



Child Protection and Safeguarding Policy

April 2026

Document Quality Control

Original

Edition changed	Updated by	Date of latest edition	Reviewed By	Date
March 2022	Gareth Collier	March 2022	Gareth Collier	March 2022
Sept 2022	Gethin Thomas	Sept 2022	GC and PL	Sept 2022
Sept 2023	Gethin Thomas	Sept 2023	PL and JD	Sept 2023
Sept 2024	Gethin Thomas	Sept 2024	c	Sept 2024
Sept 2024	Julian Davies	April 2025	PL	April 2025
April 2025	Clair Curtis-Dyke	August 2025	PL and JD	August 2025
August 2025	Clair Curtis-Dyke	December 2025	JD	December 2025
February 2026	Clair Curtis-Dyke	February 2026	JD	February 2026
February 2026	JD	April 2026	PL	April 2026

College Safeguarding Team			
Designated Safeguarding Lead	Jenni Payne-Wheeler	07586707128	jennifer.payne@ccoex.com
Deputy Designated Safeguarding & Prevent Lead (Vice Principal Pastoral)	Clair Curtis-Dyke	07385 508896	clair.curtis-dyke@ccoex.com
Deputy Designated Safeguarding Lead (Principal)	Julian Davies	07774 657397	julian.davies@ccoex.com
Deputy Designated Safeguarding Lead (Housemaster)	Thomas Hoskins	07801810817	thomas.hoskins@ccoex.com
Nominated Governor for Safeguarding	Paul Ludlow	07584 012 130	Paul.ludlow@dukeseducation.com Dukes Education Group, Dukes House, 58 Buckingham Gate, London, SW1E 6AJ

INTRODUCTION	4
Contextual Safeguarding	4
Types of Abuse	7
Specific Safeguarding Issues	8
Children with SEND	9
Physical abuse	9
Emotional abuse	10
Sexual abuse	10
Neglect	10
Signs and symptoms	10
2. Child Criminal Exploitation (CCE)	12
County Lines	12
3. Child Sexual Exploitation (CSE)	13
4. Domestic Abuse	13
5. Homelessness	14
6. So-Called Honour-Based Abuse	14
Female Genital Mutilation (FGM)	14
Forced Marriage	14
7. Preventing Radicalisation	14
8. Serious Violence	15
9. Mental Health	15
10. Online Safety	15
11. Children Missing Education	15
12. Children Missing from Home or Care	16
13. Modern Slavery and Human Trafficking	16
14. Private Fostering	16
15. Cybercrime	17
Children who are LGBT or Gender Questioning	17
Children of families in Prison	18
Equality and Diversity	18
Early Help	18
Child in Need	19
Child at Risk	19
Roles and Responsibilities of the DSL	20
Procedures (making a referral)	21
Dealing with a disclosure (any form of abuse or concern)	22
Allegations and concerns about staff	23
Low Level Staff Concerns	24

Staff Code of Conduct	25
Our low-level concern policy	25
Procedures for Dealing with Child-on-Child Abuse	26
Prevention	27
Reporting and Response	27
Hazing and Child-on-Child Abuse	28
Prevention	28
Intimate Partner Abuse and Bullying	28
Sharing of Nude and Semi-Nude Images	29
Sexual Harassment and Sexual Violence	29
Support for Victims of Child-on-Child Abuse	29
Reporting procedure for children	30
Opportunities to Teach Safeguarding	31
Online Safety, Filtering and Monitoring	31
Data Protection	32
Physical Intervention / Positive Handling	32
Anti-bullying	33
Health and safety	33
Safer recruitment	33
Whistleblowing	33
Governance of Safeguarding	34
Staff Training	34
External Safeguarding and Welfare Contacts	34

INTRODUCTION

CSFC Cambridge aims to create pupils who whilst attaining their full, unique academic potential are independent, self-sufficient young adults with a genuine care and interest in others. As such, the College aims to nurture and develop each individual pupil, enabling all to thrive within a mutually respectful, safe and supportive environment. The College is committed to safeguarding its pupils and through a culture of vigilance; staff recognise their moral and statutory responsibilities in safeguarding and promoting the welfare of all children.

The College supports all students who are vulnerable and at risk by engaging in preventative measures; by exploring methods of intervention via the education of pupils or via pastoral support plans. The College communicates well with staff, students and parents to ensure successful outcomes for those pupils who are most at risk.

There are five main elements to Cardiff Sixth Form College's Child Protection and Safeguarding Policy, all of which take account of two key principles, 'safeguarding and protecting is everybody's responsibility' and 'a child-centred approach' :

Prevention (positive College atmosphere, careful and vigilant teaching, pastoral care, support to students, providing good adult role models).

Protection (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).

Support (to students and College staff and to children who may have been abused).

Safer Recruitment: The College complies with the requirements made by government guidance. The College has a Safer Recruitment policy, which enhances the safer recruitment programme, and a staff behaviour policy, which details the expectations of staff behaviour.

To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and Colleges

Contextual Safeguarding

CSFC Cambridge understands that it operates within a specific context and environment and that its safeguarding practices reflect this. The college recognises the importance of understanding specific wider risks posed by the wider environment in which students operate such as peer group dynamics, the physical location of the school and boarding house, as well as increasing online risks,

CSFC Cambridge recognises that as a predominantly international boarding school with many students that speak English as a second language, these students may be especially vulnerable. CSFC Cambridge has implemented extra procedures to ensure the safety and well-being of these students such as close supervision from trained houseparents and a 24 hour on call safeguarding team. These procedures are detailed within the safeguarding policy below.

This policy has been developed in accordance with the principles established in the following guidance and acts, and in accordance with guidance published by the Cambridge & Peterborough Partnership Safeguarding Board.

- Education Act 2002 (Sections 157 & 175)
- Children Act 1989 and 2004

- Working Together to Safeguard Children (HM Government, 2023)
- Keeping Children Safe in Education (DfE, September 2025)
- What to do if you are worried a child is being abused (HM Government, 2020)
- Prevent Duty Guidance (2023)
- Counter-Terrorism and Security Act 2015
- Equality Act 2010
- RSE statutory guidance (2019, updated references 2022)

This policy is available on the college website and as a printed copy on request.

