's social care; the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; the role of filtering and monitoring and the process for reporting issues
- Ensure all staff 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 relating to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the DSL or one of the Deputy DSL's is always available during school hours, during term time to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL or Deputy DSL's are not available. All staff should be made aware that the absence of the DSL should not delay appropriate action being taken. In the absence of the DSL, staff may speak to:
 - The Deputy Designated Safeguarding Lead
 - A member of the Senior Leadership Team
 - The Governor for Safeguarding
 - Refer directly to Children's Social Care or the police themselves
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.
- Consider how children should be taught about staying safe, paying attention particularly to practices which help the pupils to reduce risks including the safe use of the internet and electronic equipment.
- Ensure that the children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.
- Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website where the policy will be available.
- Ensure an annual report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body. The governing body will carry out their own review by scrutinising the report and discussing and questioning both policy and practice in great detail with the Designated Safeguarding Lead in the Michaelmas Term Governors' meeting. Any weaknesses will be rectified without delay
- Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.

- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children who have had or have a social worker) are experiencing / have experienced with teachers and school and leadership staff.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be published on the school website.
- Ensure that the policies and procedures are fully implemented in the day to day running of the school.

The Named Governor for Safeguarding will support the Designated Safeguarding Lead and Prevent Lead by:

- working with the Designated Lead for Safeguarding and Prevent in monitoring the Safeguarding and Child Protection policies and practices;
- reviewing with the Designated Lead for Safeguarding and Prevent termly any safeguarding matters and reporting to the governing body;
- completing with the Designated Lead for Safeguarding and Prevent an annual review of the safeguarding and child protection policies including an update and review of the effectiveness of the procedures and implementation. A detailed report evidencing the depth and breadth of the full review will be produced and presented to the governing body;
- ensuring that the policy is known in practice. The Governor for Safeguarding will meet with a number of staff during each termly visit to ensure they know who to go to in the case of suspected abuse and how to receive a disclosure from a child.

The Designated Safeguarding Lead

The Designated Safeguarding Lead's training will include working with inter agencies, participating in child protection conferences, supporting children in need, record keeping and promoting a culture of listening to children. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

The Designated Safeguarding Lead will:

- Refer all cases of suspected abuse to the Cambridge Multi-Agency Safeguarding Hub (MASH)
- Refer all cases which concern a member of staff to the Named Senior Officer
- Refer all cases where a person is dismissed or left due to risk/harm to a child (or would have been dismissed), and all cases of professional misconduct, to the Disclosure and Barring Service as well as the TRA
- Refer cases where a crime may have been committed to the police.
- For children at risk, referral should be made within 24 hours and does not need parental permission where this might further endanger the child.
- Follow up any referrals made by any member of the school to ensure a satisfactory outcome for the child. If the child's situation does not seem to be improving the designated safeguarding lead will press the necessary authorities until the concerns are addressed in the best interests of the child.
- Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. In the case of a child who is likely to suffer significant harm, this will involve reporting directly to Social Care immediately. In cases where a child is in need of additional support this will include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of the child in need. This could involve the use of the Early Help referral Form or TAF (Team around the Family) approaches. In cases where there is a risk of a child becoming radicalized, the normal procedures for making a referral will take place. A concern will be logged and passed to the Designated Safeguarding Lead who will refer it to the Multi Agency Safeguarding Hub (MASH) which could mean a referral to the Channel Panel.
- Have a working knowledge of how Cambridgeshire Local Authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff as well as volunteers.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Ensure the Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website
- Ensure that this policy is available publicly via the school website. A paper copy can be obtained from Lisa Bedford (lbedford@sjcs.co.uk) or Althea Pipe (apipe@sjcs.co.uk)
- Link with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school within 5 days. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- Request child protection files for any new pupils transferring from other schools or nurseries.
- Ensure the document called [Responding to a Disclosure](#) is displayed in Staff offices and workrooms on all three sites and is available in the Staff Handbook. This document gives instructions on the process for making a referral to social care.
- Ensure as part of their induction, that every member of staff, paid and unpaid, and the governing body reads and signs to say they understand The Safeguarding and Child Protection Policy, The Whistleblowing Policy, The Code of Conduct for Staff, Keeping Children Safe in Education part 1 and Annex B, Working Together to Safeguard Children, Use of Mobile Phones Policy, Acceptable Use Policy, Use of Physical Restraint Policy, Intimate Care Policy, Searching and Confiscation Policy, Behaviour Policy, Anti-bullying Policy, Cyber-bullying Policy and the safeguarding response to children who go missing from education. (There may be additional policies specifically related to their role)
- Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- Ensure all staff have access to both the Multi-Agency Safeguarding Hub (MASH) for social care referrals and professional consultations and the Early Help Hub (EHH) for early help assessment and advice. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- Have a nominated governor for safeguarding who has undertaken appropriate training. The nominated Governor for Safeguarding is Henry Price.
- Ensure every member of staff and every governor knows:
 - the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect including signs of bullying, radicalization (Prevent), sexual exploitation and acts of female genital mutilation
 - how to respond to and report concerns about children in need and children at risk, in line with Working Together to Safeguard Children 2023.
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board website
 - their role in the early help process.
- Provide regular Child Protection training for all staff including the Head, the Governors, temporary staff and volunteers in regulated activity consisting of induction training, refresher training in full every two years. This covers the full Basic Child Protection training from the local Education Child Protection Service. Annual updates and termly reminders of safeguarding procedures and any changes are a permanent part of training days and staff receive other regular updates when necessary. This could be

