Pocklington School Foundation

The Safeguarding Children Policy: The Framework including the Child Protection Policy

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Introduction

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE 2026)

The Foundation fully recognises, and takes most seriously, its legal responsibility to safeguarding children. We expect everyone who works in our Foundation to share this commitment. We are committed to a 'whole Foundation' approach to safeguarding to ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy.
Adults in the Foundation take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child, working together with children, families, staff and in cooperation with local agencies.

Adults looking after children or young people in schools should be aware of the risks of abuse (by adults or other young people) and take steps to reduce those risks. The suite of policies that make up 'The Safeguarding Framework', including the Child Protection Policy, is to help ensure all are clear and confident in responding to the children's needs, and to specific child protection situations.

The Foundation promotes an inclusive, anti-discriminatory culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities. All systems, processes and policies operate with the best interests of the child at their heart.

What 'Safeguarding' Means:

Safeguarding and promoting the welfare of children is defined 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 impairment of children's mental or 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.
The school works within the guidance and procedures of East Riding Safeguarding Children Partnership (ERSCP) (erscp.co.uk). (East Riding of Yorkshire Council website: www.eastriding.gov.uk).
The Foundation is careful to follow the government recommendations on gathering information and carrying out checks on all adults working on site:-

Key Publications relevant to the Child Protection Policy and the Safeguarding Framework

(1) Keeping Children Safe in Education (KCSIE) – Department of Education (DFE), Sept. 2026
(2) Working Together to Safeguard Children – (UK Government, March 2026)
(3) Independent Schools Inspectorate: Handbook for the Inspection of Schools – Sept. 2025
(4) The Prevent Duty – Safeguarding Learners Vulnerable to Radicalisation (DfE, 2023).
(5) Multi-Agency Statutory Guidance on Female Genital Mutilation: July 2020
(6) When to Call the Police: Guidance for Schools and Colleges (NPCC, 2020)
(7) Filtering and Monitoring Standards for Schools and Colleges (DFE, 2026)
(8) Working Together to Improve School Attendance (July 2026)
(9) After School Clubs, Community Activities and Tuition (Feb 2026)
(10) Digital & Technology Standards (June 2026).

Safeguarding Digest

Summary of key initiatives and actions

September 2020: Foundation inset – Focus on changes to KCSIE 2020; whole staff refresher on safeguarding responsibilities and what to do if concerned about a child. Particular focus on potential wellbeing / safeguarding issues for children & families on return to school after lockdown.
September 2020: Clinical Psychologists Jo Jordan and Stephen Bainbridge, with Clare Swann (Head of Pupil Welfare) – training video on a systematic way to better understand and form action plans when addressing more complex pastoral cases
February 2021: Mental Health First Aid Training (two members of staff fully accredited as trainers)
March 2021: Hosted online York Boarding Schools Forum on wellbeing and pastoral challenges.
March 2021: Bereavement in children training / information video produced by Chaplain.
May 2021: ERSCP online safeguarding course distributed to all staff.
June 2021: Everyone's Invited – Focus Groups to gather information from across the Foundation on issues concerning sexual harassment and violence.
July 2021: ERSCP DSL Update training
August 2021: Everyone's Invited School report published
September 2021: Foundation Inset. Child Protection and Safeguarding refresher with focus on SV&SH
September 2021: Kooth Independent Support for Children Presentation and Launch
October 2021: RAP presentations on consent to Years 6 – 13, and parents
February 2022: Pupil led, staff supported Discussion Groups across divisions re safeguarding matters including SH
May 2022: Mental Health First Aid training to HoMs and other pastoral staff
June 2022: Local Police Liaison talks to Lower and Middle School Divisions re safe internet use
July 2022: ERSCP DSL Update Training
September 2022: Introduction of 'Class Charts' as part of Rewards and Behaviour management in senior school
September 2022: Focus on Online Safety training for pastoral leads (NSPCC training)
February 2023: Operation Encompass and Domestic Violence Training for DSLs and Heads of Division
September 2023: Opening of Health and Wellbeing Centre
September 2023: Online Safety - Filtering and Monitoring inset focus for Foundation Staff
September 2023: Cyber Security training for all staff ongoing throughout academic year
January 2024: All Foundation Staff completed ERSCP safeguarding training (To be refreshed in 3 years)
April 2024: All Foundation staff complete Prevent training; DSLs complete referrals training
September 2024: Foundation Inset on KCSIE 2024 updates - focus on recording safeguarding incidents
March 2025: 'Safer Together Training' - DSLs
September 2025: Foundation Inset on KCSIE 2025 updates, good safeguarding practice focusing on communication with pupils and parents.
April 2026: Foundation inset and training on Restrictive Interventions; Updates to new statutory guidance on Mobile Phone use in schools and amendments to school practice.
September 2026: Foundation inset on key updates from KCSIE 2026. Training on anaphylaxis awareness and staff responsibilities.

Key Local Contacts

- Arriane Morgan (DSL): 01759 321221; Katie Dewhirst (Prep School DSL): 01759 321228 Martin Davies (Dep DSL) 01759 321294. Bonnie Steel (Prep School Dep DSL): 01759 321228 Suzie Rogers (Prep School Dep DSL) 01759 321228
- Chair of Governors: Jonathan Tilsed (TilsedJ@pocklingtonschool.com)
- Safeguarding Governor: Pippa Hildyard (HildyardP@pocklingtonschool.com)
- Pocklington Police Liaison: richard.cooke@humberside.police.uk.
- East Riding of Yorkshire Council: 01482 393939. Customer.services@eastriding.gov.uk
- ERSCP Children's Safeguarding & Partnership Hub: 01482 395500. safeguardingchildrenshub@eastriding.gov.uk (https://www.erscp.co.uk/reporting-concerns/)
- ERSCP Safeguarding Hub - Out of office hours Emergency Duty Team: (01482) 393939 emergency.duty.team@eastriding.gcsx.gov.uk
- Safeguarding in Education Team Manager: Chris Hamling chris.hamling@eastriding.gov.uk
- SiET inbox for initial contact: safeguardingineducation@eastriding.gov.uk
- ERSCP LADO (Schools) – LADO@eastriding.gov.uk Jayne Hammill and Lisa Breene
- ERSCP Early Help Hub: 01482 391700
- Family Help and Community Team Manager: Carol Vine carol.vine@eastriding.gov.uk
- Health enquiries: healthprotection@eastriding.gov.uk
- Humberside Protecting Vulnerable People Unit – 01482 578488 or call "101" and ask for relevant contact.
- Education Welfare Service and Children Missing Education (CME) – 01482 392146.
  If any of the children requiring support live within the areas administered by the North Yorkshire or City of York Safeguarding Children Partnership (Children's Social Care) then the following contact details are relevant:
  City of York Children's Social Care: (LADO) - 01904 551783.
  North Yorkshire Children's Social Care: (LADO Ryedale and Scarborough) - 01609 780780.
- The NSPCC Whistleblowing: 0800 0280285 (Mon-Fri), help@nspcc.org.uk.
- School critical incident & Educational Visit Emergencies: 01482 392999
- Humberside Hate Crime Reporting: https://www.humberside.police.uk/ro/report/hate-crime/triage/v1/report-hate-crime/ (or 101)
- Prevent (Humberside Police): 0800 011 3764 (National Police Prevent Advice) & prevent@eastriding.gov.uk

The Safeguarding Children Framework: The Suite of Policies

Aim: The Foundation is committed to providing a comprehensive and rigorous set of working practice and procedures, so that all adults working on site, and alongside the children, are clear and confident in responding to the children's needs, and to specific child protection situations.

All adults working on site are referred to the following suite of safeguarding policies and guidance. Policies and guidance can be found in the "CP - Safeguarding Suite" folder on the School Extranet ('Policies and Documents')

1. The Child Protection Policy
2. Staff Code of Conduct
3. Allegations of Abuse: *'Guidance Policy on Procedures When a Member of Staff, Volunteer, Governor, Designated Safeguarding Lead or Head of School Faces Allegations of Abuse'*
4. Whistleblowing Policy
5. Guidance for Staff on Social Media
6. Nudes and Semi Nudes: Guidance for dealing with incidents
7. Safer Recruitment Policy
8. Policy for the Use of Physical Contact
9. Restrictive Intervention (Policy for the Use of Restraint)
10. Health and Wellbeing (Medical Centre) Protocols
11. Critical Incident Management Policy
12. Access to the Boarding Houses
13. *Child-Centred (Pupil Management) Policies*:-
    - Anti-Bullying and Procedures to Counteract Cyberbullying (Including Child on Child abuse)
    - ICT Policy
    - Policy on Pupil Involvement with Smoking, Alcohol Consumption and Dealing with Illegal and Legal Substances
    - Rewards and Sanctions Policy (Behaviour Policy for Senior School)
    - Behaviour Policy – Prep School Policies.
14. Mental Health Policy
15. Attendance Policy
16. Children Questioning Gender Policy

THE CHILD PROTECTION POLICY

1. Staff with Specific Responsibilities for Child Protection

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility.' (KCSIE 2026)*

The following individuals have specific responsibilities for Child Protection:

- ALL STAFF EMPLOYED BY THE FOUNDATION MUST READ AND UNDERSTAND PART ONE OF Keeping Children Safe in Education (KCSIE 2026). *School and college leaders and those staff who work directly with children should also read Annex A which contains further information on key issues.*

- The Board of Governors undertakes an **annual review** of the school's Child Protection Policies and Procedures and of the efficiency with which the related duties have been discharged.

- Mrs Pippa Hildyard (HildyardP@pocklingtonschool.com) and Mr Stephen Burke (BurkeS@pocklingtonschool.com) are the lead Child Protection Governors, liaising with the Governing Body. A report is presented and discussed at the Safeguarding Children Oversight Committee at least annually and at a Board of Governors Meeting. An annual review of the Foundation's safeguarding policies and procedures will be undertaken. Swift remediation of any deficiencies will be undertaken. In addition, specific issues are considered outside meetings as necessary.

- Online Safety Governor is Mr Stephen Burke

- Chair of Governors is Mr Jonathan Tilsed (tilsedj@pocklingtonschool.com).

- Head of School Mrs Becky Lovelock (01759 321201).

- Designated Safeguarding Leads (DSL): *See Appendix 4 for a description of the role of the DSLs and Appendix 5 for DSL Job Descriptions within the Pocklington School Foundation.*

  - DSL: Mrs Arriane Morgan, Head of Student Wellbeing and Safeguarding and a member of the Pocklington School Management Group is the Foundation DSL.

  - DSL: Mrs Katie Dewhirst Member of the Pocklington Prep School Management Group is the Pocklington Prep School (incorporating the EYFS) DSL.

  - Deputy DSL: Mr Martin Davies, Deputy Head (Pastoral) and Teacher of Religious Studies is also a Deputy DSL.

  - Mrs Bonnie Steel, Prep School Class teacher and Deputy DSL at Pocklington Prep School.

  - Mrs Suzie Rogers, Prep Pastoral Lead and Deputy DSL at Pocklington Prep School

2. Training and Induction for Governors, Staff and Pupils

Training for Governors:

- All governors receive appropriate safeguarding and child protection (including online) training at induction. Refresher training and updates are provided regularly, with additional training taken by governors with a particular responsibility for the oversight of child protection and safeguarding. This training is to equip governors to ensure that safeguarding policies and procedures are implemented effectively.

Training for Staff:

- The Foundation will undertake the Child Protection training for the Designated Safeguarding Leads annually in Child Protection and Inter-Agency Working. Also, for the Head of School and all Staff who work with children, training will be provided regularly and at least annually. On-line training modules on Child Protection are accessed by staff from the ERSCP.
- See Appendix 3 for a summary of the Staff Training Record.
- All staff are given a 'Safeguarding Card', which summarises guidance and key contacts for safeguarding matters. This is updated and redistributed annually or as required.
- Induction of new staff: Foundation Designated Safeguarding Leads brief all new Teaching, Support, Temporary and Volunteer staff and also newly appointed Governors with regard to Child Protection Procedures as part of their induction process. See Appendix 7 for the Checklist used during this briefing.

Training for Students:

The school makes provision for teaching children to keep themselves and others safe, including online. Such teaching is age-appropriate and takes into consideration specific needs and vulnerabilities of children. Measures include:

- 1st Year ICT: Guidance given re on-line safety
- Acceptable Use of ICT Policy: Students sign on admission to the school
- 2nd Year: Social Media Safety
- 3rd Year: Bullying and Prejudice Awareness Event
- Guidance given through assemblies on a range of safeguarding topics by DSL / Pastoral Staff
- PSHE lessons (range of issues including on-line safety)
- Participation in National Anti-bullying Week
- Prefect training (School Prefects and Boarding Prefects) receive guidance including safeguarding advice.
- Lower Sixth students receive safeguarding briefing and a Safeguarding Card with advice and key contacts
- Sixth Formers involved in Peer Mentoring / Buddying programme (currently under review) receive appropriate training from the Head of Student Wellbeing / DSL

Through education and positive role-modelling, the school always aims to uphold a culture of kindness where there is no toleration of sexism, racism, misogyny/misandry, homophobia, biphobia, sexual

violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This is reflected in the School's values and virtues and reinforced throughout Foundation policies.

3. Pocklington as a Residential Setting: Child Vulnerability

As noted in Keeping Children Safe in Education, children can be particularly vulnerable in residential settings to any form of abuse.

As a boarding school, Pocklington staff should be alert to increased opportunities and vulnerabilities for child-on-child abuse, including cyberbullying, prejudice-based and discriminatory bullying, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. Staff should also be alert to inappropriate staff / pupil relationships and understand the steps that must be taken if they have concerns.

All staff are referred to the General Guidance given in Sections 5, 6 & 7 of this policy

Boarding pupils and their parents may contact Independent Schools Inspectorate with any complaints or concerns they may have with regard to boarding welfare:

Email:	info@isi.net
Tel:	020 7600 0100
Address:	Independent Schools Inspectorate (ISI) CAP House 9-12 Long Lane London EC1A 9HA

Recent national incidents have shown that there is no room for complacency and all colleagues have a duty of vigilance.

4. East Riding Safeguarding Children Partnership (ERSCP) & Sharing of Information

"No single practitioner can have a full picture of a child's needs and circumstances so effective sharing of information between practitioners, local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe."

(Working Together to Safeguard Children, 2026)

The East Riding Safeguarding Children Partnership operates under the statutory safeguarding partner arrangements set out in Working Together to Safeguard Children (2026)
As a 'Relevant Agency' under the 2019 Multi Agency Safeguarding Arrangements, the School works closely with the ERSCP on safeguarding and child protection matters, seeking advice and making formal referrals when required. The ERSCP also plays a very positive role in providing training to staff and pupils.

Governors, senior leaders, DSLs and deputies understand and follow the published East Riding multi-agency safeguarding arrangements, and the Foundation acts in accordance with the partnership's referral and Family Help/early-help thresholds.

Helpful guidance for when to involve the Police is provided by the National Police Chiefs Council and recommended in government guidance. (When to Call the Police: Guidance for Schools and Colleges)

Wherever it is safe and practicable to do so, the School will engage with the child and their family / carers about what information and with whom the School intends to share that information. Consent is not required to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. When deciding what information to share, the School will consider the relevancy of the information, including to the current safeguarding risk; what it is necessary for the receiving setting to know; and whether the information is clearly presented and appropriately contextualised.

'Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2026)

5. Recognition of Abuse and Providing Early Help (incl. types of abuse, neglect and exploitation)

All members of the Foundation have a statutory responsibility to safeguard children:

"People working in these settings play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns."
(Working Together to Safeguard Children, 2026)

As part of a culture of vigilance, all Foundation staff should be particularly alert to children in certain circumstances (listed below). Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. Be alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

*All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

**Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will 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.

Children Raising Concerns and Getting the Support they Need

Pupils have several well-promoted and easy-to-understand ways to share a concern or ask for help, and they can be confident that anything raised will be taken seriously. They can speak to pastoral staff, their tutor or any of the Designated Safeguarding Leads, as well as the Chaplain and other trusted "go-to" members of staff. Regular pastoral opportunities, such as one-to-one tutor meetings, surveys, student councils and anonymous reporting systems, give pupils safe ways to express their views and offer feedback. Boarders also have access to an independent listener, and all pupils can contact the Wellbeing Service for support and counselling. These routes are clearly publicised around school and actively promoted so that every pupil knows how to seek help, feels able to do so, and is reassured that their voice will be heard and respected.

Where a child's needs exceed universal services, a Family Help assessment may be requested through local partnership arrangements.

Mental Health Problems

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or a deputy. *(See Section 7 for more information).*

Children who are lesbian, gay, bisexual or gender questioning

The fact that a child or young person may be lesbian, gay or bisexual is not in itself an inherent risk factor for harm. However, they can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Pocklington School, we endeavour to provide a safe space for children to speak openly. Whilst this can be any member of staff chosen by the pupil, the DSL, the Chaplain and the designated LGBT advocate are staff to whom children can speak directly and safely on such issues. The LGBT Advocate also co-ordinates an LGBT student awareness group through which matters can be discussed safely and supportively.
This policy should be read alongside the school's Gender-Questioning Children policy, which sets out our approach to supporting pupils who are exploring their gender identity.

A cautious and compassionate approach will incorporate the following:

- Considering the broad range of the individual needs
- Working in partnership with parents (except in the rare circumstances where involving parents would bring significant risk to the child)
- Taking account of any clinical advice available and encouraging parents to seek such help and advice
- Considering how to address wider vulnerability issues such as the risk of bullying, complex psychosocial / mental health / emotional well-being issues and in some cases any SEND factors.

This approach will not detract from support available but will be used to inform and structure decision making.

5.1 Types of Abuse, Neglect, Exploitation and Possible Indicators

The following is, in significant part, taken from KCSIE 2026. (Working Together, 2026 and the DFE document 'What to do if you are worried a child is being abused' (DFE 2015) is also a useful reference for further information).

All staff should be aware of the indicators 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.

Abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. If you are ever worried about a child and unsure what to do, speak to our designated safeguarding lead.

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, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

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

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community. Children are more likely to know their abuser than not.The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the importance of reporting any concerns as soon as possible, following reporting guidance set out in this policy. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity. Further information on child-on-child sexual abuse and consent, including the position of children under 13, is provided in Sections 5.2 and 6.7.

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

The abuse, or possible abuse, of a young person may come to your attention in a number of ways:

A report by the young person, his/her friends, a family member or close associate. When a young person makes a direct report it is important that the principles and procedures contained in the Pocklington School Foundation Child Protection Policy are followed.

An Injury which arouses suspicion because:

- The injury is not consistent with the explanation; and/or
- Explanations differ significantly over time, or depending on who is giving them, or the young person appears anxious and evasive when asked about the injury

The Young Person's Behaviour:

The young person's behaviour may:

- Have become significantly different from their usual behaviour
- Have become significantly different from that of their peers
- Be bizarre or unusual

Some examples of the type of behaviour associated with the four categories of abuse include:

Fear of parents being contacted, shying away from physical contact, flinching at sudden movements, arms and legs covered in hot weather, fear of returning home, fear of medical help, self-destructive tendencies, aggression towards others, chronic running away, tired/listless, poor state of clothing, deteriorating schoolwork, erratic school attendance, low self-esteem, rocking, hair twisting, thumb sucking, inability to play and have fun, overreaction to mistakes, fear of new situations, enuresis/encopresis, eating disorders (anorexia or bulimia nervosa), sleep disturbance/ nightmares, bodily disorders (e.g. repeated complaints about various aches & pains), sexual promiscuity, isolated from their peers, finding it hard to make friends, acting out anger (e.g. truancy, absconding, stealing, substance misuse) and showing little interest in self-care or engaging in self-harm or making suicide attempts.

5.2 Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/ or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Further information on these and other issues can be found in Section 6 of this Policy and also in the School's Mental Health Policy found on the Extranet (Foundation Policies).

Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator, and our timely, evidence-based support can help prevent further abuse or violence.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

(i) Child on Child Abuse, including Harassment and Violence

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. At Pocklington School, we adopt a 'zero tolerance' approach to abuse and, even when it is not reported, we

understand that it can and does happen in our community. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi-nudes,
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Bullying: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It must be noted that all forms of bullying may lead to child protection concerns and can constitute a criminal offence.

Members of staff will actively challenge any form of behaviour which victimises others.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. (KCSIE 2026)

*Any concerns relating to child on child abuse must be reported promptly to a relevant pastoral lead (for example, housemaster / housemistress; Head of Division) ***and*** to a DSL. Concerns will be acted upon in good time and details will be recorded on secure safeguarding software for tracking,

monitoring and managing safeguarding and wellbeing related matters (CPOMS). The DSL will liaise with the Head of School and external agencies as required.

(ii) Serious Violence

Serious violence can involve physical assault, the carrying, threatening use or use of weapons, often linked to peer conflict, bullying or criminal exploitation. Any concern that a pupil may be carrying, using or intending to use a weapon must be reported to the designated safeguarding lead (or deputy). The DSL will assess the risk to the pupil and others, consider any wider information, and take appropriate action. Depending on the level of risk, this may include a safety and support plan and steps to de-escalate peer conflict.

If the School is made aware that a pupil joining has previously carried, threatened with, or used a weapon, the DSL will assess the level of risk, gather relevant information from the previous setting, and put in place an appropriate safety and support plan before the pupil arrives.

(iii) Sexual Contact between Young People

The issues involved here are complex, and it may be difficult, for example, to differentiate between abusive behaviour and normal sexual behaviour between young people. However, school staff must be aware that sexual assault constitutes a criminal offence. In addition, research has demonstrated that many adult perpetrators of sexual abuse begin committing abusive acts during adolescence, and that significant numbers are themselves the victims of abuse. It is therefore important that abusive behaviour between young people is dealt with appropriately, not only in order to protect the victim/future victims, but also the perpetrators may themselves be in need of services.

Generally, in relation to sexual behaviour between young people, school staff should be concerned if:

- The relationships between young people demonstrate a power differential, so that one participant is unable to give consent to the sexual activity, or to understand the nature of the relationship.
- There is force involved in any sexual act.
- A young person engages in sadistic or ritualistic sexual behaviour.
- A young person does not seem to have any peer relationships and seeks out younger children for sexual relationship. It must be noted that in accordance with the Sexual Offences Act 2003 penetrative sexual acts with a child under the age of 13 constitutes a criminal offence of rape and must be referred to the Police and Social Services.
- A young person attempts to secure secrecy (as opposed to privacy) in inappropriate ways, e.g. through bribery or threat.
- A young person demonstrates compulsive sexual behaviour e.g. compulsive public masturbation, exposure, and chronic use of pornography.
- A young person appears to be/suggests they are uncomfortable with any aspect of a relationship.

(iv) Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, suspects that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (Annex

A in KCSIE 2026 contains further detail on this). Speak to the DSL team if you have any concerns about a child in this regard. Further information can also be found in this policy (Section 6.3 & Flow Chart in Appendix 6).

(v) Awareness of factors outside school ('Extra-familial Harms)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside School 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. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse, including physical, sexual and emotional abuse and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, and radicalisation.

5.3 Behaviour observed between an adult and a young person within the school that may be abusive

This can include behaviour observed between:

- A member of staff and a young person or
- A visitor (professional or family member/ friend) and a young person.

The Sexual Offences Act 2003

All Staff are to be aware of the Sexual Offences Act 2003. Staff must pay particular attention to the sections 'What Are Positions of Trust?' and 'The Abuse of Trust offences'.

- The Sexual Offences Act 2003 provides a clear, modern framework to protect the public from sexual crimes.
- It provides a comprehensive legislative framework for sexual offences.
- It puts victims first.
- It sets clear parameters for people working with Children, and with people with mental health disorders.

Protecting 16 and 17 Year–Olds

The position of trust offences in the Act covers all children under 18**.** They are mainly designed to protect young people aged 16 and 17 who, even though they are over the age of consent, are potentially vulnerable to sexual abuse from people in positions of trust or authority.
Where young people are 12 or under, or between 13 and 15, offences against them are likely to be charged under the general laws in the Act for these age groups.

What Are Positions of Trust?

The Act sets down specific positions of trust to which offences relate. People who are in these positions of trust will normally have power and authority in a child's life, and may have a key influence on their future. They will have regular contact with the child, and may be acting in loco-parentis.

Staff Must Act Without Delay

- *All staff must act in a timely fashion so that the right help is received at the right time.*

- *All staff and in particular Designated Safeguarding Leads should ensure all actions relating to Child Protection are fully recorded as soon as possible after the event.*

- *Refer also to the School's Whistleblowing policy for guidance and direction as to required action.*

5.4 The Abuse of Trust Offences

The offences for those working in positions of trust cover the same kinds of behaviour as offences which apply to the general public – except that, where positions of trust are concerned, the offences apply where the young person is under 18, instead of under 16.

Sexual activity with a child: This law covers all intercourse, other penetration or sexual touching of a child or young person. It includes sexual touching of any part of their body, clothed or unclothed, either with your body or with an object.

Causing or inciting a child to engage in sexual activity: This covers causing or persuading a child or young person to engage in any sexual activity, including sexual acts with someone else, or making a child strip or masturbate. This offence applies where someone has incited a child to engage in sex, even if the intended sexual activity does not take place.

Engaging in sexual activity in the presence of a child: Under this law it is an offence to intentionally engage in sexual activity when you know you can be seen by a child, or you believe or intend that they can see you, and where you do this in order to get sexual gratification from the fact that they may be watching you.
Causing a child to watch a sexual act: This makes it an offence to intentionally cause a child to watch someone else taking part in sexual activity, including looking at images of videos, photos or web cams for the purpose of your own sexual gratification.

Positions of trust exceptions: There are certain situations in which the positions of trust offences do not apply. These are where a person is legally married to the young person, or where a lawful sexual relationship existed before the position of trust arose. This would apply, for instance, where a 17 year old girl goes to stay in hospital where her adult boyfriend works as a nurse.

The Private and Voluntary Sector

The Sexual Offences Act has implications for private and voluntary sector organisations working with children, and with people with mental health disorders. It is envisaged that organisations working with children and with people with mental disorders will:

- Update policies and guidelines on inappropriate sexual relationships between staff and children or vulnerable adults.
- Take account of the Act when delivering training.
- Disseminate information about the offences affecting care workers and people in a position of trust within their organisations.

In particular, it will be important to ensure that people working with children are aware that they can continue to provide sex education, advice and contraception to under 16s in confidence and without fear of prosecution.

To find out more about the implication for professionals – including teachers – of the Sexual Offences Act, the Children's Bill, and the 'Safeguarding Children' guidance, you can visit the Sex Education Forum

website at sexeducationforum.org.uk | Working together for quality relationships and sex education *(Extracts taken from the Home Office guidance – Working within the Sexual Offences Act 2003.)*

5.5 Staff Behaviour: 'Do's and Don'ts'

DO

- Treat everyone with respect
- Provide an example you want others to follow
- Encourage children, young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they don't like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Avoid situations that compromise your relationship with children and young people and are unacceptable within a relationship of trust
- Ensure that all communication (including Teams, e-mail etc) with pupils is professional, courteous and boundaried. Avoid communicating with children in evenings or in holidays unless there is exceptional reason to do so
- Respect a child or young person's right to personal privacy, protection and safe environment
- Provide access and space for children and young people to talk about concerns they may have
- Listen to children and young people

DON'T

- Permit abusive peer activities (for example, ridiculing, bullying, name calling)
- Have any inappropriate physical contact *or verbal interaction* with children or young people
- Show favouritism to any individual
- Share personal information such as to cloud a professional relationship.
- Rely on your good name to protect you
- Let suspicion, potential disclosure or allegations of abuse, go unrecorded or unreported
- Jump to conclusions without checking facts
- Believe 'it could never happen here'
- Believe 'it could never happen to me'
- Be alone with a child, out of sight, in private (eg one to one tuition or providing lifts in cars – outside the prescribed guidelines). See ahead "Guidance for Adults Working on the School Site".

6. Information on Child Sexual Exploitation, Honour or Faith-Based Abuse, Female Genital Mutilation, Prevention of Radicalisation, Children Missing Education & Child Criminal exploitation of children (including 'County Lines' exploitation)

Keeping Children Safe in Education notes the following as specific safeguarding issues.

6.1 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE may be committed by an individual or an organised network, most sexual abuse is committed by someone previously known to the victim, and children may be manipulated, groomed and exploited without fully understanding the abuse they are experiencing, or realise that they are being exploited.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;

- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

NB: Working Together 2026 states: 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.

6.2 Information Honour or Faith-Based Abuse

Honour or faith-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms are abuse, regardless of motivation, and must be handled and escalated as such.

Indicators

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory Guidance on FGM.

Actions

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. **Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers (*note references from KCSIE below):**

6.3 FGM & Mandatory Reporting Duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) **places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (See Appendix 6). Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: Home Office FGM Fact sheet

6.4 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Please note that it is now an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023. This means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns relating to underage or forced married should be referred to the DSL.

6.5 Preventing Radicalisation

Children can be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Radicalisation can take place online, or face to face by someone a child knows including friends and family, or by contact with extremist groups. Sometimes curiosity can lead children, teenagers, and younger adults to seek out the groups themselves, or research information they feel supports their views. There are different types of extremism, including far right extremism which has been reported as more common by ERSCP in the past.

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

'Radicalisation' is the process of a person legitimising support for, or use of, terrorist violence.

'Terrorism' is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be

designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some of the key signs to watch for are:

- Are they becoming increasingly isolated from family and friends
- Do you feel like they are talking as if from a script?
- Are they unwilling to engage with you about their views?
- Are they becoming intolerant of other people's views?
- Are they becoming increasingly angry about issues or events they feel are unfair or unjust?
- Are they being secretive about who they are meeting online or in person?

In most cases these signs won't be linked to radicalisation and there will be other explanations for a person's behaviour. If safe to do so, talk to them to find out what could be causing them to react in this way. Don't ignore behaviours you are concerned about.

The School takes the following steps in order to protect children from the dangers of extremist views and the risk of being drawn into terrorism

1. All staff and adults working on site will be briefed on the need to be sensitive to these issues and asked to be ready to identify any children who may be susceptible to radicalisation.

2. The Foundation will assess the risk to children in the two schools (Pocklington and Pocklington Prep) of being drawn into terrorism or to develop extremist views.

3. The Designated Safeguarding Leads will liaise closely with the ERSCP on Prevent matters and undertake relevant "Prevent Training".

4. The Pocklington School Foundation will ensure that suitable ICT filtering is in place to prevent access to terrorist and extremist material online.

5. A 'Visiting Speakers' policy exists for staff to monitor content of any external speakers to the student body.

6. PSHE and Citizenship Schemes of Work actively support the spiritual, moral, social and cultural development of pupils within the context of fundamental British values. From September 2020, in line with statutory requirements PSHE will incorporate Relationship and Sex Education following the relevant DFE guidance. Updated government guidance for implementation from September 2026 can be found here.