The Safeguarding Policy should be read alongside and in conjunction with the Anti-Bullying, Health and Safety, Use of Physical Restraint, Whistleblowing and Recruitment policies. Together these constitute the suite of policies to safeguard and promote the welfare of students in CSFC Cambridge.

- If a concern is brought to you concerning a student, you must bring it to the attention of the DSL or the Deputy DSLs immediately.
- If a concern is brought to you concerning a member of staff, you must bring it to the attention of the Principal immediately unless there is a conflict of interest then please report to the safeguarding governor.
- If a concern is brought to you concerning the Principal, you must bring it to the attention of the nominated Governor with responsibility for Safeguarding, Paul Ludlow, immediately and the Principal should not be informed.
- If a concern is brought to you concerning a Governor, you must bring it to the attention of the Principal immediately.

Safeguarding incidents may happen anywhere both onsite and away from college and staff should be alert to the possibility of concerns being raised at college. At CSFC Cambridge we will ensure that we have appropriate procedures in place for responding where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including enabling staff to raise concerns about low level behaviours of adults.

At CSFC Cambridge we understand that promoting the welfare of children is everyone's responsibility. Everyone has a role to play in safeguarding young people. This means that all staff should consider, at all times, what is in the best interests of the young person. As a college we recognise the additional vulnerability of students with SEND, who are living away from home and whose English is a second language.

College staff are expected to read and understand the following documents and to understand their role in keeping the young people in our care safe.

- The College Staff Code of Conduct (updated Aug 2025)
- Keeping Children Safe in Education, Part one and Annex B (Sept 2025)

College staff are made aware of the following and the annual safeguarding refresher training includes reference to this.

- What to do if you're worried a child is being abused: Advice for practitioners (2020)
- The Prevent Duty: Departmental advice for schools and child care providers (2023)
- Safeguarding team members must read all of Keeping Children Safe in Education (Sept 2025)
- Safeguarding team members and SLT must read Working Together to Safeguard Children (2023)
- Boarding and Pastoral staff must read National Minimum Standards for Boarding Schools 2022

Through their day-to-day contact with students and direct work with families, all CSFC Cambridge staff have a responsibility to:

- Understand that safeguarding and promoting the welfare of children is everyone's responsibility
- Maintain an attitude of "it could happen here"
- Identify concerns early to prevent them from escalating
- Provide a safe environment in which students can learn
- Identify young people who may benefit from early help
- Know what to do if a young person discloses abuse or neglect
- Follow the college's referral procedures without delay
- Record concerns accurately, factually and promptly
- Understand the role of the Designated Safeguarding Lead (DSL) and deputies
- Know how to report low-level concerns regarding adults' behaviour
- Understand the process for reporting allegations against staff, including to the Safeguarding Governor where appropriate
- Understand the safeguarding risks associated with online activity and the college's filtering and monitoring systems
- Be aware of specific safeguarding issues including child-on-child abuse, sexual violence and harassment, exploitation, serious violence, radicalisation, mental health concerns and

attendance-related risks

This policy sets out how the College's Governors discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the College, in accordance with:

- Keeping Children Safe in Education (DfE, September 2025)
- Working Together to Safeguard Children (HM Government, 2023)
- Education Act 2002 (Sections 157 and 175)

This policy applies to:

- All staff, paid and unpaid
- Governors and proprietors
- Volunteers
- Agency staff
- Contractors
- Visiting professionals

Support staff, social organisers, receptionists, office staff as well as teachers may be the first point of disclosure for a child. Concerned parents or carers may also contact the College and its Governors.

The College works in partnership with external agencies and is committed to multi-agency safeguarding arrangements.

This policy is consistent with the procedures of the Cambridgeshire and Peterborough Safeguarding Children Partnership and reflects local thresholds for intervention.

Types of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot always be covered by one definition or label. In most cases, multiple issues will overlap.

Abuse is categorised under four main headings:

- **Physical Abuse**
- **Emotional Abuse**

- **Sexual Abuse**
- **Neglect**

These categories are defined in *Keeping Children Safe in Education (DfE, September 2025)* and may present through a range of physical and behavioural indicators.

Staff should also be alert to specific safeguarding issues, including but not limited to:

Specific Safeguarding Issues

(As identified in Annex B, *Keeping Children Safe in Education*, September 2025)

Staff should be aware of the following specific safeguarding issues. This list is not exhaustive and should be read alongside the full statutory guidance.

1. **Child-on-child abuse**
(Including sexual violence and sexual harassment between children, upskirting, and the consensual and non-consensual sharing of nude and semi-nude images and/or videos.)
2. **Child criminal exploitation (CCE)**
(Including county lines and cyber-enabled exploitation.)
3. **Child sexual exploitation (CSE)**
4. **Domestic abuse**
(Including exposure to domestic abuse within the family home.)
5. **Homelessness**
6. **So-called honour-based abuse**
(Including female genital mutilation (FGM) and forced marriage.)
7. **Preventing radicalisation**
(Extremism and terrorism; referral to Channel where appropriate.)
8. **Serious violence**
(Including gang involvement and weapon-related risks.)
9. **Mental health concerns**
(Where mental health difficulties may indicate safeguarding risk.)
10. **Online safety**
(Including online abuse, grooming, exploitation, exposure to harmful content, and risks associated with generative AI.)
11. **Children missing education**
12. **Children missing from home or care**

13. Modern slavery and human trafficking

14. Private fostering arrangements

15. Cybercrime

Staff should be aware that abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Sexual abuse of children may be perpetrated by other children. All child-on-child abuse will be taken seriously and managed in line with this policy.

Children with SEND

Staff must recognise that additional barriers can exist when identifying abuse and neglect in students with special educational needs and disabilities (SEND). These may include:

- Communication difficulties
- Assumptions that indicators relate to disability rather than abuse
- Increased vulnerability to exploitation

Staff with concerns about a student with SEND must report these to the DSL without delay. The DSL will liaise with the SENCO as appropriate.

Professional Curiosity

The signs and symptoms listed in this policy may be indicators of abuse; however, children may exhibit one or more of these signs for other reasons. Staff should exercise professional curiosity and never assume a benign explanation without further consideration.

Any concerns, however small, must be reported immediately to a Designated Safeguarding Lead.

Definitions of the forms of abuse according to Keeping Children Safe in Education are given below:

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. Children may be abused in a family, institution 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 by another child or children.

Physical abuse

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

Emotional abuse

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (child on child abuse).