through email or during a staff meeting/training session. Such regular training ensures that staff are confident that they know:

- The school's legislative responsibility by having a thorough knowledge and understanding of the school's safeguarding policy and the relevant statutory documents.
- The contents of Keeping Children Safe in Education Part 1 (Sept 2025)
- The actions where there are concerns about a child. Please see the flowchart - Actions where there are concerns about a child on page 24 of [KCSIE Sept 2025](#).
- their personal responsibility by having a thorough knowledge and understanding of the school's Code of Conduct
- their responsibility in relation to whistleblowing and have a thorough knowledge and understanding of the school's [Whistleblowing Policy](#).
- the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation, criminal exploitation, online abuse including through social media, child-on-child abuse, radicalization and children missing in education
- who the Designated Safeguarding Lead and Prevent Lead is
- how to receive a disclosure from a child, including how to avoid asking leading questions and explaining that confidentiality cannot be promised
- how to support a child who has made a disclosure
- how to record the information accurately and factually
- that anyone can make a referral and that the designated safeguarding lead should be informed as soon as possible if a referral has been made.
- how to receive and make a referral either in school or outside school if necessary. 'Responding to a Disclosure' posters are all visible all around school Appendix C.
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- Where pupils are educated off site or in alternative provision, the school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Appoint a lead for Prevent, Online Safety and Domestic Abuse
- Read and take action on the daily internet filtering reports and regularly check the additional monitoring system that we have in place (Securly) for any issues or concerns; these will be reported in the weekly SMT meeting. For further information on the internet filtering and monitoring systems, see the [Acceptable Use Policy](#).

Multi-Agency Working

The Designated Safeguarding Lead will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils
- co-operate as required, in line with Working Together to Safeguard Children 2023, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- notify the relevant Social Care Unit immediately if:
 - it should have to suspend or exclude a pupil who is subject to a Child Protection
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will always be informed.

Record Keeping

The School will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.

- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.
- Ensure all records include:
 - a clear and comprehensive summary of the concern;
 - the child's wishes and feelings;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome
 - a record of any discussion/communication with parents, other agencies etc

Electronic records are stored on an identified, purpose-built, secure platform: MyConcern. In addition, appropriate secure storage arrangements are in place for any historic hardcopy safeguarding files.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2025, (page 174) and the Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead will:

- Usually be a member of the senior management team
- support the Designated Safeguarding Lead and have the same authority as the designated safeguarding lead if the Designated Safeguarding Lead is unavailable
- act as and carry out the role of the designated safeguarding lead when the designated safeguarding lead is unavailable
- undertake the Designated Safeguarding Lead training, refreshing every two years.

Confidentiality and information sharing

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Head.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' December 2023)
- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

Communication with Parents/Carers

The Designated Safeguarding Lead will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk of harm to the child or exacerbate the situation, advice will be sought from Social Care.
- Discuss with Children's Social Care if the School believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence. This may also include concerns relating to radicalisation.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if a Child in Need or Child Protection Enquiry is undertaken.

Supporting Children

The school recognises that **any** child may be subject to abuse and 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.