7. As with all the other safeguarding concerns that staff may have for any child in the School, if a member of staff has a particular concern over a child with respect to their vulnerability to radicalisation they should follow the normal safeguarding procedures in this policy and discuss the matter as soon as possible with the Designated Safeguarding Lead.

What to do if you have a concern about a child being susceptible to radicalisation

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's DSL, and where

deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

Referrals are made to prevent@eastriding.gov.uk

Concerns can be referred to the East Riding Prevent team and shared with Humberside Police via the National Prevent Advice Line (0800 011 3764). Staff may also contact the police on 101 for non-emergency advice.

The Department for Education has ***dedicated a telephone helpline (020 7340 7264)*** *to enable staff and governors to raise concerns relating to extremism directly.*

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. The DSL will liaise with the ERSCP for advice in all such matters. Further information on Channel can be found through the following link: https://www.gov.uk/government/publications/channel-guidance

6.6 Further Information on Children who are Absent from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.
We will always follow up with parents/carers when pupils are not at school.

Pastoral leads meet regularly to review absence and liaise with pupils and families where absence from education is a matter of concern. In recent years, absence has often been linked with anxiety (school refusal) where timely, considered and compassionate plans can be required.

In response to the guidance in Keeping Children Safe in Education the school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location
    c. remain medically unfit beyond compulsory school age
    d. are in custody for four months or more (and will not return to school afterwards); or
    e. are permanently excluded

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information about children at risk of missing education can be found in the Children Missing Education guidance (DFE 2024).

All staff are expected to follow the procedures for registration and to alert the school office in any situation where a child is unaccounted for. Office staff, in liaison with relevant pastoral staff, will follow procedures as set down in the Critical Incident Policy relating to when a child is missing.

Parents should ensure that the school has at least two emergency contacts for their child. The school will endeavour to follow up with parents and carers where this is not the case.

Staff must refer any concerns they may have over any pupil who is missing school to the Designated Safeguarding Lead.

6.7 Child on Child Abuse Including Sexual Violence and Sexual Harassment Between Children

DEFINITION: Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying), discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents; abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting 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.

It is important to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not being reported. Steps are taken to remind pupils and staff to be vigilant and confident in reporting concerns relating to child-on-child abuse.

Pupils have many avenues through which to report child on child abuse, through their pastoral staff (day and /or boarding, direct to DSLs, through independent listeners including via the wellbeing service and through external agencies as advertised at key points in the school and in boarding houses. Prefects and mentors receive safeguarding briefings by the DSL and are made alert to these issues.

Procedures to Minimise Child on Child Abuse:

- Child on Child abuse, including sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of ‘it could happen here’.
- Ensuring that all staff and students understand that ‘abuse is abuse’ and that it should never be passed off as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Staff training on child-on-child related issues including awareness of different types of child-on-child abuse, signs and what steps to take if concerned. An aide-memoire relating to how staff should approach this issue is included on the Safeguarding Card (a student version is also given to sixth formers).

- Pupil training through PSHE, visiting speakers, liaison with ERSCP and Humberside Police for off-timetable training days.
- Ensuring a culture where students and staff feel confident in raising concerns about child on child abuse.
- Staff have a responsibility to role-model good behaviour in their interaction with pupils and colleagues.
- The school site is supervised by staff throughout the day with designated duty staff who are responsible for ensuring a positive and safe environment, being vigilant and reporting any instances of concern, including child on child abuse.
- Where appropriate, staff must act promptly and appropriately to challenge or prevent instances of child on child abuse and ensure that matters are reported immediately or as soon as is possible to the relevant Pastoral Lead and the DSL. Procedures are outlined in Section 7 of this policy and in the school's Anti-Bullying Policy.

Sexual Violence and Sexual Harassment:

There is a 'zero tolerance' approach to sexual violence and sexual harassment at Pocklington School. It is never acceptable and it will not be tolerated. As with other forms of child on child abuse, it is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. As in all areas of safeguarding and child on child abuse, staff must adopt the mindset that sexual violence and sexual harassment, even if not reported, can and does happen in our community. Through education, as discussed above, and through consistent messaging, clearly asserting appropriate standards during school years may have an important role in preventing such behaviours becoming entrenched and perpetuating into pupils' adult lives.

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

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

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

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

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

It may include:

  - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content;
  - 'upskirting' (a criminal offence)
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats
  - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Section 7 of this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Further information on responding to incidents of child-on-child abuse can be found in Section 7.6 of this policy.

6.8 Child Criminal Exploitation & County Lines

Child Criminal Exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

CCE may be committed or facilitated by an organised network or gang and the child may identify as part of the group. CCE may constitute modern slavery and requires relevant child-protection and modern-slavery referrals. Children should be treated as victims and cannot consent to exploitation, abuse or trafficking.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of a 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

If a member of staff suspects that a child is being criminally exploited, or vulnerable to criminal exploitation, they must report their concerns as soon as possible to the DSL.

6.9 Domestic Abuse

Definition:
The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.
People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.
(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse signs symptoms effects

Operation Encompass: Since November 2025, Operation Encompass has been a statutory duty on police forces in England and Wales, not a voluntary scheme. Where police have reasonable grounds to believe a child may be a victim of domestic abuse, they must notify that child's education setting (and, where relevant, the local authority). This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

The DSL (either Senior or Prep) acts as the 'Key Adult' for Operation Encompass notifications and takes guidance from police and local authority on how best the school can support a situation.

Where the school receives notification that a pupil has been placed in temporary accommodation under the Children's Wellbeing and Schools Act 2026, the DSL will assess welfare implications, liaise with agencies and consider whether additional support or safeguarding action is required.

Operation Encompass also provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday, on 0204 513 9990.

6.10 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

The School recognises its duty to inform the Local Authority of any private fostering or planned/suspected private fostering arrangements affecting the pupils/students. Staff and volunteers must alert the DSL to any possibility that a child or young person is in a private fostering arrangement, or is likely to be placed in a private fostering arrangement. The DSL must inform the Local Authority.

6.11 Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Liaison with locals police contact when concerns arise and appropriate lessons and messaging through pastoral time supports education in this regard.

When necessary, appropriate communication will be made with the school community to inform of concerns and advise sensible response.

(Further information and resources available at www.actionagainstabduction.org and www.clevernevergoes.org

6.12 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

The HM Courts and Tribunals service have produced age- appropriate guides that can be helpful to children and their families.

Making child arrangements via the family courts following separation can also be stressful and entrench conflict in families. Government support in this area can be found here.

In both the above types of cases, the school is well-placed to support children through pastoral teams and also the Wellbeing Service where appropriate.

6.13 Children with Family Members in Prison

Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

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

6.14 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

6.15 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

In instances where the school is concerned that a pupil is or may be involved in Cybercrime, as a part of the School's response, the DSL can consider referral to the Police's Cyber Choice programme. Further information can be found through this link.

6.16 Young Carers

The school is alert to the needs of young carers and recognises that caring responsibilities can affect a pupil's attendance, attainment, behaviour and wellbeing. Early identification is essential so that young carers receive the right support at the right time, including help from external partners, the local authority or health services. Staff should be attentive to signs such as tiredness, anxiety, frequent lateness, unexplained absences, or a pupil describing responsibilities for a family member's care. If any member of staff believes a pupil may be acting as a young carer, they should sensitively share their concern with the Designated Safeguarding Lead (or DDSL), so that appropriate support and intervention can be put in place.

Where children are acting as young carers, information will be shared with those who need to know (e.g. pastoral staff and teachers if necessary) by the DSL.

Status as a young carer will be added to CPOMS.

6.17 Safeguarding and Medical Conditions

A medical incident, including an allergy incident, does not itself require safeguarding referral. Referral is needed where the incident indicates increased risk of neglect, abuse or exploitation, for example withheld information or repeated failure to provide essential medication.

To ensure that all pupils' medical needs are met, it is essential that parents / carers complete medical information forms and update the School's medical team (Medical@pocklingtonschool.com) should there be any new and relevant information regarding a child's health. (See also the Medical Protocols policy, available on request).

7. Pocklington School Foundation: Child Protection Procedures

The following is relevant to all persons engaged by the Foundation, including those under 18 years of age (for example Lifeguards, Gap Students, Apprentices, assistants and volunteers, support staff).

7.1 Guidance for Adults Working on the School Site

Also refer to the staff Code of Conduct.

- A member of staff is defined as any adult working on site with children (employed or volunteer in any capacity).
- All adults working on the school site should carefully ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.
- Keep physical contact appropriate to the age and gender of the child and ensure it is for the child's benefit, security or safety. Refer to the Foundation Policies on Physical Contact and Restraint.
- In general, all adults should avoid '*non-public*' one-to-one tuition, coaching or car transport. In situations where one to one tuition occurs, staff should make another colleague aware and a suitable venue should be chosen (e.g. a classroom with privacy panelled door, or with the door wedged open). Please discuss with the DSL for further advice / clarification on particular matters.
- Staff should only use their school email addresses when contacting pupils and they should avoid giving pupils their personal contact details (mobile numbers etc.). Care should be taken on personal social networking sites and staff should not use these for communicating with pupils. (Refer to Social Media Guidelines for staff). Please discuss with the DSL for further advice / clarification on particular matters.
- Staff should be professional and courteous at all times in their communications with pupils. Care should be taken to ensure that communication via Teams or e-mail is not overfamiliar and restricted to appropriate times of the day. This reinforces appropriate boundaries and promotes healthy working practices and relationships.
- The Head of Drama/Theatre Studies, and the DSL will liaise to ensure that all public and examination based performances by the pupils will be appropriate to their ages, and involve no content or material or language that may cause offence or harm to the pupils. (ie Any elements of *possible* abuse themes are appropriate, and integral to the performance).
- If no specific advice, policies or guidelines exist for a situation, or if you are unsure, consult with the Head of School or Designated Safeguarding Leads.
- If at any time you are concerned that an action or comment by yourself may be misinterpreted, or that a child behaves or makes a comment in a way that causes you concern in this respect, log your concerns immediately with the Head of School or Designated Safeguarding Lead (DSL) as appropriate.
- If at any time, a member of staff is concerned that a child's behaviour towards them is causing a feeling of being embarrassed or bullied (for example through the child's actions, repeated abusive

or suggestive comments made by the child), either verbally or on Social Media, then the member of staff should discuss with the Designated Safeguarding Lead as soon as possible.

- All adults are encouraged to challenge appropriately persons who are unknown to them that they encounter on the school site.

- It is an offence for a person over the age of 18 and in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. (Section 16 2003 Sexual Offences Act).

7.2 What a Member of Staff Should do if they have Concerns about a Child

**Please refer to the Action Flow Diagram that follows ('What to do when concerned about a child').*

***See all relevant contact details in the Introduction to this Safeguarding and Child Protection Policy.*

- Any member of staff who has a concern over the welfare of a child should report this immediately to the Designated Safeguarding Leads. The child or family may need early help, additional support, and the DSL will be able to contact East Riding Safeguarding Children Partnership to discuss any Inter-Agency work which may be appropriate (see Appendix 2). The DSL will liaise with the ERSCP Early Help and Safeguarding Hub. Remember that anyone can make a referral to ERSCP if they are concerned about the safety of a child. Parental permission is not required to do this.
- Concerns should be recorded promptly (i.e. at or as soon after the concern as possible), in writing and passed onto the DSL via CPOMS (or email) or, if hard copy, passed onto the DSL directly.
- DSL Availability: In school hours, there will always be a DSL or DDSL available. Any of the DSLs or DDSLs can be informed of an incident (Prep or Senior).
- For activities and trips outside the normal school day, DSL and senior manager contact will be arranged.
- Where premises are used during holiday periods, appropriate DSL/DDSL cover arrangements will be maintained and communicated."
- The Staff Safeguarding Card (Blue) contains guidance and contact details should any member of staff have a concern (in School terms / time or outside).

7.3 What a Member of Staff should do if they consider a child is in immediate danger or is at risk of harm

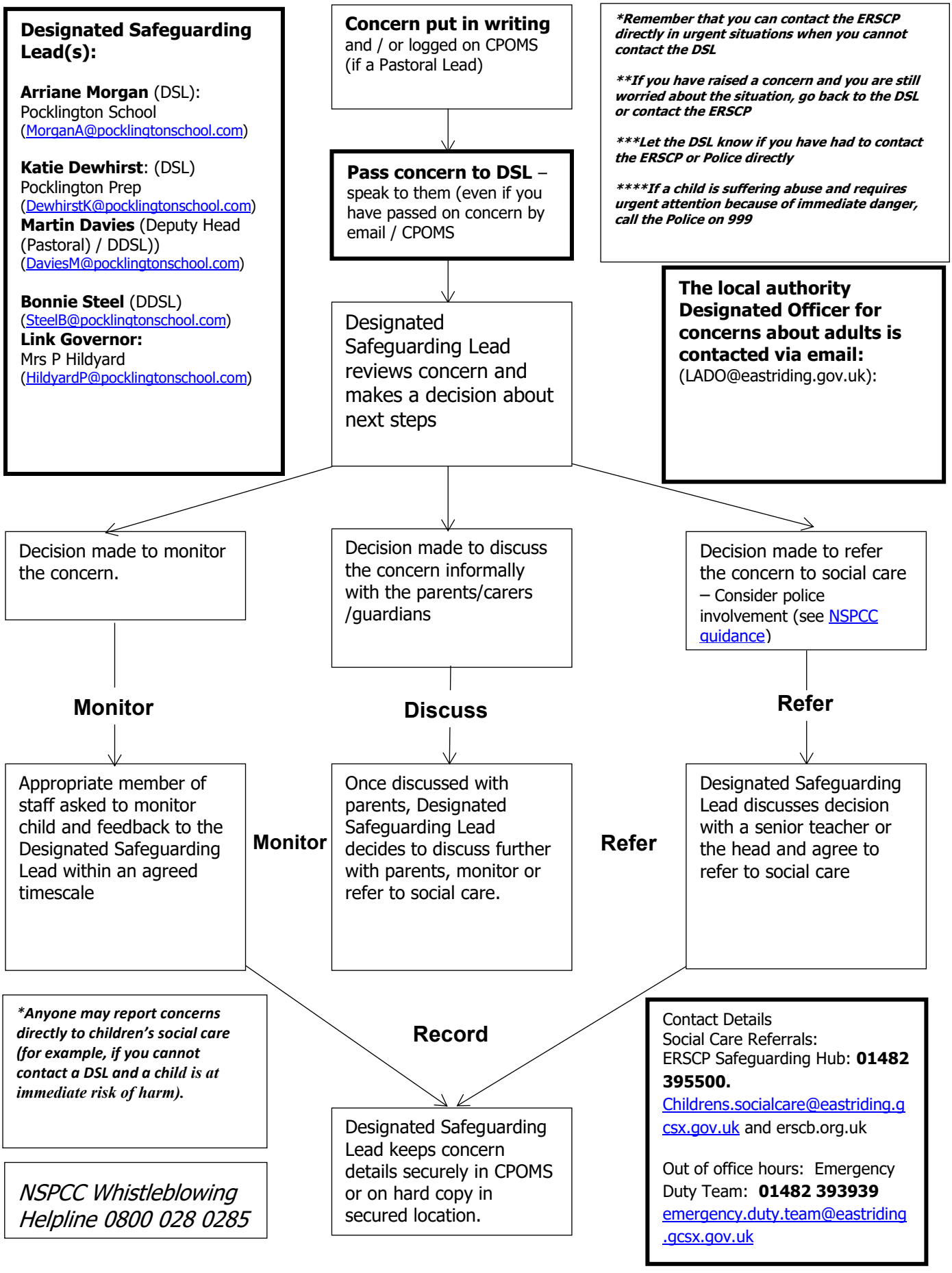
**See all relevant contact details in the Introduction to this Safeguarding and Child Protection Policy.*

- If required, ensure the child receives any necessary medical treatment.
- Contact the DSL immediately. If unavailable, make a direct referral to ERSCP or contact the Police.
- Parental consent is not required for a referral to be made to statutory agencies.
- The DSL will usually decide to make a referral to ERSCP, **but it is important to note that any member of staff can refer to East Riding Safeguarding Children Partnership directly**. Following any direct referral to ERSCP, staff must report their actions immediately to the Head of School and the DSL.
- In cases where there is a risk of immediate danger or a risk of harm to a child, a referral should be made to East Riding Safeguarding Children Partnership immediately ('immediately' means as soon as is possible and within 24 hours).
- If, following a situation where you have raised concerns or made a formal referral, you do not feel the situation is improving or being dealt with adequately, you must go back to the DSL (or Head

of School, or ERSCP) to make your concerns known. Concerns should always lead to help for the child at some point. (See Appendix 2)

Adults (staff, volunteers or persons under the age of 18 defined as above) in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening.