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.

Signs and symptoms

Everyone should be aware of the signs and symptoms as given by the NSPCC and report any concerns.

Physical signs of abuse may include

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- kicking, slapping, pulling hair (think child-on-child abuse)

- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge

Changes in behaviour that can indicate physical abuse include

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include

- neurotic behaviour eg sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Physical signs of sexual abuse may include

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include

- sudden or unexplained changes in behaviour eg becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Physical signs of neglect may include

- constant hunger, sometimes stealing food from other children
- constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

The above signs and symptoms may or may not be because of child protection/safeguarding issues but should be a consideration.

1. Child-on-Child Abuse

See page 24.

2. Child Criminal Exploitation (CCE)

(Including County Lines)

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.

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

CCE can include children being forced to work in cannabis factories, coerced into moving drugs or money, forced to shoplift or pickpocket, or to threaten other young people.

County Lines

County lines is a geographically widespread form of criminal exploitation where drug networks groom and exploit children to transport drugs and money. Children may be subjected to coercion, intimidation, violence (including sexual violence), and may be exposed to techniques such as 'plugging'.

Indicators may include:

- Unexplained gifts or possessions
- Association with other young people involved in exploitation
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Missing episodes (home or school)
- Regular absence from education

A referral to the National Referral Mechanism (NRM) should be considered where appropriate.

3. Child Sexual Exploitation (CSE)

CSE 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 into sexual activity in exchange for something the victim needs or wants, or for the financial or status advantage of the perpetrator.

The victim may have been sexually exploited even if the activity appears consensual. CSE can occur without physical contact and through technology.

Indicators may include:

- Unexplained gifts or possessions
- Association with other young people involved in exploitation
- Older partners
- Sexually transmitted infections or pregnancy
- Changes in emotional well-being
- Drug and alcohol misuse
- Missing episodes
- Persistent absence from education

4. Domestic Abuse

Domestic abuse can encompass psychological, physical, sexual, financial or emotional abuse. It may be a single incident or a pattern of behaviour.

Children may:

- Witness abuse
- Experience the effects of abuse
- Suffer domestic abuse within their own intimate relationships

Exposure can have long-term emotional and psychological impact.

The cross-government definition applies to incidents between those aged 16 or over who are intimate partners or family members.

The College recognises initiatives such as Operation Encompass and the National Domestic Abuse Helpline.

5. Homelessness

The College recognises the impact that homelessness may have on students and families. Homelessness may increase vulnerability to safeguarding risks.

Any concerns should be shared with the DSL.

6. So-Called Honour-Based Abuse

(Including FGM and Forced Marriage)

So-called honour-based abuse (HBA) includes crimes committed to protect or defend the honour of a family or community. It includes:

- Female Genital Mutilation (FGM)
- Forced marriage
- Breast ironing

HBA may involve multiple perpetrators and extended family pressure.

All forms of HBA are abuse and must be treated as such.

Concerns must be reported to the DSL immediately.

Female Genital Mutilation (FGM)

FGM comprises procedures involving partial or total removal of the external female genitalia or injury for non-medical reasons. It is illegal in the UK and a form of child abuse.

Teachers have a **mandatory reporting duty** under Section 5B of the Female Genital Mutilation Act 2003 to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Teachers must not examine pupils but must report disclosure or visual evidence.

Forced Marriage

Forced marriage is illegal in England and Wales. It occurs where one or both parties do not consent and coercion is used.

All concerns must be shared with the DSL.

7. Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies.

Schools are subject to the Prevent Duty under Section 26 of the Counter-Terrorism and Security Act 2015.

Channel is a voluntary early intervention programme for those vulnerable to radicalisation. The DSL is aware of local referral procedures.

Staff should be alert to changes in behaviour and act proportionately.

8. Serious Violence

Staff should be aware of indicators that may signal risk of serious violent crime, including:

- Increased absence
- Changes in peer group
- Decline in academic performance
- Signs of self-harm
- Unexplained injuries
- Unexplained gifts or possessions

9. Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation.

Staff are expected to observe behaviour and report concerns to the DSL.

Only appropriately trained professionals should diagnose mental health conditions.

Students may self-refer to counselling or be referred via the DSL or Nurse.

Where mental health concerns are also safeguarding concerns, immediate action must be taken.

10. Online Safety

See page 26

11. Children Missing Education

All children are entitled to full-time education.

A child going missing from education may indicate abuse or neglect.

The College will inform the local authority of any student absent without permission for a continuous period of 10 school days or more.

For sponsored international students, separate regulatory requirements apply.

Where a child is missing, the DSL will assess risk and consider police and Children's Social Care involvement where appropriate.

12. Children Missing from Home or Care

Children who run away or go missing may be vulnerable to exploitation or harm.

Staff must report concerns to the DSL immediately.

13. Modern Slavery and Human Trafficking

Modern slavery includes trafficking, slavery, servitude and forced labour.

Exploitation may include sexual exploitation, forced criminality or labour exploitation.

Referrals to the National Referral Mechanism should be considered where appropriate.

14. Private Fostering

A private fostering arrangement occurs when a child under the age of 16 (or under 18 if the child is disabled) is cared for and accommodated by someone who is not:

- A parent
- A person with parental responsibility
- A close relative (defined as a grandparent, brother, sister, uncle, aunt or step-parent)

for a period of 28 days or more.

Private fostering arrangements are not the same as arrangements made by the local authority.

The College recognises that private fostering can sometimes be an indicator of additional vulnerability. Staff should be particularly alert in circumstances where students are living away from their parents or usual carers, including some international or boarding contexts.

If the College becomes aware that a student may be subject to a private fostering arrangement, the DSL will:

- Clarify the arrangement with the student and, where appropriate, the carer
- Notify the local authority without delay, as it is the local authority's duty to assess and monitor private fostering arrangements
- Maintain appropriate safeguarding oversight

Staff should report any concerns regarding private fostering arrangements immediately to the DSL.

15. Cybercrime

The College recognises that students may be vulnerable to involvement in cyber-dependent crime, including offences such as hacking, unauthorised access to computer systems, distributed denial of service (DDoS) attacks, phishing, online fraud or the creation and distribution of malicious software.

In line with *Keeping Children Safe in Education*, staff should be aware that students with particular technical skills or interests may be at risk of exploitation, coercion or manipulation by others, including online networks. Cybercrime may present as a safeguarding concern where there is evidence of exploitation, criminal coercion, association with organised groups or wider vulnerability.