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support all pupils through:

- Listening to the child. The Designated Safeguarding Lead will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide
- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The school's behaviour policy will support all pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school for advice on case management
- Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- Monitoring and supporting pupils' welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Safeguarding Children Partnership Board "Inter-Agency Procedures"
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed
- When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns
- Referral to the Channel programme (through Cambridgeshire Direct Contact Centre and the police), if radicalization is identified as an issue

Recognising that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (Risks outside the home). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see Keeping Children Safe in Education 2025 for the complete list. The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are more vulnerable to abuse and can face additional safeguarding challenges both online and offline. School staff who deal with children with complex and multiple disabilities

and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse, neglect and exploitation.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHEE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help (telling and who to tell); the difference between safe and unsafe physical contact (good and bad touches); the difference between safe and unsafe secrets; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member with an illness or disability, mental health condition or an addiction can increase their vulnerability and that they may need additional support and protection.

The School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Children at Risk of Criminal Exploitation (CCE)

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the Safeguarding Children Partnership Board's [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board](#) (safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Children at Risk of Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At St John's College School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

Children Persistently Absent from Education

School recognises that children who have unexplainable and/or persistent absences from education, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school will hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Cambridgeshire's Children Missing from Education guidance. The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to consider a Child in Need or Child Protection referral. However, the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual or criminal exploitation.
- The child's substance misuse dependency is affecting their mental and physical health and social wellbeing.
- where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the child's substance misuse dependency is putting the child at such risk that intensive specialist resources are required.
- Where the child is perceived to be at risk of harm through any substance associated criminality

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic abuse.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Parent/carer/other family members drug and/or alcohol use is at a problematic level and they are unable to provide care to child.
- Family home is used for drug taking/ dealing/ illegal activities.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Child or household member found in possession of Class A or Class B drugs/ drug paraphernalia found in home.
- Evidence of substance/ drug misuse during pregnancy.

Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of 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).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At St John's College School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic abuse incidents, to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

Please see [Domestic Abuse Act 2021 Statutory Guidance](#)

Children at risk of 'Honour- Based' Abuse (HBA) including Female Genital Mutilation (FGM)

Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17 –year olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police via the DSL. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children previously in care or who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi - Agency Procedures.'

Children showing signs of Abuse, Neglect and/or Exploitation

School recognise that experiencing abuse, neglect or exploitation may have an adverse impact on those children, which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Risks outside the home take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), criminal exploitation, serious youth violence, county lines and radicalisation.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

Children at Risk of Radicalisation

Children are 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 school's safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent Lead training (which is updated every two years) and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training: Lisa Bedford

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website.

[National Prevent referral form \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

See also [Prevent Duty Guidance: for England and Wales](#), HM Government, (March 2024).

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer in the usual way via the Customer Service Centre. Email:

ReferralCentre.Children@cambridgeshire.gov.uk

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

Physical Intervention

Please see our [Physical Restraint and Use of Reasonable Force Policy](#).

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We take guidance from [The Use of Reasonable Force in Schools \(DfE Guidance 2013\)](#).

Searching and Confiscation

We acknowledge that a child has a right to privacy. Please see our [Searching and Confiscation Policy](#).

Anti-Bullying and Cyberbullying

Please see our [Anti-Bullying Policy](#) and [Cyber-bullying Policy](#).

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We review this policy annually.

Intimate Care

There may be occasions when a member of staff needs to undertake personal care tasks with children but particularly to those who are in the Early Years and Foundation Stage. The normal range of development for this group of children indicates that they may not be fully toilet trained. In addition to this there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment. Examples of these may be children who have limbs in plaster or are temporarily wheelchair bound. In such circumstances staff must follow the guidelines set out in the [Intimate Care Policy](#).

Child-on-Child Abuse

When dealing with child-on-child abuse the school will follow the key safeguarding documents, *Keeping Children Safe in Education* and *Working Together to Safeguard Children*, even where an alleged perpetrator is a child. This will entail:

- effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue); sexting and banter are unacceptable.
- the normal procedures for dealing with pastoral incidents should be followed so that a systematic, rigorous and transparent investigation is carried out (please see [Dealing with a Pastoral Incident](#)). In the event of a disclosure all of the children involved, whether perpetrator or victim will be treated as at risk. The school is aware that there is more potential for child-on-child abuse among boarders and special attention is paid to highlight the vulnerability of boarders in staff training and pastoral group meetings.
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Cambridgeshire Safeguarding Children Partnership Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police (parental permission is not required where this might further endanger the child);
- following the advice for practitioners in: [What to do if you're worried a child is being abused](#);
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out within 24 hours, with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.