7.4 Safeguarding Children Actions Flowchart: What to do when Concerned about a Child

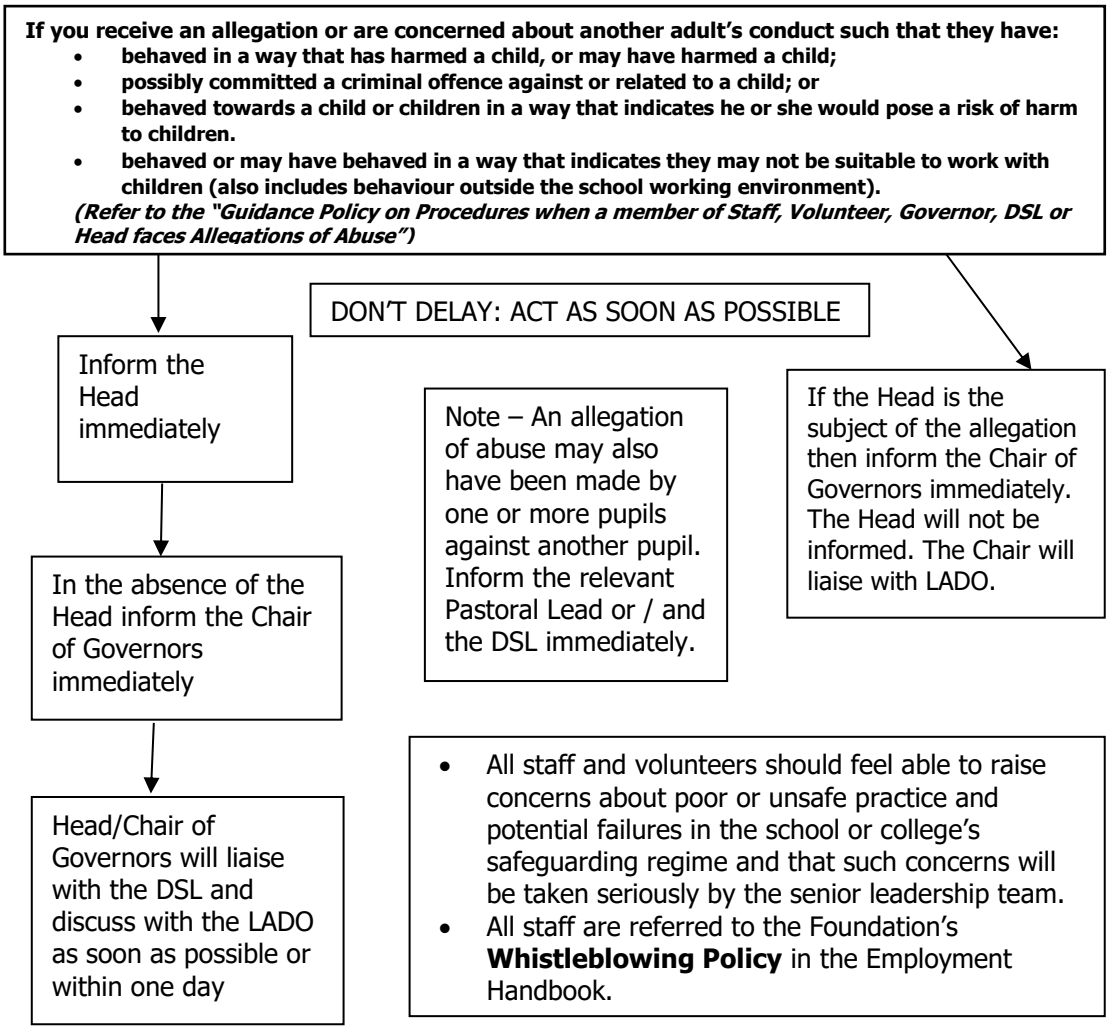


7.5 What a Member of Staff should do if they receive an Allegation against another Adult working in the School (including Governors, Volunteers, Trainee Teachers, Supply Teachers and Agency Staff)

If you receive an allegation of abuse about another adult working in the school (including governors, volunteers, trainee teachers, supply teachers and agency staff), or you have concerns about the behaviour of another adult working at the school that relates to safeguarding children, then **you must,** without discussion with others, report the matter **immediately.** Normally, you should report this **directly to the Head of School** who will then contact the Local Authority Designated Officer (LADO), as appropriate. Where an allegation involves supply staff, the relevant agency should be informed and involved. If the allegation relates to a trainee teacher, the teacher training provider will be informed. Please note that the school will not carry out an investigation prior to consultation with the LADO.

The Head of School will decide whether the concern is an allegation or a low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below for further information on 'Low Level' concerns).

- In the absence of the Head of School, inform the Chair of Governors immediately (Mr Jonathan Tilsed – tilsedj@pocklingtonschool.com).
- Where there is a conflict of interest in reporting the matter to the Head of School, the matter can be reported directly to the Local Authority Designated Officer (LADO – see contact details in this policy)
- In a case where the **Head of School** is the subject of the allegation or the concern, the matter should be reported immediately to the **Chair of Governors** who will liaise with the local authority Designated Officer (LADO) – see contact details in this policy. **The Head of School will not be informed until agreed between LADO and Chair of Governors.**
- Staff may consider discussing any concerns with the DSL and make any referral via them.
- Employees are referred to the school policy "**Guidance Policy on Procedures when a Member of Staff, Volunteer, Governor, Designated Safeguarding Lead or Head of School faces Allegations of Abuse**", which is available on the Extranet.
- "**Whistleblowing**". Adult employees are referred to the Foundation's "Whistleblowing Policy" - this is found on the Extranet and is part of the induction process.
  The NSPCC Whistleblowing Policy is available for staff who do not feel able to raise concerns regarding Child Protection failures internally. Tel: 0800 0280285 (8am-8pm) help@nspcc.org.uk



Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at https://www.gov.uk/whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call:0800 028 0285 – line is available from 8.00 am to 8.00 pm Monday to Friday and email: help@nspcc.org.uk
- Alternatively, staff can write to National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road London EC2A 3NH
- *There is a legal requirement for the School to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. (To be done as soon as possible and within 24 hours)*
- *Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.*

'Low-level' Concerns

A strong safeguarding culture relies on staff feeling confident in raising concerns about all aspects of school life, including where they are concerned about the conduct of another member of staff. This helps identify any weaknesses in the school's safeguarding systems.

Concerns may be graded 'Low-level' if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Head of School should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

'Low- Level Concerns' will be addressed separately. Concerns will be recorded in writing, including details, context in which the incident took place and any action taken. Records will be reviewed by the Head of School and should a pattern of concern arise internal disciplinary procedures can be considered and / or a referral to the LADO made.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

7.6 What a Member of Staff should do if they receive an allegation of child on child abuse (including sexual harassment and violence')

For further information on child on child abuse (including sexual violence and sexual harassment) see sections 5.2 and 6.7 of this policy. Part 5 of KCSIE (September 2026) provides the full government guidance that the school follows in dealing with incidents (this incorporates previous guidance).

Pupils have many avenues through which to report child on child abuse, through their pastoral staff (day and /or boarding, direct to DSLs, through independent listeners including via the wellbeing service and through external agencies as advertised at key points in the school and in boarding houses. Prefects and mentors receive safeguarding briefings by the DSL and are made alert to these issues.

Staff must respond appropriately to all reports and concerns about child on child abuse, including sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in section 7 of this policy. If you are ever in any doubt about how you should respond, do not hesitate to speak to the DSL.

(i) Initial response

The initial response to a report from a child is very important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse (including sexual violence and sexual harassment) to report or come forward.

- A child is likely to report an incident to someone they trust – it could be anyone
- Victims mustn't feel that they are being a nuisance for reporting their concerns
- The child must feel listened to, reassured and taken seriously.
- Do not promise confidentiality – it is most likely support and guidance will need to be taken to help
- Do not be judgemental
- Do not ask leading questions
- Only prompt the child where necessary using open questions ('TED' – 'Tell, Explain, Describe')
- Explain to the child how their report will be progressed
- A written report of the conversation will be important to pass on to the DSL. It is best to take this at the end of the conversation and the report must only contain the facts of what is being reported, using the child's own words, as far as is possible.

(ii) Report to the Designated Safeguarding Lead as soon as possible.

Following government guidance (Part 5 of KCSIE 2026 for cases of Sexual Violence/ Harassment) and liaising with external agencies where necessary, the DSL will consider the following when deciding on next steps:

- Wishes of the victim (Note guidance given in KCSIE Part 5 where a child requests confidentiality or where the school may need to make referrals against the wishes of the child)
- Nature of the alleged incident
- Ages of children involved
- Developmental stages of children involved
- Any power imbalance between the children
- Whether this is a one off incident or a sustained pattern of behaviour
- Any on-going risk to others
- Any potential links to sexual abuse or exploitation
- Important to consider support for perpetrator(s) and any other children affected.
- In cases of sexual violence or harassment in particular, consideration must be given to impact on any siblings. Careful consideration of intra-familial harms will be given and necessary support identified
- Risk Assessments must take into account the time and location of incidents and steps, where possible, will be taken to make locations safer

Where there is a Child Protection incident, the School will ensure that the child's wishes are taken into account when determining what action to take and what service to provide. The child will be able to

express their wishes and give feedback via the DSL, Well-being Service or Social Workers. The School will always operate with the child's best interests at heart whilst taking the necessary Multi-agency advice.

It would be an expectation that in the event of a potential disclosure about pupil on pupil abuse, that all children involved, whether perpetrator or victim, are treated as being at risk.

If the alleged victim is a child of concern or in immediate danger refer to guidance given in the relevant section of this policy (7.2;7.3;7.4). Refer also to the Anti-Bullying and Procedures to Counteract Cyber-bullying for actions concerning the investigation of instances of bullying, cyber-bullying or the sharing of nudes / semi-nudes. Liaison with local agencies (ERSCP and the Police) will occur as necessary (see flow diagram in section 7.4 of this document). Support for victims will occur via liaison and support from the ERSCP Prevent and Education team and the School's Well-Being Service).

- Sharing Nudes and Semi Nudes (Previously referred to as 'Sexting') – In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024). Incidents may occur in the contexts of abuse such as bullying/cyber-bullying. Incidents will be discussed with ERSCP Children's Social Care and the Police, with parents involved as the circumstances dictate, following guidance from ERSCP/Police. School sanctions following those in the Rewards and Sanctions Policy will be considered as appropriate.

  Initial response: When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting the incident should be referred to the DSL (or equivalent) as soon as possible.
  (For further information, refer to the School's document, 'Sharing Nudes and Semi-Nudes: Guidance for dealing with incidents')

7.7 Children with Special Educational Needs and Disabilities (or Certain Health Conditions):

Children with special educational needs (SEN) and disabilities (or certain health conditions) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse
- the need for intimate care or that these children are isolated from others
- that these children are more likely to be dependent on adults for care

In liaison with all relevant parties including external agencies, the School considers extra pastoral support for children with SEN and disabilities (or other certain health conditions).

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities (or other certain health conditions), we must consider the risks carefully,

given the additional vulnerability of children within this group. To safeguard a pupil from others, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available from DFE in 'use-of-reasonable-force-in-schools' document. (further information is available in KCSIE 2026).

As appropriate and in the best interests of the child, information and advice relating to SEN and disabilities (and other certain health conditions) are passed on to relevant staff.

Concerns about children in relation to SEN or disability (or certain health conditions) should be raised with relevant pastoral staff, the Head of Learning Support and the DSL (whomever is most appropriate given the seriousness / urgency of the concern).

7.8 Guidelines Relating to Looking After Pupils with Mental Health Issues

We all have an important role to play in supporting the mental health and wellbeing of our pupils:

"All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (KCSIE 2026)

Our roles in this can be seen in the following four areas: promoting good mental wellbeing and preventing the onset of mental illness; observing pupils and identifying early those who may be experiencing mental health problems or at risk of developing one; ensuring early targeted support is provided; and liaison with specialists (this could be via the School's Wellbeing Service and / or in partnership with East Riding support or other local services).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the relevant pastoral lead and / or the Designated Safeguarding Lead or a deputy.

Guidance and support relating to mental health issues can be found in the School's Mental Health Policy and also in the Medical Centre Protocols. Both these documents are available on the Extranet in 'Foundation Policies'.

Issues referred to in these documents include:

- Anxiety and Depression
- Eating Disorders
- Self-Harm
- Bereavement

7.9 Domestic Abuse

Should a staff member have concerns that a young person may be living in a home where one or more parents may be perpetrators of domestic abuse, the school should contact the Children's Social Care to make a Child Protection Referral (ERSCP); see 'Key Contacts' in this policy. Discuss any concerns you may have with the DSL. Further information on Domestic Abuse is found in Section 6 of this policy and independent advice can be sought through:

- The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

- NSPCC- UK domestic-abuse signs symptoms effects

7.10 The School Wellbeing Service & Independent Listeners

(*All boarding schools are required by the National Minimum Boarding Standards to provide an independent listener for the benefits of the boarding pupils. At Pocklington there is a designated Independent Listener and also the school's Wellbeing Service for this purpose).*

The Wellbeing Service at Pocklington provides a confidential service to pupils who have emotional or social concerns. The service is overseen by the Head of Pupil Wellbeing and is regularly evaluated and reviewed.

The Wellbeing Service provides access to two independent clinical psychologists and also to trained counsellors for all boarding and day pupils and complement the care provided by the school staff. The Wellbeing team have rooms within the school's Health and Wellbeing Centre. Pupils who wish to use the Wellbeing service can do so by making a confidential appointment by direct contact, through their Housemaster/mistress or a member of staff with whom they are happy to confide.

7.11 Private Fostering Arrangements

If staff become aware that a child under the age of 16 is being provided with care and accommodation by someone to whom they are not closely related, in that person's home, they should raise the matter in the first instance with the Designated Safeguarding Lead. The DSL may notify ERSCP to ensure that the arrangement is suitable and safe for the child.

7.12 Online Safety Including Filtering and Monitoring

All staff are referred to the suite of Foundation Policies including Pocklington and Prep School Anti-Bullying policies, ICT Policies, Mobile Phone Policy, Remote Learning Policies and the Addendum to this Child Protection Policy.

Any concerns should be reported to relevant pastoral leads and the Designated Safeguarding Lead who has overall responsibility for online safety.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying.