Any concerns regarding potential involvement in cyber-dependent crime must be reported without delay to the Designated Safeguarding Lead (DSL). The DSL will assess the level of risk and consider appropriate action, which may include early help intervention, parental engagement, referral to external agencies, or liaison with the police where a criminal offence may have been committed.

The College will provide age-appropriate education regarding the legal, personal and safeguarding risks associated with cyber activity and promote responsible and lawful use of technology.

Children who are LGBT or Gender Questioning

Children who are lesbian, gay, bisexual or who are questioning their gender identity are not inherently at greater risk of harm; however, such children, or those perceived to be LGBT, may be at increased risk of bullying, discrimination, or social isolation.

The College recognises its duties under the Equality Act 2010 and is committed to providing a safe, respectful and inclusive environment for all students.

The College acknowledges that gender questioning can, in some cases, be associated with wider vulnerabilities, including mental health needs, neurodiversity, family circumstances or social pressures. Staff will respond with sensitivity, professional curiosity and without making assumptions.

Any safeguarding concerns will be managed in line with this policy and in accordance with:

- Keeping Children Safe in Education (DfE, September 2025)
- Working Together to Safeguard Children (2023)

The College will:

- Take an individualised approach to each student
- Work in partnership with parents or carers, except where doing so would place a child at risk of significant harm

- Seek appropriate external advice where necessary
- Ensure students have access to trusted adults within the College
- Act promptly to address bullying or discriminatory behaviour

The welfare of the child remains paramount.

Children of families in Prison

The College recognises that children who have a parent or close family member in prison may experience significant emotional distress, stigma, financial hardship or instability, and may be at increased risk of safeguarding concerns. Parental imprisonment is recognised as an adverse childhood experience and can impact a child's behaviour, attendance, attainment and mental health. Staff should respond with sensitivity and avoid making assumptions about a child's circumstances. Where concerns arise, these must be reported to the Designated Safeguarding Lead (DSL), who will consider appropriate support, including early help or referral to external agencies where necessary. The College will work in partnership with families and relevant services to ensure appropriate pastoral and safeguarding support is in place.

Equality and Diversity

The Senior Management Team is responsible for ensuring that the College operates within the legal framework of the Equality Act 2010 and that safeguarding arrangements reflect the needs of all students, including those with protected characteristics.

Safeguarding arrangements take account of students' age, disability, sex, race, religion or belief, sexual orientation and gender reassignment, and any additional vulnerabilities.

Full details are set out in the College's Equality and Diversity Policy.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life.

All staff should be alert to the potential need for early help for any child.

Particular attention should be paid to children who:

- are disabled or have specific additional needs
- have special educational needs (whether or not they have an Education, Health and Care Plan)
- are young carers
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement or association with organised crime groups

- are frequently missing from home or care
- are at risk of modern slavery, trafficking or exploitation
- are at risk of radicalisation
- are in family circumstances presenting challenges, such as substance misuse, adult mental health issues, domestic abuse or parental imprisonment
- are misusing drugs or alcohol themselves
- have returned home to their family from care

The College will work with families and, where appropriate, external agencies to provide coordinated early help support in line with local safeguarding partnership procedures.

Child in Need

A child in need is defined under Section 17 of the Children Act 1989 as a child who:

- is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services; or
- whose health or development is likely to be significantly impaired without the provision of services; or
- is disabled.

Child at Risk

A child at risk is a child who is experiencing, or is likely to experience, significant harm as defined under Section 47 of the Children Act 1989. Significant harm may arise from abuse (physical, emotional or sexual) or neglect and may result from a single traumatic event or a pattern of behaviour over time.

A child may also be considered at risk where there are concerns that their health or development may be impaired without the provision of services (Section 17, Children Act 1989 – Child in Need).

In safeguarding practice, risk may arise from:

- Direct abuse or neglect
- Exposure to domestic abuse
- Exploitation (criminal or sexual)
- Serious violence

- Online harm
- Radicalisation
- Harmful sexual behaviour
- Other contextual or environmental risks

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Designated Safeguarding Lead will refer the matter to children's social care in accordance with statutory guidance.

The welfare of the child is paramount in all decision-making

Roles and Responsibilities of the DSL

The CSFC Cambridge Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection across the College. The DSL is also the Prevent Lead and Online Safety Lead.

The DSL will:

- Manage referrals to local authority children's social care, the police and other relevant agencies
- Refer promptly all cases of suspected abuse
- Refer allegations concerning staff to the Local Authority Designated Officer (LADO)
- Make referrals to the Disclosure and Barring Service and/or Teaching Regulation Agency where appropriate
- Liaise with the Principal regarding ongoing Section 47 enquiries and police investigations
- Act as a source of advice and expertise to staff
- Ensure safeguarding records are accurate, secure and up to date
- Ensure staff receive appropriate safeguarding training and updates
- Oversee the College's filtering and monitoring strategy
- Promote a culture of vigilance and professional curiosity
- Contribute to safeguarding reporting to governors while maintaining appropriate confidentiality

The DSL will seek advice from local safeguarding partners where appropriate

Training

The DSL will receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, eg through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a Child Protection case conference and a Child Protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands this Safeguarding Policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them

Raising awareness – the DSL should

- Ensure the College's policies are known and used appropriately
- Ensure the College's Safeguarding Policy is reviewed annually; the procedures and implementation are updated and reviewed regularly, and work with our governing body regarding this
- Carry out an annual review for the governing body to assist them in their proprietorial oversight
- Ensure the Safeguarding Policy is available publicly and parents/guardians are aware that referrals about suspected abuse or neglect may be made and the role of the College in this
- Link with Cambridge & Peterborough Partnership Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies on Safeguarding
- Where a student leaves the College ensure their Safeguarding/Child Protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

Procedures (making a referral)

Dealing with a disclosure from a student is likely to be a stressful experience. The member of staff concerned should consider seeking support for him or herself and discuss this with one of our designated DSLs.

If a member of staff has a concern that is in anyway related to a safeguarding issues it should be reported to or discussed with one of the DSLs. It should not be discussed with any other member of staff.

The member of staff must record information regarding the concern the same day. The record must be clear, precise, factual account of the observations. CPOMs must be used. One of our designated DSLs will decide whether the concerns should be referred to Cambridge Children Social Care.