The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online.

Additional guidance on sharing nudes can be found in [Sharing nudes and semi nudes: how to respond to an incident](#). (March 2024)

Bullying related to Racism, Gender or Disability

Our policy on bullying related to Racism, Gender or Disability, set out in the school's Pastoral Care policy, which is in accordance with the school's Equal Opportunities policy, is reviewed annually. We acknowledge that repeated incidents or a single serious incident of this kind may lead to consideration under child protection procedures.

Cyberbullying (See Cyberbullying Policy)

We acknowledge that to allow or condone bullying using any form of technology may lead to consideration under child protection procedures. Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk. Cyberbullying is part of the taught curriculum in PSHEE and Staying Safe. Parents are invited annually to an online safety evening.

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. As a matter of routine any trips involving outside bodies such as travel firms will involve assessment of all risks including the production of child protection measures specific to the activity and its location. All children going on trips outside of the school receive 'Staying Safe' training from the Deputy Head, the Assistant Head Pastoral, the Head of Boarding or the teacher in charge of the trip.

Please also see [KCSIE 2025 Annex B](#) for further information

Preventing Unsuitable People from Working with Children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part 3 of 'Keeping Children Safe in Education' (2025) and this section should be read in conjunction with the school's Safer Recruitment Policy.

The governing body will ensure that at least one of the people on the recruitment panel has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training:

Sarah Wright (Headmistress), Althea Pipe (Senior Deputy Head), Tristan Igglesden (Director of Studies), Lisa Bedford (Assistant Head Pastoral), Simon Kirk (Director of Music), Celia Cobb (Director of Stringmoves), and Alex Loria (Director of Operations).

Allegations that may meet the harms threshold

Any allegation of abuse made against teachers (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Part 4, section one, of Keeping Children Safe in Education, 2025, will be reported straight away to the Head.

In cases where the Head is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2025.

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff, or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2025.

The Head will ensure that all allegations are reported to the LADO within one working day. The LADO will advise

on all further action to be taken.

Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future possible police investigation.

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, it will contact children's social care and, as appropriate, the police immediately. The School will consider:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold (Part Four, Section Two)

Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead or the Head. **NB:** the term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

In cases where the Head is the subject of a low level concern, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2025.

The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college 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.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The School will hold records securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We will hold our records online.

The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

The school will ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Arrangements for Dealing with Allegations of Abuse against teachers and other staff including volunteers, the DSL/Deputy DSL and the Head

As part of the induction process all staff are given training on the Whistleblowing Policy, refreshed every two years as part of the safeguarding training.

If an allegation is made against a member of staff (including supply staff and volunteers) the quick resolution of the allegation should be a clear priority to the benefit of all concerned. All necessary delays should be eradicated.

Staff and volunteers should report any allegation of abuse immediately to the Head. In cases where the Head is the subject of an allegation, staff and volunteers should report directly to the Chair of Governors without informing the Head. The Designated Safeguarding Lead will follow the procedures set out in Part four of Keeping Children Safe in Education 2025

The Designated Safeguarding Lead will consult with the **Local Authority Named Senior Officer (01223 727967)** immediately in the event of an allegation being made against a member of staff (including supply staff and volunteers) and adhere to the relevant procedures set out in Keeping Children Safe in Education (2025). In the case of an allegation of historical abuse, the same procedures will be followed.

The Named Senior Officer will liaise with the **Local Authority Designated Officer (LADO 01223 727967)** ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head or Chair of Governors must **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews and statutory investigations that may be necessary.

All discussions with the Named Senior Officer and the LADO will be recorded in writing and any communication with the individual and parents/carers of the child/ren will be agreed.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. The school recognises it has a duty of care to staff and will provide effective support to any member of staff who is the subject of an allegation. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Advice will be taken from the LADO and the staff member will be given a named contact if suspended. Arrangements will be made for alternative accommodation away from the children for resident members of staff who have been suspended pending an investigation of a child protection nature.

The school is aware of the restrictions (effective October 2012 applied up to the point where the accused is charged with an offence or the DFE/TRA publish information or a decision in a disciplinary case) on the reporting or publishing of allegations against teachers and so the school will make every effort to maintain confidentiality and guard against unwanted publicity.