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

- Internet access via the school network is filtered and monitored using Smoothwall technology. The DSL is alerted to any concerns. The DSL liaises with relevant pastoral leads and pupils / parents are contacted as required.
- Devices used away from the school site are also subject to filtering and monitoring procedures.
- The school is alert to the reality that Internet access via 4G and 5G means some children, whilst at school, can sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. In addition to online safeguarding education, the school has introduced more restrictive rules on mobile phone use by students during the school day. As well as improving the school environment and the learning experience of children, this measure is also designed to help reduce risks posed to children through uncontrolled access via 4G and 5G technology.

- The school recognises the increasing use, potential benefits and safeguarding risks of Artificial Intelligence (AI) technologies in education. All use of AI tools by staff and pupils must comply with safeguarding, data protection, and online safety standards. Best efforts will be made to monitor and supervise use appropriately. Staff must apply professional judgement when using AI-generated content and use through school network by pupils and staff is filtered and monitored. The school will remain alert to, and seek to manage, emerging risks associated with AI, including exposure to inappropriate content, misinformation, disinformation, fake news and conspiracy theories, and misuse for bullying or impersonation.

- There is an Online Safety Group meeting held annually (or more frequently as required) where the effectiveness of measures relating to online safeguarding (including filtering and monitoring) are reviewed. This meeting includes DSL, Senior Management, IT Leads, and the Safeguarding Governor.

- The School follows the Department for Education's 'Meeting digital and technology standards in schools and colleges' guidance (June 2026). This includes expectations for secure infrastructure, effective filtering and monitoring, cyber security, safe use of emerging technologies, and ensuring that digital systems support safeguarding, teaching and learning. Our digital-safeguarding arrangements are reviewed regularly to remain compliant with these standards and to protect pupils' wellbeing online.

- All staff undertake training (e.g. through Foundation Inset) to understand the risks of poor filtering and monitoring, knowing what to look out for and how and with whom to share any concerns.

- In keeping with DFE guidance on Filtering and Monitoring, staff also undertake cyber-security training at least annually.

- Refer to the School policies relating to Artificial Intelligence (Staff and pupil) for further information which are available on the Extranet or on request).

**For further information on keeping children safe when they are learning at home see Pocklington School Remote Learning Policy and the Addendum to the Child Protection Policy.*

7.13 Looked After Children and Previously Looked After Children

This refers to any child who is subject to a care order (interim or final care) or who is voluntarily accommodated by a local authority (eg. East Riding). If a looked-after child (or previously looked after child) is present on the School roll, the relevant DSL will liaise with ERSCP social care to secure the following:

1. Knowledge of all necessary details and legal status of the child.
2. Contact details of those adults with Parental Responsibility.
3. The care arrangements and levels of authority of the carer as delegated by the authority.
4. Details of the child's Social Worker and the name of the 'virtual School Head' in the local authority that looks after the child.
5. The DSL will oversee and direct the pastoral care required in cases where a child is, or has previously been, looked after.
6. Arriane Morgan (DSL) is the Designated Teacher (DT) and the main point of contact for external agencies and for Looked After Children in school.

It is understood that children with a social worker may face increased safeguarding risk and barriers to attendance, learning, behaviour and mental health. The DSL and pastoral staff will work alongside children, families and support agencies to inform plans to look after the interests of the child.

7.14 Use of School Premises by Out-of-School Providers

In both term time and during the school holidays, there are a number external organisations that hire Pocklington School facilities for the purpose of providing activities for children.

When the School hosts out-of-school providers for this reason, steps will be taken to ensure that the provider meets the guidance in 'Keeping Children Safe during community activities, after-school clubs and tuition' (DfE, 2026). This will be the case whether or not Pocklington pupils are involved in such activities.

External organisations are responsible for their own safeguarding and child protection policies and procedures. Nevertheless, should Pocklington School have concerns about the provider or about a child in their care, the school may refer the matter to the Local Authority Designated Officer, following our own procedures and contacts.

All lettings and hire agreements will contain safeguarding requirements and may be terminated where safeguarding expectations are not met.

8. Guidance on Listening to and Dealing with an Allegation

Remember that children may not be ready to talk about issues or experiences. They may not feel ready or know how to tell someone that they are being abused, exploited or neglected. They may also not recognise their experience as harmful. As staff, we must share concerns that we may have about a child with the DSL even if a disclosure is not forthcoming. Building good relationships with children and having a 'professional curiosity' is a key part of the safeguarding role of members of staff.

If a child wishes to share or make any allegation of abuse or concern over their, or another's, welfare then staff should:

- Listen to the child carefully and sensitively.
- Do not ask leading questions (see below).

- Follow the protocols and guidance in Section 5 above and the flow diagram in order to inform the DSL/Head of School.

- Acting upon receipt of any **safeguarding concerns**, the school will then take advice from Social Care (ERSCP) or the Protecting Vulnerable People Unit. Any referral must be made within 24 hours of allegations or suspicions of abuse. **The school will then follow the protocol of Appendix 1** (Procedures for Head of School and Designated Safeguarding Lead in regard to instances of harm to pupils).

- If the child needs **urgent medical attention** contact the Health Centre. Keep the child informed of the steps that are being taken.

- **Record** all information available contemporaneously or as soon as possible. Try to use the child's own words and record any questions asked. The record should include:

  - the date and time of events
  - the nature of the allegation
  - the reason for suspicion
  - details of any injury and demeanour of child
  - action taken

- It is important that staff should **not investigate** reports of physical or sexual abuse, or ask any leading questions, beyond the point of establishing that there is an allegation of abuse. This is to prevent unnecessary or repeated interviewing.

- It is important that staff should **not** give any inappropriate or absolute guarantees of **confidentiality** to pupils or adults.

- Information should **only** be disclosed to the minimum number of people who need to know.
  Staff should **not** contact parents. This will be undertaken by the Head of School or Designated Safeguarding Lead.

  The pupils concerned will be given access to a telephone which they can use in privacy if they wish to seek help or advice from a source outside the School.

9. Safer Recruitment Procedures

These are outlined in the '**Pocklington School Foundation - Safer Recruitment Policy**' (**extranet Foundation Policies**). Assurance is obtained that Child Protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. A summary of this policy is also available in the Safeguarding Suite.

Note that the school adheres to recent statutory guidance that volunteers teaching, training, instructing or supervising children frequently (on more than 3 days in 30, or overnight) are considered in regulated activity and require enhanced DBS with barred-list information checks.

Where the Foundation is subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the Foundation has received the volunteer's enhanced DBS certificate including barred list information.

10. Children Absent from Education

The school will inform ERYC Education Welfare Service, as appropriate, whenever children of compulsory school age are missing education upon leaving the school, and further inform them of the child's destination if known. ***(See also section 6.6 of this policy for further information)***

11. Use of computers, mobile phones and cameras (including in the EYFS setting)

It is important for young people to have access to computers and Internet facilities for promotion of their education and personal development. The school has suitable protection in place to ensure only safe sites can be accessed. Cyber bullying comes in two types, direct attacks and by proxy and we have a duty to prevent cyber bullying.

The school has introduced more restrictive rules on mobile phone use by students during the school day. Pupils in the senior school, up to Year 11, are not permitted use of their phones during the school day. Phones can be brought to school but are locked away in a phone pouch (Yondr phone pouch system) from registration until the end of the school day. As well as improving the school environment and the learning experience of children, this measure is also designed to help reduce risks posed to children through uncontrolled access via 3G, 4G and 5G technology.

Please refer to the Pocklington School Policies for the ***Use of Information and Communication Technologies, the Anti-Bullying and Procedures to Counteract Cyberbullying Policy****. We also refer to the East Riding Safeguarding Children Partnership's E-safety guidance (http://www.erscb.org.uk/professionals-and-volunteers/e-safety/).*

The School's policy on the taking, storage and use of sensitive and appropriate photographic images forms part of our Data Protection Policy (Please refer to the Foundation Policy on Taking, Storing and Using Images Appendix 4 to the Data protection Policy) and is summarised in the Data Protection Notice issued to all parents. Staff are aware that no photographs or videos are to be stored on personal mobiles or cameras and must be downloaded to a secure location on the school's network. Photographs of every child are taken every year and a copy of this image is held with the child's secure electronic record and used for identification purposes.

11.1 Use of mobile phones and cameras in Prep and the EYFS setting

*Please also refer to the EYFS Policy.

For those children in the EYFS tracked using Tapestry software, images are stored electronically using access to a secure web-based facility which is username/password protected; this is accessible for parents to view their child's record of development and to communicate with the class teacher using the same software.

Mobile phones

The Children Act 2004 obligates Pocklington Prep to ensure that the children in our care are safeguarded and their welfare is promoted. Camera phones in particular are seen as a potential risk as their use is difficult to detect and there is the potential to take inappropriate photographs or images.

- The use of mobile phones can be intrusive and impact adversely on the Pocklington Prep environment.
- Users bringing personal devices into Pocklington Prep must ensure there are no inappropriate images or illegal content on the device.
- Mobile phone calls should normally only be taken at staff breaks or in staff members own time.
- All students/parent helpers/temporary staff will be requested to place their bag in the staff room in a locker or lockable cupboard or in the office.
- During group outings, staff should ensure they have a mobile phone on their person and they may request the use of a school mobile phone (see Educational Visits Policy).
- In recognition of the need to protect the privacy of the children, parents and visitors are requested not to use their mobile phone cameras around the school. Exceptions do exist for school events such as Sports Day and plays; we do however remind parents/carers that any images taken at such events should not be posted on social media.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head of Prep School or Head of Pre-Prep.

Cameras

- Photographs taken for the purposes of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression throughout Pocklington Prep. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- Only designated Pocklington Prep cameras or mobile devices are to be used to take any image within the EYFS setting.
- Images taken must not put the child/ren in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the safe keeping of the cameras and returning them to the school office.
- Images must be downloaded as soon as possible, ideally at least once a week and stored on the school storage system. Staff must not store images of school pupils on their personal devices on personal 'cloud-based' storage.
- Under no circumstances must cameras of any kind be taken into bathrooms without prior consultation with the Head of Prep School or Head of Pre-Prep. Where photographs need to be taken in a bathroom i.e. photographs of children washing their hands, the Head of Prep or Head of Pre-Prep must be asked first and staff must be supervised. At all times, the door must be kept open and the camera used in a prominent place where it can be seen.
- Specific guidance for parents and staff on the use of cameras and mobile phones when on school trips is in the Educational Visits Policy.

12. Key Local Contacts

- Arriane Morgan(DSL): 01759 321221; Katie Dewhirst (Prep School DSL): 01759 321228 Martin Davies (Dep DSL) 01759 321294. Bonnie Steel (Prep School Dep DSL): 01759 321228
- Safeguarding Governor: Pippa Hildyard (HildyardP@pocklingtonschool.com)
- Pocklington Police Liaison: richard.cooke@humberside.police.uk.
- East Riding of Yorkshire Council: 01482 393939. Customer.services@eastriding.gov.uk
- ERSCP Children's Safeguarding & Partnership Hub: 01482 395500. safeguardingchildrenshub@eastriding.gov.uk (https://www.erscp.co.uk/reporting-concerns/)
- ERSCP Safeguarding Hub - Out of office hours Emergency Duty Team: (01482) 393939 emergency.duty.team@eastriding.gcsx.gov.uk
- Safeguarding in Education Team Manager: Chris Hamling chris.hamling@eastriding.gov.uk
- SiET inbox for initial contact: safeguardingineducation@eastriding.gov.uk
- ERSCP LADO (Schools) – LADO@eastriding.gov.uk Jayne Hammill and Lisa Breene
- ERSCP Early Help Hub: 01482 391700
- Family Help and Community Team Manager: Carol Vine carol.vine@eastriding.gov.uk
- Health enquiries: healthprotection@eastriding.gov.uk
- Humberside Protecting Vulnerable People Unit – 01482 578488 or call "101" and ask for relevant contact.
- Education Welfare Service and Children Missing Education (CME) – 01482 392146.
  If any of the children requiring support live within the areas administered by the North Yorkshire or City of York Safeguarding Children Partnership (Children's Social Care) then the following contact details are relevant:
- City of York Children's Social Care: (LADO) - 01904 551783.
- North Yorkshire Children's Social Care: (LADO Ryedale and Scarborough) - 01609 780780.
- The NSPCC Whistleblowing: 0800 0280285 (Mon-Fri), help@nspcc.org.uk.
- School critical incident & Educational Visit Emergencies: 01482 392999
- Humberside Hate Crime Reporting: https://www.humberside.police.uk/ro/report/hate-crime/triage/v1/report-hate-crime/ (or 101)
- Prevent (Humberside Police): 0800 011 3764 (National Police Prevent Advice) & prevent@eastriding.gov.uk

13. Policy Circulation

- This Child Protection Policy is regularly updated (at least annually) by the Deputy Head (Pastoral). Updates are considered by the Safeguarding Children Group and the Safeguarding Children Oversight Committee, and at the annual Governors' Review.
- All new employees are introduced to the Policy in their Induction Packs and at their induction Child Protection briefing by the Designated Safeguarding Leads.
- Hard copies of updates are circulated to staff storage files (eg Staff Room copies, Boarding Housemasters/mistresses' Handbooks).
- Staff INSET is given annually on CP issues and more frequently as appropriate.

14. Record of Policy Reviews

January 2016 – Boarding and Pastoral Coordinator (Change of DSL and Appendix details) This version was forwarded to ERSCB - LADO for consultation.