If one of the DSLs decides that a referral should be made to Children's Social Care, where a child has suffered or is at risk of suffering significant harm, it will be made immediately. Parents/Guardians will be notified if a referral is made unless that would put the child at greater risk. There is not a requirement to get parental consent for referrals to statutory agencies, but the college will always aim to do so if the circumstances allow.

If the safeguarding team is unavailable for any reasons and beyond contact, staff have a duty to report any concerns directly to Cambridge Social Care or the Police.

A referral to Cambridge Social Care is normally done via the on-line reporting form <https://safeguardingcambspeterborough.org.uk/concerned/professionals-reporting-a-concern/>

Details of local reporting thresholds can be found here: <https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/threshold-document/>

Staff should differentiate between children who are in need of additional support from one or more agencies and children who have suffered or are at risk of suffering serious harm. Children who have suffered or are at risk of suffering serious harm must be reported to children's social care immediately. Children who are in need of additional support from one or more agencies need to use the CAF (Common Assessment Framework) and "Team Around Child" (TAC) approaches. Students who need additional support should be referred to the college Pastoral team, via the Head of Boarding and Pastoral Care or Principal.

Dealing with a disclosure (any form of abuse or concern)

If a student discloses that he or she has been abused in some way, the member of staff should:

- listen carefully to what is being said without displaying shock or disbelief
- reassure the student that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment
- allow the student to talk freely
- reassure the student, but not make promises which they may not be able to keep
- never promise confidentiality, as it may be necessary to refer the information onwards
- reassure the student that what has happened is not their fault
- stress that it was the right thing to tell
- listen, rather than ask direct questions
- never ask leading questions; if possible avoid asking questions. Ask open questions if more information needed.
- not criticise the perpetrator
- explain what has to be done next and to whom this must be told

Record Keeping

Accurate, secure and contemporaneous record keeping is an essential part of safeguarding practice.

When a student makes a disclosure, or when a safeguarding concern is observed or raised, the member of staff must:

- Record the concern directly onto CPOMS as soon as possible on the same day.
- If CPOMS is not immediately accessible, make brief, factual handwritten notes as soon as possible and upload these to CPOMS at the earliest opportunity.
- Record the student's own words verbatim wherever possible.
- Record any observable non-verbal behaviour.
- Record factual observations rather than interpretations or assumptions.
- Use a body map to indicate the position of visible injuries where appropriate (no member of staff will examine intimate areas of the body).
- Sign and date all records.

All safeguarding records are:

- Reviewed and actioned by a Designated Safeguarding Lead (DSL).
- Stored securely and separately from the main student file.
- Managed in accordance with data protection legislation.
- Transferred securely if a student moves setting.

The DSL is responsible for maintaining accurate chronologies and ensuring safeguarding records are complete, secure and up to date.

Allegations and concerns about staff

The Principal will refer immediately and within 24 hours to the Local Authority Designated Officer/Team (LADO) at Cambridge Council

- Email: LADO@cambridgeshire.gov.uk
- Telephone: 01223 727 967 (Monday to Friday during office opening hours)
- Telephone: 01733 234 724 (Emergency Duty Team - out of hours queries)

If information has been received that may constitute an allegation the LADO will preside over the investigation.

The Principal should not make his decision over what may appear to be a borderline case but should make a referral to the LADO team.

When managing allegations against supply staff it is still the responsibility of the College to ensure they are dealt with appropriately, in conjunction with the agency and liaising with the LADO to determine a suitable outcome. The supply agency should be made aware of the College's process for managing allegations.

Where a member of boarding staff is suspended pending an investigation of a Safeguarding/Child Protection nature, arrangements for alternative accommodation away from students will be made. Any person, whether employed, contracted, supply staff, a volunteer or student, who is no longer at the College because they are considered unsuitable to work with children, will be reported to the Disclosure and Barring Service (DBS) within one month of leaving the College. Furthermore, the College will notify the Teaching Regulation Agency of the details of any teacher who has been dismissed or left the College where there are concerns that a prohibition order may be appropriate.

Transferable risk from incidents arising outside of school where a member of staff has behaved or may have behaved in a way that indicates that the person may not be suitable to work with children (for example, involving domestic violence) should be considered by school leaders. All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues.

Low Level Staff Concerns

The safety and wellbeing of children in our college is dependent on the vigilance of all our staff and their prompt communication to the Principal of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and any visitor, unless otherwise stated.

The sharing with the Principal of concerns about staff practice is a vital part of the college's ability to create and embed a culture of openness, trust and transparency.

If a concern is raised with the Principal regarding a low level concern. The Principal will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns should be recorded in writing, with details of the concern, the context, and action taken.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

The college is conscious of its duty of care to students and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the college setting. The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation found to be substantiated.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the college will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO. The rationale for all decisions and actions taken will be recorded. The recording of any low level concern will be separate from staff files unless an issue moves from being a low level concern to a full concern about a member of staff.

Low level concerns about supply staff or contractors will be shared with the company/agency and recorded in college.

If there is a low level concern involving the Principal, the Safeguarding Governor should be contacted.

Staff Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our 'Staff Code of Conduct'. Staff should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care.

A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Our low-level concern policy

The overarching aim of the college's Low-Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and
- provide for responsive, sensitive, and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

What is a low-level concern?

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

A low-level concern for this purpose is any safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors). Even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the college's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

Low-Level Concerns about self (self-reporting)

From time to time an individual may find him/herself in a situation which might appear compromising to others, or which could be misconstrued. Equally, an individual may for

whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct.

Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the college sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Low-Level Concerns about an adult

From time to time an individual may notice behaviour or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a Low-Level Concern.

What should I do if I have one?

Where a low-level concern exists, it should be reported to the Principal. Unless it is regarding the Principal themselves, in which case it should be reported to the safeguarding governor, within 24 hours of becoming aware of it (Where the concern relates to a particular incident).

How will my low-level concern be handled?

The Principal will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure outlined in the safeguarding policy.

The circumstances in which a low-level concern might be reclassified as an allegation are where:

- a) the threshold is met for an allegation
- b) there is a pattern of low-level concerns which collectively amount to an allegation or
- c) there is other information which when taken into account leads to an allegation.