If the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned, the school will report that person to the Disclosure and Barring Service, within one month of leaving the school.

Referrals to the DBS will not be prevented because of an individual's refusal to co-operate in an investigation.

The school will consider making a referral to the Teacher Referral Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence';

In relation to the Early Years Foundation Stage (EYFS) the school will notify Ofsted (08456 404040 or 0300 1233155) as soon as is practicable and within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the school whether the allegations relate to harm or abuse which took place on the premises or elsewhere. The school will provide Ofsted the following information about themselves or an employee when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and a certified copy of the relevant order (in relation to an order or conviction).

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

At no time must the child be put into a situation in which he/she may have to communicate with or see the accused. The identity of the child will remain confidential to the Head and the DSL.

Support will be put in place for the accuser and the school will make every effort to ensure the accuser does not suffer in any way and is not disadvantaged as a result of their disclosure.

The Designated Safeguarding Lead will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

The Designated Safeguarding Lead will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

The Designated Safeguarding Lead will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

Other Related Policies

[Physical Restraint and Use of Reasonable Force](#)

[Searching and Confiscation Policy](#)

[Anti-Bullying Policy](#)

[Cyber-bullying Policy](#)

[Health and Safety](#)

[Acceptable Use Policy](#)

[Digital Devices Guidelines for Parents and Children](#)

[Digital Devices Guidelines for Staff](#)

[Intimate Care Policy](#)

[Code of Conduct for Staff](#)

[Safer Recruitment Policy](#)

[Use of Mobile Phones and Other Smart Devices Policy](#)

[Whistleblowing](#)

[Complaints Policy & Procedure](#)

[Behaviour Policy](#)

[Protocol for Requesting Approval for Tuition Taking Place Outside of School](#)

[Staying Safe Guidance for Staff regarding Boarders, Choristers and Children on Overnight or Extended Trips and Tours](#)

[Equality, Diversity and Inclusion Policy](#)

Use of Mobile Phones and other Smart Devices Policy

The [Use of Mobile Phones Policy](#) is a requirement for all schools with EYFS.

Our policy on use of mobile phones and other smart devices, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

After School Activities (on or off school site)

For all after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, supervising the school's pupils either on or off school site, the school will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

The governing body will use the guidance on 'Keeping children safe in out-of-school settings' (May 2025) which details the safeguarding arrangements that schools should expect these providers to have in place.

For Regular Activities Run by another body we require:

- Confirmation that they have completed the relevant safer recruitment checks on all of their staff
- Completion of the Safer Recruitment Checks for Contractors form
- Information on the content of the activities to ensure we comply with our duties under Prevent

The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

For Visiting Speakers please see the [Visiting Speakers Policy](#).

Approved by Governors: September 2025
This policy will be reviewed in August 2026

Categories of abuse, neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 - 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.

Neglect - 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.

- It may occur during pregnancy as a result of maternal substance misuse.
- It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
- It also includes parents or carers failing to:
 - Provide adequate food, clothing and shelter including exclusion from home or abandonment
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision including the use of inadequate care-givers
 - Ensure access to appropriate medical care or treatment
 - Provide suitable education

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are worthless, unloved, inadequate, valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Criminal Exploitation- Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and /or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Risks Outside the Home- is an approach that considers children and young people's experiences of significant harm beyond their families. The approach considers children and young people's experiences being not only influenced by their family, but also by their peer network, wider community and society in general. These threats can take a variety of different forms, including: Exploitation by criminal gangs and organised crime groups; Children who go missing and trafficking; Online abuse; Sexual exploitation; Influences of extremism leading to radicalisation.

Appendix B

Useful Contacts: Numbers/Emails/Websites

Lisa Bedford Designated Safeguarding Lead, Prevent Lead (oversees online safety with lead role delegated to Dr Tristan Igglesden)	01223 272718 lbedford@sjcs.co.uk
Althea Pipe EYFS Designated Safeguarding Lead, Domestic Abuse Lead, Deputy Designated Safeguarding Lead	01223 272729 apipe@sjcs.co.uk
Tristan Igglesden Deputy Designated Safeguarding Lead	01223 272705
Clare Gorick Head of Boarding and Deputy Designated Safeguarding Lead	01223 272771
Henry Price Governor for Safeguarding	07968 946575; governors@sjcs.co.uk
Sarah Wright Head	01223 272700
Customer Service Centre- social care referrals	0345 045 5203 Emergency duty team (out of hours) 01733 234724
Early Help Hub (EHH) Targeted Support Service	01480 376666
Education Safeguarding Team	ecpsgeneral@cambridgeshire.gov.uk
Education Safeguarding Manager	Sara Rogers Sara.rogers@cambridgeshire.gov.uk
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Senior Leadership Adviser	Phil Nash 07920 270820
Local Authority Designated Officer (LADO)	lado@cambridgeshire.gov.uk 01223 727967
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422277

The Designated Safeguarding Lead and Prevent Strategy is Mrs Lisa Bedford.