September 2016 – Boarding and Pastoral Coordinator (Redrafted in light of KCSIE September 2016)
Updated January 2017 – Clare Swann, Designated Safeguarding Lead
Updated March 2017 – Laurence McKell, Pastoral Director
Updated September 2017 – Martin Davies, Pastoral Director
ISI Regulatory Compliance Inspection Approved – December 2017
Updated February 2018 – Martin Davies, Pastoral Director
Updated September 2018 – Martin Davies, Pastoral Director
Updated September 2019 – Martin Davies, Pastoral Director (in consultation with DSL and ERSCP)
Updated September 2020 – Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and ERSCP)
Updated September 2021 – Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and ERSCP)
ISI Regulatory Compliance Inspection Approved – October 2021
Updated September 2022 – Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and informed by ERSCP)
Updated September 2023 – Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and informed by ERSCP)
Updated May 2024 – Martin Davies, Deputy Head (Pastoral)
Updated September 2024 - Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and informed by ERSCP)
Updated November 2024 - Martin Davies, Deputy Head (Pastoral) (in further consultation with Chair of Governors)
Updated September 2025 - Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and informed by ERSCP)
Updated September 2026 –Martin Davies, Deputy Head (Pastoral) (in consultation with DSL and informed by ERSCP)

Appendix 1: Procedures for Head of School and Designated Safeguarding Lead in regard to allegations of harm caused to pupils by a member of staff / volunteer

1. Allocate a suitable member of staff to stay with the child.
   In the event of injury, this may be the School Nurse.
2. Do not interview or examine the child – contact Social Care (ERSCP/LADO) and/or Protecting Vulnerable People Unit (PVPU) immediately. Refer to the Pocklington School Foundation Policy "Guidance Policy on Procedures when a Member of Staff, Volunteer, Governor, Designated Safeguarding Lead or Head of School faces Allegations of Abuse".
3. Await advice from Social Care and PVPU about the following:

   a. informing the pupil's parents
   b. medical examination
   c. immediate protection for the child
   d. informing other people at the School

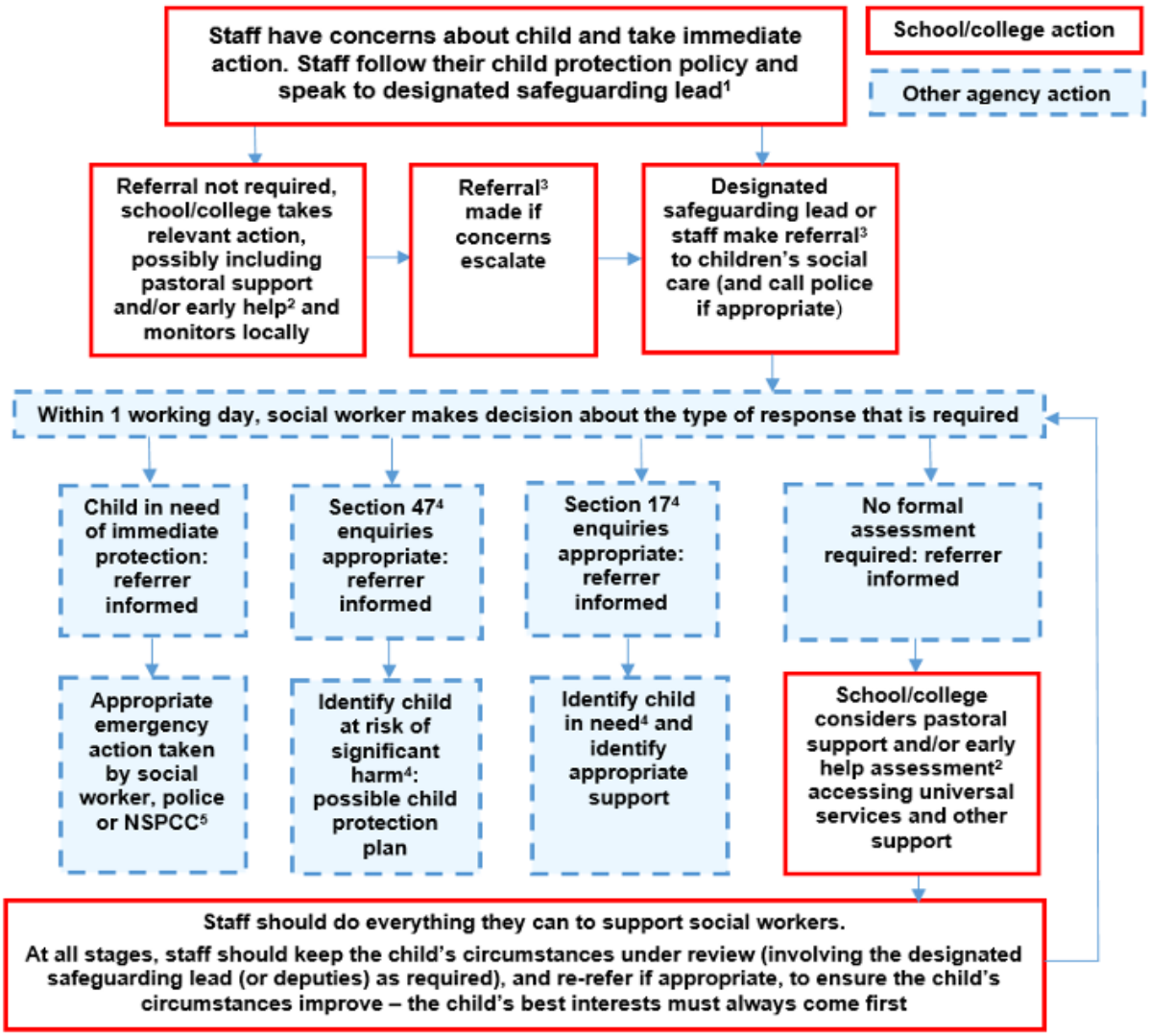
   N.B. The Head of School should not inform parents against the wishes of the investigating agencies but may wish to record dissent if agreement cannot be reached.
4. Keep the child informed of the steps that are being taken, as appropriate to their age and understanding.
5. Make a decision about the longer term protection of the child, which may include:

   - returning the child home
   - changing the child's school accommodation
   - counselling

   N.B. A day pupil should not normally be detained in school beyond the end of the school day. There may, however, be exceptional circumstances where the child is very distressed or in immediate danger. In such cases a decision should be taken at the discretion of the Head of School and in liaison with Social Care.
6. Record the time of referral. Log all suspicions and record all action taken.
7. If a residential member of staff is suspended pending investigation, they must be placed off-site away from children.
8. The school must report to the Disclosure and Barring Service, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. DBS Customer Services Tel: 087090 90811. Address: PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795. The school will also consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed if had not resigned) and a prohibition order may be appropriate.
9. Notify the Chair of Governors that a referral has been made. Do not disclose names or personal details.
10. While the School is still in *loco parentis,* the child should be accompanied by a member of staff at all times while being questioned by any of the investigating agencies

Appendix 2 (a): Flow Diagram of referral actions when concerned about a child

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

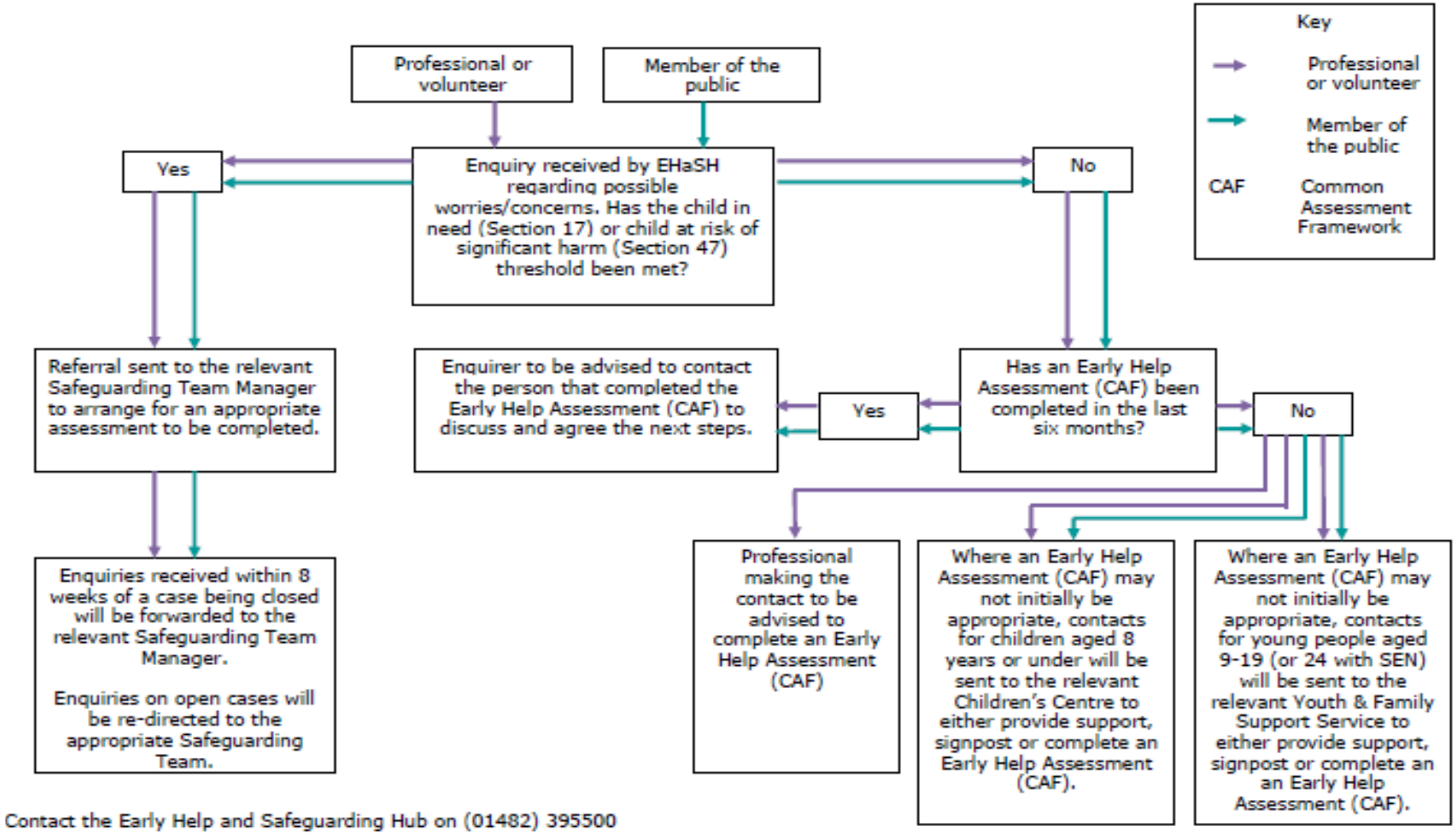
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

Extract from Keeping Children Safe in Education – September 2026

Appendix 2 (b): ERSCP – Flow Diagram of actions of Early Help and Safeguarding Hub



Appendix 2 (c): Overview of ERSCP Threshold Assessment Framework Indicators

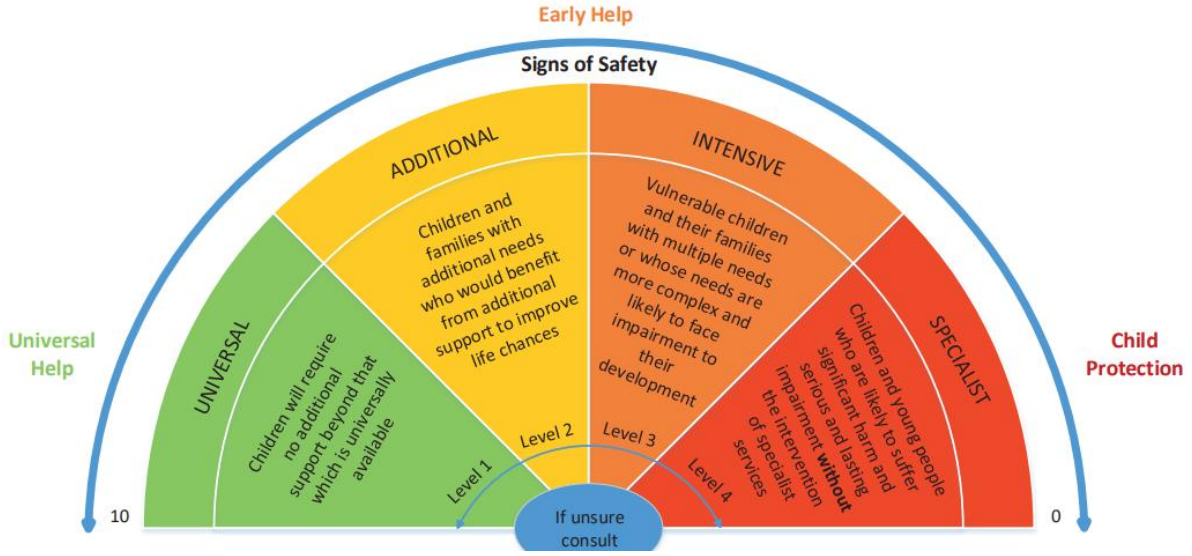
Pocklington School's working relationship with East Riding Safeguarding Children Partnership (ERSCP) is a close and valued one. Where there are concerns regarding the safety of our pupils, we will take advice, support and work alongside the local authority. ERSCP provides excellent support for families and in supporting the broader education of our pupils. The extract below is taken from ERSCP's 'Guidance for all practitioners in working together to support families and safeguard children' and sets out their approach:

The Effective Support Windscreen demonstrates the East Riding approach to working with children in need of support, and their families. It is underpinned by the following good practice principles:

- Child centred
- The right support at the right level
- Focused on outcomes
- Working respectfully
- Listening to family members and giving importance to what they say
- Building on strengths
- Hearing the voices of children and young people
- Communicating concerns, and what needs to happen to reduce concerns, clearly
- Working systemically with the child's family and community
- Understanding individuality, beliefs, culture and spirituality
- Honesty and transparency.

The Effective Support Windscreen identifies four levels of need:

- Universal
- Additional
- Intensive
- Specialist



Level 1 Universal No Additional Needs	Level 2 Additional Support Needs	Level 3 Intensive Support Needs	Level 4 Specialist Threshold for Child Protection
Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available. Children and young people at this level are achieving expected outcomes. All health and developmental needs can be met by universal services. Most children will achieve their full potential through the provision of universal services alone.	Children and families with additional needs who would benefit from or who require help to: •Improve education •Improve parenting and/ or behaviour •Meet specific or emotional needs of the child and/or parent •Improve their material situation •Respond to a short-term crisis such as bereavement, parental separation	Vulnerable children and their families with multiple needs or whose needs are more complex, such as children and families who: •Have a disability resulting in complex needs •Exhibit anti- social or challenging behaviour •Suffer neglect or poor family relationships •Have poor engagement with key services such as school and health •Are not in education or work long-term •Are at risk of sexual or criminal exploitation	Children and Young people who are likely to suffer significant harm/ removal from home/ serious and lasting impairment without the intervention of specialist services, sometimes in a statutory role, including: •Children and Young People who have suffered or are likely to suffer significant harm as a result of abuse or neglect •Children with significant impairment of function/ learning and/or life limiting illness. •Children whose parents and wider family are unable to care for them •Families involved in crime/ misuse of drugs at a significant level •Families with significant mental or physical health needs •Children and young people who are being sexually or criminally exploited.

Appendix 3: Relevant Staff Training Record on Child Protection

(Below is a summary; records of training completed are kept by HR (and the Foundation Bursar for Governor training)

Foundation Designated Safeguarding Leads

1	**Mrs Arriane Morgan: Designated Safeguarding Lead (Senior)**		**DATE**
	ERSCP	DSL Update Training	July 2026
	TES-EDUCARE	Restrictive Interventions	April 2026
	ERSCP	DSL Update Training	July 2025
	ERSCP	DSL Refresher Training	April 2025
	ERSCP	Safer Together	March 2025
	ERSCP	DSL Update Training	July 2024
	ERSCP	Inappropriate Sexual Behaviour and Sexual Violence	June 2024
	A Hall /Safeguarding Pro	Advanced Safeguarding for DSLs	March 2024
	ERSCP	DSL Update Training	July 2023
	Virtual College	Operation Encompass Training	Feb 2023
	ERSCP / HSL	Designated Safeguarding Lead Training (Level 3)	August 2022
	ERSCP	Safeguarding in Education	August 2022
	York City Council	Emotional Literacy Support	October 2021
	Nuffield Health	Transgender Awareness	November 2019
	GSL Education	E-Learning Prevent	March 2019
	Wellspring Training	Introduction to Working with Children	Sept 2018
	York St John University	Counselling Post Graduate Diploma	July 2018
	Harrogate & District Council	Rape Awareness Training	February 2017
2	**Mrs Katie Dewhirst: Designated Safeguarding Lead (Prep)**		
	ERSCP	Reducing Parental Conflict	Feb 2026
	TES-Educare	Restrictive Interventions	April 2026
	ERSCP	Safer Together	March 2025
	ERSCP	DSL Update Training	July 2024
	GOVT	Prevent Referrals Course for DSLs	April 2024
	ERSCP	Safeguarding in Education	Nov 2023
	MHFA England	Youth MHFA	October 2023
	ERSCP / HSL	Designated Safeguarding Lead Training (Level 3)	August 2023
	ERSCP	Safeguarding in Education	August 2023
3	**Mr Martin Davies: Foundation/Pocklington Deputy Designated Lead**		
	ERSCP	DSL Update	July 2026
	TES	Restrictive Interventions	April 2026
	ERSCP	DSL Update	July 2025
	ERSCP	DSL refresher training	April 2024
	ERSCP	Safer Together training	March 2025
	GOVT	Prevent Referrals course for DSLs	April 2024
	ERSCP	Safeguarding in Education	Dec 2023
	Virtual College	Operation Encompass Training	Feb 2023
	NSPCC	Keeping Children Safe Online	April 2023
	NSPCC	Safer Recruitment Training	August 2022
	ERSCP	DSL (New & Refresher Training)	July 2022
	FAA	Mental Health First Aid (L2)	May 2022
	ERSCP	DSL Update Training	July 2021
	ERSCP	Safeguarding Children in Education	July 2021
	ERSCP	DSL Update Training	July 2020
	ERSCP	DSL Update Training	April 2020
	GOVT	Prevent Training online course	July 2019

Staff Child Protection Training – Summary Overview

- Child Protection Training for all staff will still be undertaken at least annually.
- Full Child Protection Training Records are held by the Human Resources Department.
- Child Protection Training Modules are purchased from ERSCP and used for updating all staff as required. Records of usage are kept by the Human Resources Department and Compliance Manager. Further Modules are purchased as required.
- Operation Encompass Refresher training 2023
- In 2024 All Foundation Staff completed extended safeguarding training (Virtual Learning in conjunction with ERSCP)
- In 2024 Prevent training was completed by all Foundation staff
- In 2025 inset training on good practice in communication with pupils and parents
- Lent 2026 Restrictive intervention in light of new guidance
- Lent 2026 introduction of new mobile phone guidance and new school rules and practice to reflect that.
- September 2026 – KCSIE 2026 updates (including focus on allergy awareness and training)

Staff Induction

- Foundation Designated Safeguarding Leads brief all new Teaching, Support, Temporary, Volunteer and appointed Governors with regard to Child Protection Procedures as part of their Induction process. This includes an introduction to this policy. See Appendix 7
- All staff working on site are issued with a Safeguarding Children Card to be kept on their person whilst at school to provide initial guidance. These are updated at least annually and more frequently as required.