Where the Principal is in any doubt whatsoever, advice will be sought from the Safeguarding Governor, if necessary, on a no-names basis. Having established that the concern is low-level, the DSL/Principal as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

- a) the concern (or group of concerns) has been reclassified as an allegation as above; or
- b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability, or disciplinary procedure.

Procedures for Dealing with Child-on-Child Abuse

(Including Sexual Violence and Sexual Harassment)

The College recognises that children can abuse other children. Child-on-child abuse is a safeguarding issue and will not be tolerated or dismissed as “banter”, “part of growing up” or “just having a laugh”.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse within intimate personal relationships
- Physical abuse
- Sexual violence (e.g. rape, assault by penetration, sexual assault)
- Sexual harassment (including online harassment and unwanted sexual behaviour)
- The consensual and non-consensual sharing of nude and semi-nude images
- Upskirting
- Initiation or hazing-type violence

Prevention

The College seeks to minimise the risk of child-on-child abuse by:

- Promoting a culture of respect and zero tolerance of abusive behaviour
- Delivering age-appropriate PSHE and Relationships Education
- Embedding online safety education
- Ensuring clear reporting routes and trusted adults
- Maintaining effective supervision and pastoral oversight
- Challenging inappropriate language and behaviour consistently
- Monitoring safeguarding data to identify patterns or emerging risks

Staff are trained to remain vigilant and to challenge behaviour that may indicate abuse.

Reporting and Response

All concerns must be reported without delay to the Designated Safeguarding Lead (DSL).

The DSL will:

- Take all reports seriously

- Undertake a proportionate risk assessment
- Consider the wishes of the victim
- Provide appropriate support to the victim
- Consider support and, where appropriate, sanctions for the alleged perpetrator
- Liaise with parents and external agencies as required
- Refer to children's social care or the police where thresholds are met

The College recognises that students with SEND or additional needs may face barriers to reporting and may be more vulnerable. Additional safeguards and monitoring will be implemented where appropriate.

Even where no incidents are reported, staff remain vigilant to the possibility that abuse may be occurring.

All cases will be managed in accordance with *Keeping Children Safe in Education (DfE, September 2025)* and this Safeguarding Policy.

Hazing and Child-on-Child Abuse

Hazing is a form of child-on-child abuse and is not tolerated. It includes any activity expected of a student that humiliates, degrades, coerces, intimidates, isolates or endangers them, regardless of apparent consent. Hazing may be physical, emotional, psychological or online and is a safeguarding concern.

Prevention

The College seeks to minimise the risk of hazing and other child-on-child abuse by:

- Promoting a culture of dignity, respect and zero tolerance of abusive behaviour
- Clear behavioural expectations and sanctions
- Strong pastoral oversight, including supervision in boarding and social settings
- PSHE and Relationships Education addressing consent, power imbalance and coercion
- Clear reporting routes and trusted adults
- Staff vigilance and consistent challenge of inappropriate behaviour
- Monitoring safeguarding data to identify patterns or group dynamics of concern

Intimate Partner Abuse and Bullying

Child-on-child abuse can also occur within intimate peer relationships. Where bullying or relationship abuse gives reasonable cause to suspect a child is suffering, or likely to suffer, significant harm, it will be treated as a safeguarding matter.

In such cases, the DSL will consider referral to children's social care and/or the police where criminal thresholds are met. All children involved will be offered appropriate pastoral and safeguarding support.

Sharing of Nude and Semi-Nude Images

The sharing of nude or semi-nude images by children (sometimes referred to as sexting) is a safeguarding issue.

Staff must:

- Report concerns immediately to the DSL
- Not view, copy or forward images
- Confiscate the device (where appropriate) and pass it securely to the DSL

The DSL will respond in accordance with national guidance and assess on a case-by-case basis whether external referral is required.

The sharing of sexual imagery of a person under 18 by an adult constitutes child sexual abuse and will be referred to the police.

Sexual Harassment and Sexual Violence

The initial response to a report of sexual harassment or sexual violence is critical. Victims will be:

- Listened to and taken seriously
- Reassured and supported
- Protected from further harm

No victim will be made to feel responsible for reporting.

All concerns must be reported without delay to the DSL. The DSL will undertake a proportionate risk assessment, consider the wishes of the victim, and determine appropriate action, including referral to children's social care or the police where thresholds are met.

Support for Victims of Child-on-Child Abuse

The College recognises that the impact of child-on-child abuse can be significant and long lasting. The safety, welfare and wishes of the victim will be central to all decision-making.

Victims will be offered immediate and ongoing support tailored to their needs, which may include:

- **The Designated Safeguarding Lead (DSL) or Deputy DSL**, who will oversee safeguarding risk assessment and ensure appropriate protective measures are in place
- **Heads of House**, who will provide pastoral oversight, daily monitoring and liaison with families
- **The Boarding Team**, where relevant, to ensure safe accommodation arrangements, supervision and separation where required
- **The College Counsellor**, for confidential therapeutic support
- **The Nursing Team**, for physical health needs, emotional wellbeing support and onward referral where appropriate
- **External agencies**, including children's social care or specialist services, where thresholds are met

A dynamic risk assessment will be undertaken and regularly reviewed to ensure the victim is protected from further harm. This may include timetable adjustments, supervised movement, changes to boarding arrangements, or other proportionate measures.

The College will work in partnership with parents or carers, unless doing so would place the child at risk of harm.

Victims will never be made to feel responsible for the abuse and will be reassured that their concerns are taken seriously.

Reporting procedure for children

The College ensures that students are regularly informed about how to report safeguarding concerns and seek support. Students are reminded through assemblies, house meetings and of who the Safeguarding Team are, including the Designated Safeguarding Lead (DSL), Deputy DSLs, the Safeguarding Governor and the Independent Listener.

Clear information is displayed prominently throughout the College, including in classrooms, boarding houses and common areas, explaining how to contact the Safeguarding Team. Students are encouraged to save the dedicated safeguarding contact number in their mobile phones.

Students are also reminded that they may speak to any trusted adult in the College community. All staff are trained in safeguarding and understand how to respond appropriately and report concerns without delay.

Students are regularly signposted to sources of pastoral, medical and counselling support and are reassured that concerns will be taken seriously and handled sensitively

Opportunities to Teach Safeguarding

PHSE and Relationships and Sex Education lessons, as well as workshops from outside speakers, are used and are being further developed to teach students about being safe, in and outside College.