The EYFS Designated Safeguarding Lead and Domestic Abuse Lead is Miss Althea Pipe.

The Online Safety Lead is Dr Tristan Igglesden

The Deputy Designated Safeguarding Leads are Miss Althea Pipe, Dr Tristan Igglesden and Mrs Clare Gorick

Relevant Documents

["Guidance for Safer Working Practice for those working with children and young people in education settings" \(February 2022\)](#)

["Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" May 2024\)](#)

["Keeping children safe in education: Statutory guidance for schools and colleges" \(Sep 2025\)](#)

["Prevent Duty Guidance: for England and Wales" \(March 2024\)](#)

["The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\) \(Jun 2023\)](#)

["What to do if you're worried a child is being abused: Advice for practitioners" \(March, 2015\)](#)

["Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" \(Dec 2023\)](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(UKCIS, March 2024\)](#)

["Keeping Children safe during community activities, after-school clubs and tuition: non statutory guidance for providers running out-of-school settings" \(May 2025\)](#)

["Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" \(March 2025\)](#)

["When to call the Police: guidance for schools and colleges," \(National Police Chief Council\)](#)

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Responding to a Disclosure

All staff need to know:

- **All concerns relating to the welfare of a child must be passed on and dealt with immediately and always on the same day. Anyone can make a referral if necessary (see useful contacts below).**
- The Designated Safeguarding and Prevent Lead is Mrs Lisa Bedford, Assistant Head (Pastoral) (ext 718)
- The EYFS Designated Safeguarding Lead is Miss Althea Pipe, Senior Deputy Head & Head of the Junior Department (ext 729)
- If they are unavailable, you can go to one of the Deputy Designated Safeguarding Leads: Miss Althea Pipe (01223 272729) Dr Tristan Igglesden (01223 272705) or Mrs Clare Gorick (01223 272771)
- The Online Safety Lead is Dr Tristan Igglesden, Director of Studies, (01223 272705)
- The Domestic Abuse Lead is Miss Althea Pipe, Senior Deputy Head & Head of the Junior Department (01223 272729)
- The Core Inter-agency Safeguarding Procedures are available on the school website or on the Internet at <https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/>
- The Safeguarding and Child Protection policy is on the school website or available from Lisa Bedford
- Logging a Concern forms are kept in the staffrooms at Byron House and Senior House or a copy is available on the school website. All staff working directly with children have a MyConcern log in.
- The Whistle-blowing Policy is on the school website and a copy is available from Lisa Bedford
- The Designated Governor for Safeguarding is Henry Price



Lisa Bedford
01223 272 718



Althea Pipe
01223 272 729



Tristan Igglesden
01223 272 705



Clare Gorick
01223 272 771



Henry Price
07968 946575

What to do if a pupil tells you of abuse

LISTEN - be calm and reassuring. Be sensitive to the child. Do not ask leading questions

EXPLAIN what you intend to do and that you may not be able to keep it confidential,

PASS ON your concerns to the DSL without delay, and

RECORD the details of your conversation as soon as possible and always before the end of the day.

What to do if the Designated Safeguarding Lead (DSL) is not available to advise you about a child protection matter

- If Lisa Bedford is not available, refer your concerns to Althea Pipe, Tristan Igglesden or Clare Gorick.
- You may wish to speak to Henry Price as the governor in charge of Safeguarding (see above)
- If none of the above are available and you are worried about a child, telephone the Multi Agency Safeguarding Hub (MASH) (01480847743)
- If there is no answer, telephone the Emergency Duty Team (01733 234724)
- If you think a child is in danger, ring 999

Useful Contacts

Prevent Office: Tel: 01480 422277 (if you are worried about radicalisation)

Early Help Hub: 01480 376666 (early help assessment and advice for non-emergencies)