Specific Governor Training

Full records of training completed by governors are held by the Bursar. The Chair and Vice Chair must complete Safer Recruitment Training. Below is a summary of some more recent, key safeguarding related training:

- The Governance of Safeguarding – (all governors) (TES Develop, August 2024)
- Safeguarding in Education (Safeguarding governors and Chair) (ERSCP/Virtual College, July 2024)
- Safeguarding Children. A guide for governors of independent schools. (AGBIS, December 2023)
- Keeping Children Safe Online (NSPCC, October 2023)
- Cyber Security Awareness (September 2023)
- KCSIE 2023 Update and briefing (September 2023)
- Equality, Diversity and Inclusion (March 2023)
- KCSIE Update and briefing (October 2022)
- An Overview of Good Governance (October 2022)
- AGBIS safeguarding training (March 2022)
- Safeguarding Webinar focusing on 'Everyone's Invited' movement (June 2021)
- Safeguarding Children in Education (ERSCP) (May 2021)
- Safeguarding update, Denplan (March 2021)
- Safeguarding Children and Adults, Levels 1 & 2 (Denplan) (November 2019)
- Governor Safeguarding and Child Protection briefing – Full board by DSL (Mich. 2019)
- KCSIE 2019 (Part 1/Annex A) – distributed and read by governors.
- Stephen Burke (Child Protection Governor) –Carnegie Centre of Excellence for Mental Health in Schools - Mental Health and Wellbeing Lead Governor (June 2019)

Safer Recruitment Training

Foundation Managers have undergone Safer Recruitment Training (NCSL or CWDC). Records are kept by the Human Resources Department.

Recent Whole School Foundation Staff INSET for Child Protection Training

- **September 2026:** Foundation inset on key updates from KCSIE 2026. Training on anaphylaxis awareness and staff responsibilities.
- **April 2026:** Foundation inset and training on Restrictive Interventions; Updates to new statutory guidance on Mobile Phone use in schools and amendments to school practice.
- **September 2025:** KCSIE 2025 updates and safeguarding good practice
- **September 2024:** KCSIE 2024 updates with focus on recording of safeguarding incidents.
- **April 2024:** All Foundation staff complete Prevent training.
- **January 2024:** All Foundation staff complete extended safeguarding training (ERSCP / Virtual college)
- **September 2023**: Cyber Security training ongoing throughout the year
- **September 2023:** Child Protection update and refresher. KCSIE 2023 update. Focus on Filtering and Monitoring /staff responsibilities.
- **September 2022:** Child Protection update and refresher. KCSIE 2022 update.
- **September 2021:** Child Protection Update: KCSIE 2021 key changes and refresher. Focus on peer on peer ('child on child') abuse (including sexual violence and harassment).
- **August 2021:** Everyone's Invited School report published
- **April 2021:** Safeguarding fundamentals for all Foundation staff – a refresher
- **September 2020:** Child Protection Update: KCSIE 2020 key changes and refresher. Focus on wellbeing awareness of students on return to school.
- **April 2020:** Safeguarding, Child Protection and Remote Learning; Prevent e-course
- **September 2019:** Child Protection Update: KCSIE 2019 key changes / additions. Focus on restraint.

Appendix 4: The Role of the Designated Safeguarding Lead

A full outline of the role and responsibilities of the Designated Safeguarding Lead (DSL) can be found in KCSIE 2026, Annex B. In accordance with this guidance, the DSL is a member of the SLT and holds overarching responsibility for the ongoing oversight of safeguarding and child protection policy and procedures, including online safety and IT filtering and monitoring. This includes record keeping, coordinating staff training and briefings, maintaining staff awareness, and ensuring a whole-school approach to vigilance.

During term time, the DSL or Deputy Designated Safeguarding Leads (DDSLs) (or another appropriately trained senior staff member) will be available on site whenever the School is open to coordinate support, advise staff, or respond to safeguarding and child protection concerns. The DSLs will ensure appropriate cover arrangements for any out-of-hours or out-of-term activities. The DSL will lead on multi-agency working and oversee and coordinate any referrals made by the School.
While aspects of the DSL's work may be delegated (for example to DDSLs or within pastoral structures), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

The DSL will ensure that staff are informed of actions taken in response to concerns they have reported. If a staff member feels that actions are inappropriate, ineffective, or that the concern persists, they should raise this with the DSL or a senior staff member and request reconsideration or discussion. If concerns remain, or the situation appears urgent, staff may seek guidance from the Safeguarding in Education Team (SiET), the Safeguarding and Partnership Hub (SaPH), or the LADO.

The DSL will work with the Designated Safeguarding Governor (DSG) to ensure that the Governing Body is appropriately informed and able to maintain strategic oversight of safeguarding.

To develop and maintain the knowledge and skills required for their role, the DSL will undertake appropriate, specific training; the same applies to DDSLs. Training will be regularly updated in line with ERSCP protocols, SiET recommendations, and statutory and non-statutory guidance. Training will be completed and refreshed through a range of methods, at regular intervals and at least annually.

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety, with understanding and oversight of filtering and monitoring). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or Deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated

safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

- DSL Availability: In school hours, there will always be a DSL or DDSL available. Any of the DSLs or DDSLs can be informed of an incident (Prep or Senior).
- For activities and trips outside the normal school day, DSL and senior manager contact will be arranged by the DSLs ahead of the event and in liaison with the trip leader.
- The Staff Safeguarding Card (Blue) contains guidance and contact details should any member of staff have a concern (in School terms / time or outside).

Appendix 5: Pocklington School Job Description for Designated Safeguarding Leads

POCKLINGTON SCHOOL & PREP SCHOOL DESIGNATED SAFEGUARDING LEAD (DSL)

Job Description

The Safeguarding Team

The Foundation's safeguarding team consists of two Designated Safeguarding Leads (DSL), one for each school (Pocklington School and Pocklington Prep School), and two Deputy Designated Safeguarding Leads (DDSLs). The Pocklington School DSL is also the Head of Student Wellbeing and Safeguarding and co-ordinates safeguarding efforts across the Foundation. The Deputy DSLs will usually work within either Pocklington School or Prep School, but may be required to support safeguarding activity across both schools. The Board of Governors and Heads of School are fully engaged with, and support, all aspects of safeguarding and child protection.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety) within the Pocklington School Foundation. This includes taking lead responsibility for online safeguarding and child protection, understanding the filtering and monitoring systems and processes in place, supporting the Senior Leadership Team member responsible for filtering and monitoring, contributing to the annual review of filtering and monitoring arrangements, and ensuring safeguarding concerns identified through such systems are appropriately managed.
The DSL will act as the Foundation's principal source of safeguarding expertise, provide strategic leadership for safeguarding practice, and maintain oversight of emerging safeguarding risks including artificial intelligence (AI), technology-facilitated abuse, online exploitation, misogyny, misandry, harmful sexual behaviour and other emerging risks.

Areas of Responsibility

1. Manage referrals

   The Designated Safeguarding Lead is expected to:

   - Refer cases of suspected abuse to the local authority children's social care as required;
   - Support staff who make referrals to local authority children's social care;
   - Refer cases to the Channel programme where there is a radicalisation concern as required;
   - Support staff who make referrals to the Channel programme;
   - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
   - Refer cases where a crime may have been committed to the Police as required. Refer or support referrals relating to child sexual exploitation, criminal exploitation, serious violence, harmful sexual behaviour, child-on-child abuse, online abuse, children missing education and other safeguarding concerns as appropriate.
   - Work proactively with the Safeguarding and Partnership Hub (SaPH), safeguarding partners and other agencies to ensure children receive appropriate support at the earliest opportunity.

2. Work with others

The Designated Safeguarding Lead will:

- Liaise with the Head of School regarding safeguarding concerns, particularly ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Ensure consideration is given to the requirement for children to have an Appropriate Adult where required by police procedures.
- Liaise with the Local Authority Designated Officer (LADO) and other appropriate agencies in relation to allegations against staff and volunteers.
- Liaise with staff on matters of safety and safeguarding and support decision-making regarding referrals.
- Act as a source of support, advice and expertise for staff.
- Work with others to ensure that the school's filtering and monitoring systems are functional and effective.
- Work with the Senior Leadership Team member responsible for filtering and monitoring and IT support staff to ensure that filtering and monitoring arrangements remain effective and are reviewed at least annually.
- Ensure safeguarding concerns identified through filtering and monitoring systems are appropriately recorded, assessed and acted upon.
- Support staff in recognising and responding to safeguarding concerns linked to online behaviour, artificial intelligence, technology-facilitated abuse, misogyny, misandry and harmful online cultures.
- Promote educational outcomes by appropriately sharing information regarding safeguarding, welfare and child protection concerns with teaching staff and leaders.
- Be aware of the needs of children in need, children subject to child protection plans and children who have, or have previously had, a social worker.
- Work closely with pastoral, attendance, SEND and mental health leads to identify vulnerability and ensure timely intervention and support.
- Ensure information sharing is lawful, timely, necessary and proportionate and in accordance with statutory guidance and local safeguarding arrangements.

3. Undertake training

The Designated Safeguarding Lead should undertake DSL training that provides the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training.
In addition to formal training, knowledge and skills should be refreshed at regular intervals and at least annually to allow the DSL to understand and keep up to date with developments relevant to the role so that they:

- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct child protection case conferences and review conferences and be able to contribute effectively.
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policies and procedures.
- Are alert to the specific needs of children in need, children with SEND, young carers and other vulnerable groups.
- Are able to keep detailed, accurate and secure written records of concerns and referrals.
- Understand and support the Foundation in meeting the requirements of the Prevent Duty.
- Obtain access to resources and attend relevant refresher training.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

- Understand safeguarding risks associated with artificial intelligence, generative AI technologies, deepfake and digitally manipulated imagery, misinformation and emerging technologies.
- Understand safeguarding concerns arising from misogyny, misandry and harmful attitudes which may contribute to abuse, harassment and violence.
- Understand the expanded manifestations of child-on-child abuse, particularly where facilitated through technology.
- Understand the relationship between safeguarding, attendance, behaviour, wellbeing, mental health and educational outcomes.
- Maintain sufficient expertise to advise staff, leaders and governors regarding online safety, filtering and monitoring expectations.
  Ensure safeguarding training and updates reflect local safeguarding priorities, emerging risks and statutory developments.

4. Raise Awareness

The Designated Safeguarding Lead should:

- Ensure safeguarding and child protection policies are known, understood and used appropriately.
- Ensure safeguarding and child protection policies are reviewed annually as a minimum.
- Ensure safeguarding procedures and implementation are reviewed regularly.
- Work with the Board of Governors regarding safeguarding arrangements.
- Ensure safeguarding and child protection policies are publicly available.
- Ensure parents are aware that referrals may be made where abuse or neglect is suspected and of the role of the school in this process.
- Link with safeguarding partner arrangements to ensure staff are aware of local procedures and training opportunities.
- Be aware of pupils who have, or have previously had, a social worker.
- Help promote educational outcomes by appropriately sharing relevant safeguarding information.
- Ensure all staff have read and understood Part One of Keeping Children Safe in Education and receive safeguarding updates throughout the academic year.
- Promote staff awareness of emerging safeguarding risks, including online abuse, AI-generated harmful content, technology-facilitated abuse, misogyny and misandry.
- Support governors in fulfilling their safeguarding responsibilities through the provision of safeguarding information, audits and monitoring reports.
- Lead and contribute to safeguarding audits, self-evaluation and quality assurance activities across the Foundation.
- Ensure staff understand and appropriately use the Foundation's systems for recording, reporting and escalating safeguarding concerns.