Online safety and internet and computing use

Online safety is integrated into the PSHE curriculum to reduce risks and build resilience, as well as the safe use of electronic equipment. Students should also understand the risks posed by adults or young people, who may use social media to groom, bully, abuse or radicalise others. Awareness also needs to be raised around misinformation, disinformation (including fake news) and conspiracy theories.

Online Safety, Filtering and Monitoring

In accordance with *Keeping Children Safe in Education (DfE, September 2025)*, the Governing Body ensures that the College has appropriate filtering and monitoring systems in place to safeguard students from harmful online content and activity.

The Governing Body:

- Ensures appropriate filtering and monitoring systems are in place.
- Regularly reviews their effectiveness.
- Ensures leadership and relevant staff are aware of and understand the filtering and monitoring systems.
- Receives appropriate safeguarding reporting relating to online safety risks.

The College adopts a risk-based approach to filtering and monitoring, recognising that no system can provide complete protection. Systems are proportionate, age-appropriate and aligned with the College's safeguarding risk assessment.

The Designated Safeguarding Lead (DSL), working with the IT Lead and senior leadership, oversees the College's filtering and monitoring arrangements to ensure that:

- Safeguarding alerts are reviewed promptly.
- Concerns are triaged and acted upon without delay.
- Online behaviour concerns are integrated into safeguarding and pastoral systems (including CPOMS).
- Patterns of behaviour are identified and addressed.

Online safety is embedded within the College's curriculum, including PSHE and enrichment programmes, in line with statutory Relationships and Sex Education guidance and *Teaching Online Safety in Schools* (DfE, 2023).

Staff receive training on:

- Online safety risks.
- The College's filtering and monitoring systems.
- Reporting procedures for online safeguarding concerns.

Students are taught to:

- Recognise online risks, including exploitation, cyberbullying and misinformation.
- Understand the legal and personal consequences of harmful online behaviour.
- Report concerns appropriately.

The College's IT Acceptable Use Policy, Online Safety Policy and Anti-Bullying Policy (including cyberbullying) set out expectations for safe and responsible use of technology

Data Protection

The college is aware of the obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The DfE Data Protection guidance for schools, outlines how college staff and governors understand how to comply with data protection law, develop data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Physical Intervention / Positive Handling

The College recognises that there may be exceptional circumstances in which reasonable force is necessary to prevent a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Seriously disrupting good order and discipline

Any use of reasonable force must be lawful, necessary, proportionate and used only as a last resort.

Physical intervention must only be used in accordance with the College's **Physical Restraint (Positive Handling) Policy**, which sets out the circumstances in which reasonable force may be used, approved techniques, recording requirements and post-incident procedures.

Staff must not use force as a form of punishment.

The College recognises that inappropriate or excessive physical intervention may be considered under safeguarding, child protection or disciplinary procedures.

All incidents involving physical intervention must be:

- Reported to a member of the Senior Leadership Team without delay
- Recorded promptly and factually in the College's physical intervention log
- Uploaded to CPOMS where safeguarding concerns arise
- Reviewed by the Vice Principal (Pastoral)

The Vice Principal (Pastoral) maintains oversight of the physical intervention log to:

- Monitor patterns or trends
- Ensure proportionality
- Identify any safeguarding concerns
- Ensure appropriate follow-up with students and staff

Parents or carers will be informed of incidents involving physical intervention unless doing so would place a child at risk of harm.

Anti-bullying

Our policy on the prevention and management of bullying (Anti Bullying Policy) is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Health and safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our students and staff both physically, within the college environment and when away from the school, for example when undertaking school trips and visits.

Safer recruitment

The colleges recruitment policy sets the vetting requirements for all staff who wish to work in our school whether paid or voluntary. Please see this policy

Whistleblowing

As stated in the Whistleblowing policy (available in the Staff Handbook) the College requires any member of staff to report to the Principal if they have any concern or worry in relation to practices taking place in College. Staff who report such issues are protected by the College from retribution or disciplinary action. The NSPCC whistleblowing helpline number is in the list below.

Governance of Safeguarding

The company's Compliance Director on behalf of governors conducts a formal annual audit on safeguarding files, manages the DSL annual appraisal along with the college Principal and monitors and samples the SCR, staff recruitment and all safeguarding systems on a regular basis throughout the year. The Compliance Director meets on a regular basis throughout the year with the safeguarding team to discuss issues and to provide the team with support. The college Principal and DSL meets with Governors at least once a term to report formally on safeguarding issues and to give Governors a safeguarding compliance update as well as providing an annual report on safeguarding. The Safeguarding Governor and Compliance Governor both maintain a level 3 qualification and other governors are trained to level 1.

Staff Training

- All staff annually will be asked to
 - Attend a safeguarding training session or attend an update session which will include Prevent, child-on-child abuse and on-line safety.
 - Asked to re-sign the staff Code of Conduct
 - Read and sign that they have read the updated version of KCSIE part one and Annex B.
 - Read and sign that they have read the updated college policy on safeguarding and all relevant policies (a list will be sent out annual by college for staff)
- New Staff on Induction will be asked to complete the following in addition to the above.
 - Basic safeguarding training and college policy with a member of the college safeguarding team
 - Introduction to the safeguarding policy including procedures for dealing with child-on-child abuse
 - Introduction to part 1 KCSIE and Annex B.
 - On-line safety for teaching staff including how we teach the students to keep safe online
 - Role of DSL and DDSL and how to raise a concern
 - Student behavior policy
 - Safeguarding response to a child missing from education
 - Sign and discussion about the Staff Code of Conduct and Acceptable use of IT
- College Safeguarding Team (DSL & DDSL) will also be expected to update their inter-agency working training every two years and ensure they receive regular updates on changes to procedures and policy both locally and nationally. As well as receiving updated Prevent training every three years.
- In addition to formal annual safeguarding training, the College provides regular, short update sessions throughout the academic year to ensure staff remain alert to current safeguarding trends, emerging risks and local priorities. These briefings may include updates to statutory guidance, local safeguarding partnership procedures, online safety developments and contextual safeguarding concerns. The College considers the safeguarding issues most relevant to its setting and student community, and provides contextualised examples to support professional discussion, reflection and deliberation. This approach ensures safeguarding remains a dynamic, responsive and embedded aspect of College practice.