5. Child Protection Files and Record Keeping

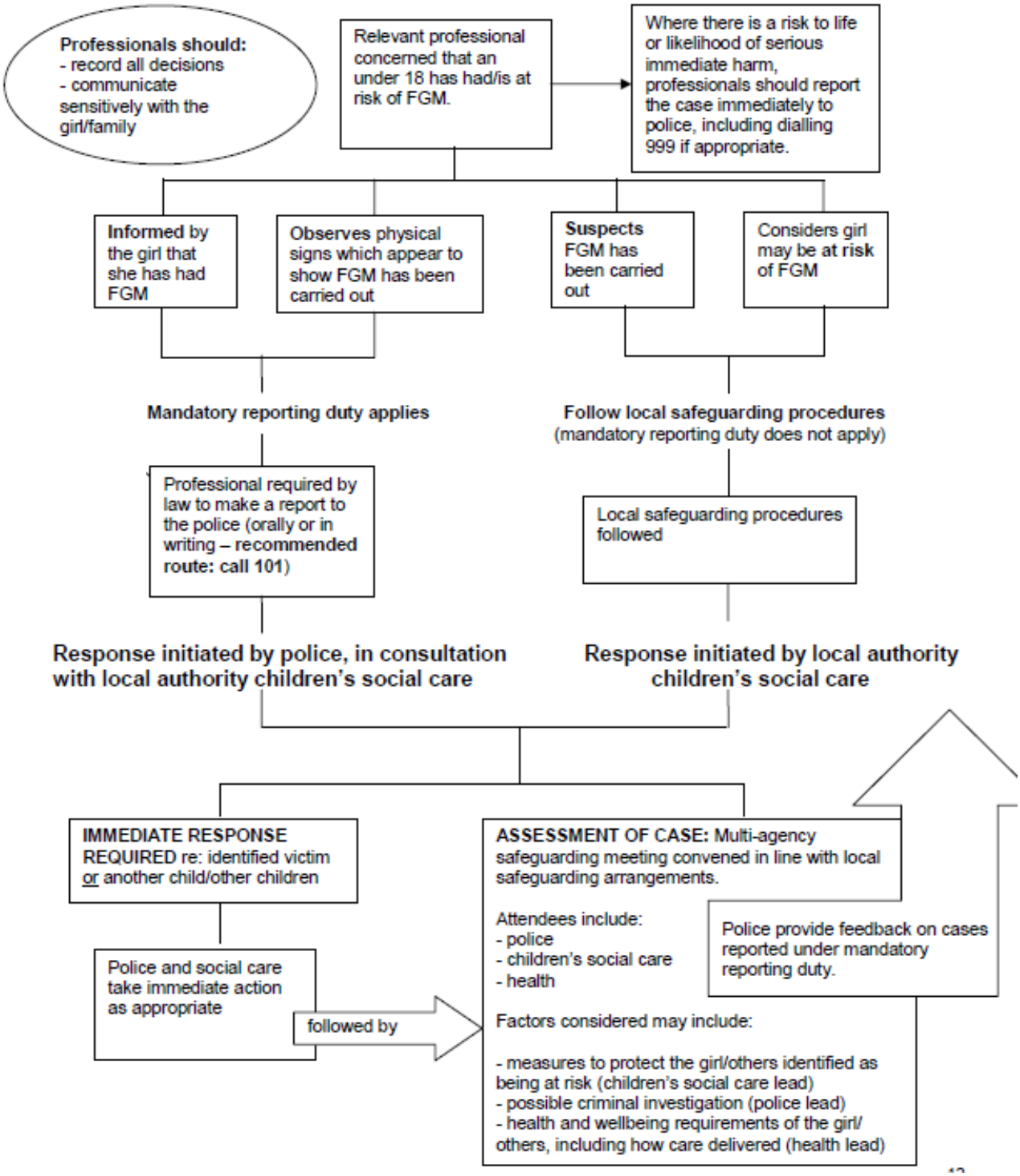
- Ensure that where children leave the school, including through in-year transfers, their child protection file is transferred securely and separately from the main educational record and that receipt is confirmed.
- Ensure safeguarding records are complete, accurate, secure, chronologically maintained and reviewed regularly.
- Ensure decisions, actions taken, professional challenge and outcomes are clearly evidenced within safeguarding records.
- Maintain appropriate records relating to safeguarding concerns arising from filtering and monitoring systems where relevant.
- Ensure safeguarding information is retained and transferred in accordance with statutory guidance and Foundation procedures.

Appendix 6: FGM mandatory Reporting Process Flow Diagram

Government Guidance on Mandatory reporting of female genital mutilation: procedural information

Annex A – FGM Mandatory Reporting Process Map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



Appendix 7: Child Protection Briefing Checklist

POCKLINGTON SCHOOL FOUNDATION

CHILD PROTECTION BRIEFING CHECKLIST

Matters and procedures covered during the Child Protection Briefing given to:

(Name)_____ (Date): _____

The Pocklington Prep/Pocklington Designated Safeguarding Lead,
(Name)_____, has completed and discussed the following:-

1. **Provide hard copies of**: *Tick on completion*

a) 'The Safeguarding Card'' ☐

Reporting lines and guidance for concerns regarding children, staff, headmaster.

b) The Foundation Safeguarding Children Policy: The Framework and the Child Protection Policy (extract) ☐

c) The Foundation policies on: ☐

i) Physical Contact

ii) Restrictive Interventions / Restraint/Use of Force

iii) Rewards & Sanctions (Behaviour Policy)

iv) Code of Conduct (staff)

v) Staff Social Media and Online Safety Guidelines

vi) Child Absent from Education and Children Missing Education (CME)

vii) Allergy and Anaphylaxis Policy (refer to new guidance)

d) What to do if you are worried a child is being abused (DFE 2015) ☐

e) 'Guidance on Dealing with a Potential Disclosure' ☐

f) KCSIE 2026 Part 1 ☐

2. **Covering the Child Protection Policy**: ☐

- "It could happen here"
- "Safeguarding is everyone's responsibility"
- "Focus must be on what is in the best interest of the child"

- "Welcome to all Adults on Site Who are Caring for the Children"

- our collective responsibility to question the unusual (e.g. changes in behaviour)

a) ERSCP Introduction: Staff can refer to ERSCP directly but must also liaise with the DSL. ☐

b) The Roles of DSLs and Deputy DSLs ☐

c) Keeping Children Safe in Education – Part 1 (doc includes Annex A) ☐
(including ref to FGM, HBA, Forced Marriage, CSE, Child on Child abuse including sexual violence and harassment & Prevent duty). 'What school staff should know and do' – ***staff have a hard copy provided and must complete attached quiz****.*

d) SEN and Children with disabilities ☐

e) Children Absent from Education –incl. responsibilities for registration and reporting attendance concerns. ☐

f) Types of abuse – physical, sexual, emotional, neglect and signs of abuse ☐

(refer to 'What to do if you are worried a child is being abused: Advice for practitioners- DFE 2015)

g) 'Golden Rules' for dealing with a potential disclosure / concern: ☐

(See 'Guidance on Dealing with a Potential Disclosure' Sheet)

- Listen – take notes at end/date
  - Do not ask leading questions
  - Do not investigate
  - Pass onto DSL (either School)
  - Do not keep a confidence
  - See Safeguarding Card
  - Personal demeanour: language, role modelling, eg avoiding private 1:1 tutoring, doors open, any action which can be misinterpreted.
- Good practice for any 1:1 meetings
  -

j) Understanding when and how to inform Pastoral and/or Medical staff. ☐

3. **Covering the Physical Contact Policy**:

a) Contact is public, normal, natural, necessary, for the child's benefit ☐

(see Safeguarding Card) eg Sports/Gym teaching, theatre dressing, nurses, staff comforting, supportive after an accident etc.)

b) Avoiding anything careless, uncomfortable for the child, potentially misinterpreted. Consideration of age, gender and circumstances. "One-to-one" teaching – remembering good practice. ☐

c) Need to be sensitive to escorting younger children to the toilets. ☐

4. **Covering The Use of Reasonable Force (Restrictive Interventions policy)**:

a) Restraint is for the child's benefit, security and safety eg. avoiding injury. ☐

Scenarios might include: i) child running along a corridor

ii) child crossing the road

b) Restraint should be 'Reasonable', eg age, gender, circumstances, verbal warnings, witnesses present? ☐

c) Circumstances in which restraint can be used may differ depending on role/job. ☐

d) Reporting and recording incidents and informing parents.

5. **Social Media Guidelines and Online Safety**:

a) No Facebook (or similar social media) friendship with any pupil for any reason. ☐

Be wary of links via pages to current pupils. (see Social Media Guidelines Policy)

Responsibilities to be a favourable representative of the school.

b) Avoid use of personal Mobiles for calling/texting pupils for educational reasons. Use school mobiles only. Do not give pupils your mobile number. Avoid keeping school/pupil pictures on your own cameras. Use separate memory cards for example. Transfer to school-based devices ☐

e) Explanation of staff responsibilities for online safety; school filtering and monitoring systems ☐

f) Ensure that all communication (including Teams, e-mail etc.) with pupils is Professional, courteous and boundaried. ☐

6. **Whistleblowing and Code of Conduct** ☐

a) Discussion of possible 'whistleblowing' scenarios ☐

b) Code of Conduct – Working in a position of trust ☐

7. **Any questions from the staff?** ☐

8. **Summary:**

- reiterate any points needed ☐
- "Common Sense" approach
- Look after the children
- Safeguarding Card – Avoiding compromising behaviour or actions.

9. **Sign off Documentation** ☐

I have read and understood the policies given and understand my responsibilities for safeguarding children.

PLEASE RETURN THIS FORM, COMPLETED, TO THE DSL WITHIN TWO WEEKS OF ISSUE.

Signed _____ Date _____

Designated Safeguarding Lead _____Date _____

Appendix 8: Guidance on Dealing with an Allegation or a Potential Disclosure

Please be familiar with the guidance in KCSIE 2026 Part 1, and the flow diagram in the Pocklington School Child Protection Policy, found in Section 7.

Remember that children may not be ready to talk about issues or experiences. They may not feel ready or know how to tell someone that they are being abused, exploited or neglected. They may also not recognise their experience as harmful. As staff, we must share concerns that we may have about a child with the DSL even if a disclosure is not forthcoming. Building good relationships with children and having a 'professional curiosity' is a key part of the safeguarding role of members of staff.

If a child is ready and has the courage to talk to an adult, they may have to betray someone they are close to, and someone they may love, they will be hoping that telling you will make a difference.

Some helpful responses:-
"What is the matter?" rather than "are you ok?"
Find somewhere quiet for the young person to be able to speak to you privately. (Try to safeguard yourself by letting another adult know that this is about to happen).

- Remain calm, accessible and receptive.
- Listen carefully without interrupting.
- Communicate with the child in a way that is appropriate to their age.
- Be aware of the non – verbal message you are giving by your demeanour.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that their allegation will be taken seriously and they will be kept safe
- Let them know that you are going to do everything you can to help them, and explain what is going to happen next.

You can't promise to tell no–one, but you can promise only to tell those that can help.

- Make a note of what you have been told with the child present and using their actual words where possible.

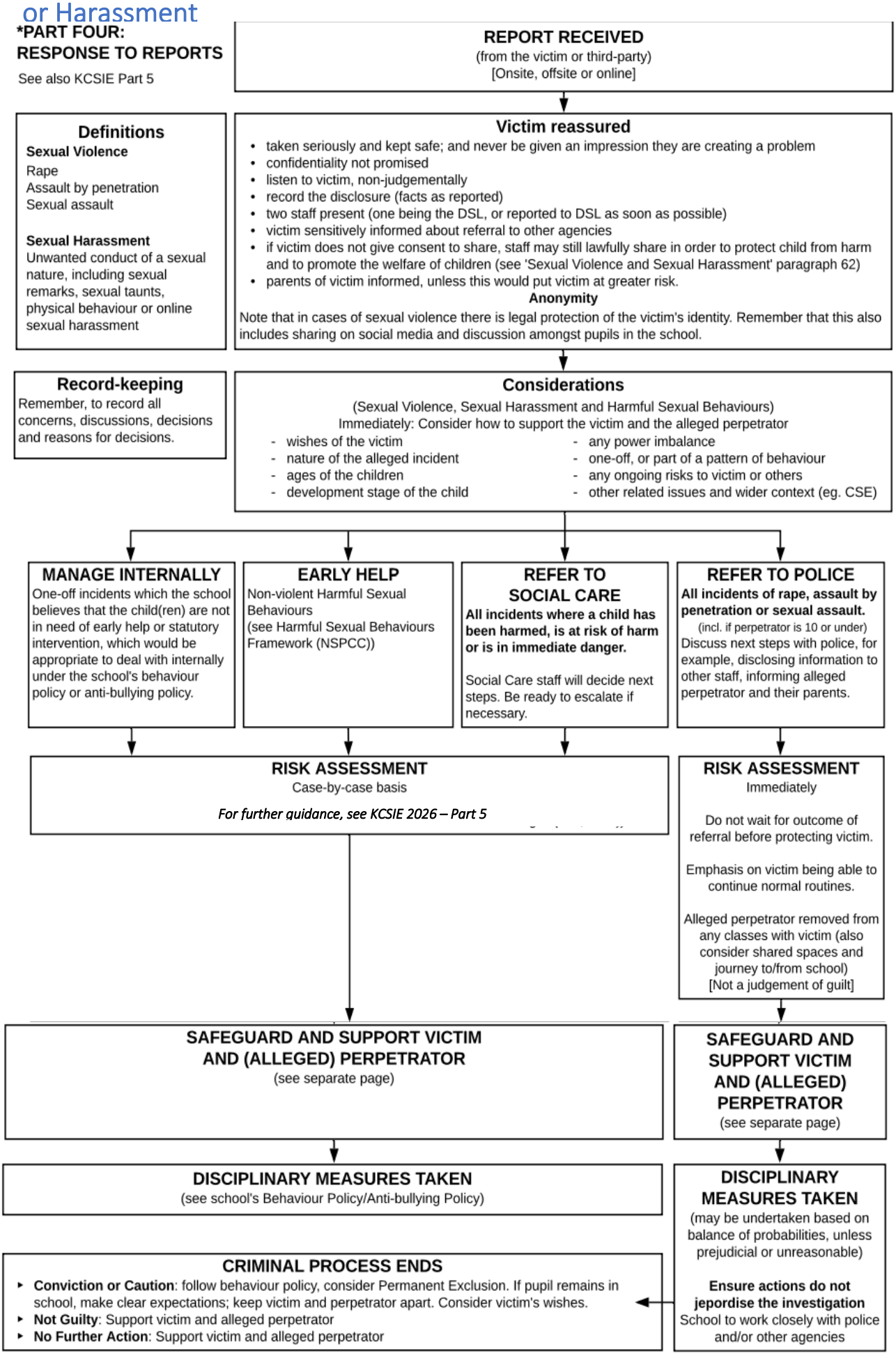
You need to record what happened, when it happened, who was present, what time of day it was and if it was an isolated or repeated act. Rather than taking notes while the child is talking, it can be better to wait until you have listened to the account and then to go over the key details, noting them with the child to ensure all is correct. This is also a good opportunity to confirm with them next steps, including who you will and won't be passing the information to.

What to avoid.

- Try not to let your shock or distaste show.
- Do not probe for more information.
- Do not speculate or make assumptions.
- Do not agree to keep it a secret or promise that ''everything will be alright''.
- Do not tell their parents, rather, share what has been said with the DSL for decisions about what should happen next.
- Do not share the details of what has been said with anyone other than those you are reporting it to for help, i.e. The DSL.

Do not delay in getting emergency help if needed. (e.g. in obtaining medical support or reporting your concerns directly to ERSCP)

Appendix 9: Flow Chart for Dealing with Potential cases of Sexual Violence or Harassment



Appendix 10: Procedures for Theatre Dressing of Pupils (and uniform fitting)

POCKLINGTON SCHOOL FOUNDATION

Child Protection Procedures
for the Theatre Dressing of Pupils
(and Uniform Fitting in the School Shop)

AIM

To allow all concerned (School Wardrobe and School Shop staff, teaching staff, volunteer adults and pupils), to feel prepared and informed as pupils are fitted for drama production costumes. No adult must feel to be in a compromised situation, or a child made to feel uncomfortable.

Procedures to Follow

- No fitting of costumes to be conducted behind locked doors.
- Whenever possible, two adults (teaching or support staff or volunteers) should be present as pupils are fitted for costumes if this occurs behind a closed door. Due regard must be taken of the pupils' age and gender as to the nature of the adults present.
- Whenever possible, costume fitting may occur in a room with an open door. If the adult assisting is working alone, they should inform a nearby adult that they are fitting pupils in the room with the door open.
- Adults should remain at all times sensitive as to the age and requirements of the pupils they are fitting. Older pupils for example, should only be assisted when fully dressed in their costume, changing having occurred behind a closed door.
- All persons should knock on a door and ask permission to enter a room if pupils are known to be undressing inside.
- Adults should remain aware as to the level of contact made with the pupil. Adults may also refer to the 'Physical Contact' School Policy.
- If adults are unsure over any matter concerning the privacy or welfare of a particular pupil, then they should contact, in the first instance, the pupil's Housemaster/mistress for advice.
- It may be necessary for example, to discuss the fitting of pupils' costumes beforehand with parents, or to even invite parents into school to attend fitting sessions.
- If in doubt, the Foundation's Child Protection Officers, Mrs Katie Dewhirst (Pock Prep) and Mrs Arriane Morgan (Pocklington School) should be consulted.
- Similar considerations to above can be applied whilst helping pupil's fit items of school uniform in the shop.