External Safeguarding and Welfare Contacts

- Local Authority Designated Officer (LADO) team
 - 01223 727 967 (Monday to Friday during office opening hours)
 - 01733 234 724 (Emergency Duty Team - out of hours queries)

- Cambridge & Peterborough Safeguarding Partnership Board
 - Reporting a concern 0345 045 5203
 - Outside office hours, at weekends and on public holidays contact the emergency duty team on 01733 234724.
 - Reporting a concern link: [Report - Cambridgeshire County Council](#)
- Early Help Hub (EHH) Tel: 01480 376666
- Prevent Engagement Team prevent@cambs.pnn.police.uk Tel: 01480 42 2596
- Education Safeguarding Team ECPSGeneral@cambridgeshire.gov.uk
- Independent Schools Inspectorate 0207 600 0100
- Cambridgeshire Constabulary Non-emergency police number 101
- DfE helpline 0207 3407264
- Counter-extremism@education.gsi.gov.uk
- NSPCC Whistleblowing helpline 0800 028 0285
- [Lucy Faithfull Foundation - Preventing child sexual abuse](#)
- [Home | CSA Centre](#) - centre of expertise on child sexual abuse
- Safeguarding Governor Paul Ludlow (0744 4264924)

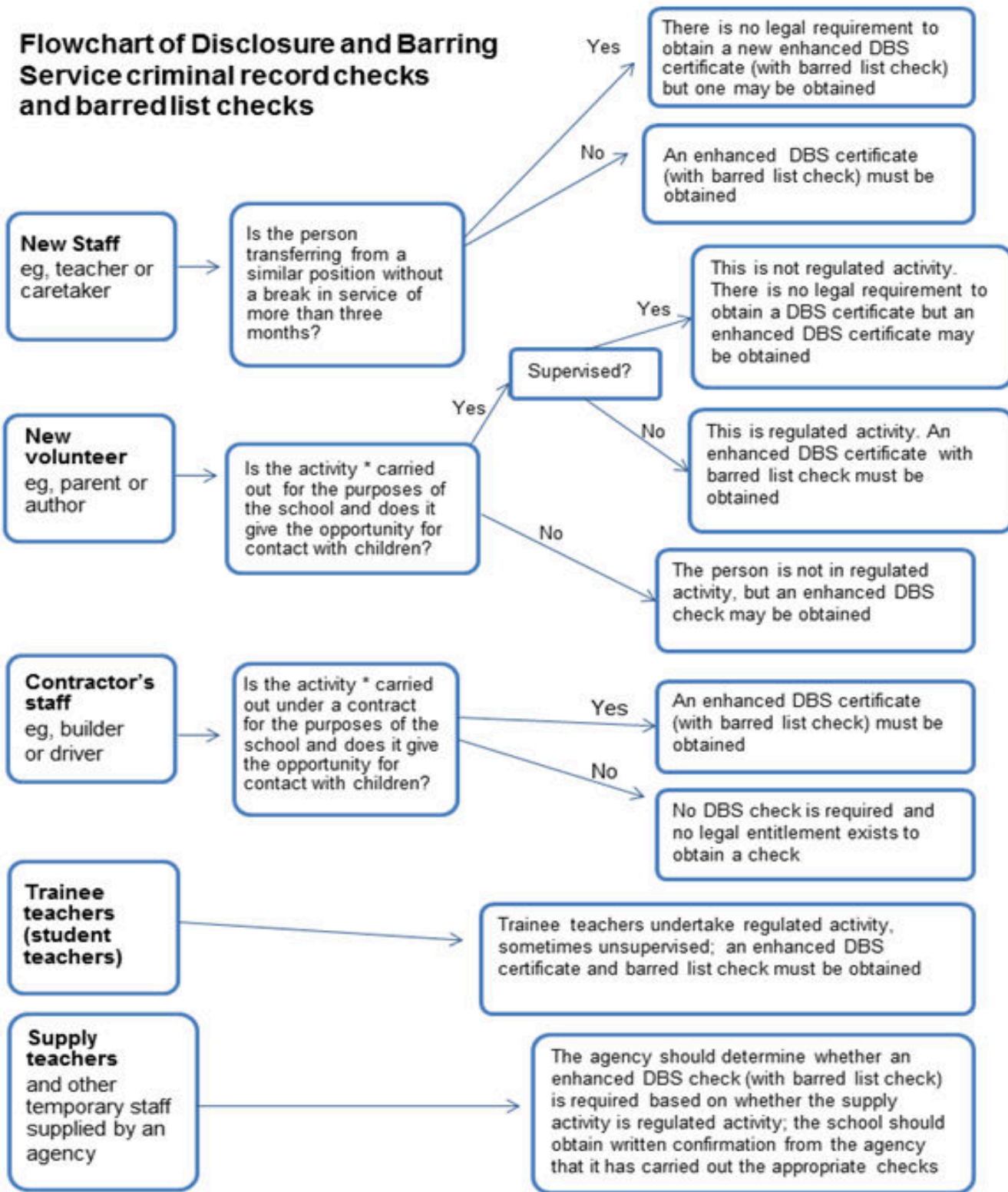


Signed by the Principal
Julian Davies 28/04/2026



Signed by the Named Governor for Safeguarding
Paul Ludlow 28/04/2026

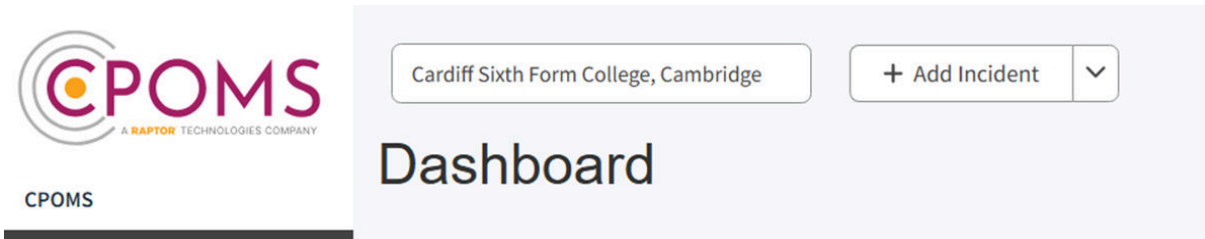
Appendix A - Flow chart of disclosure and barring service (DBS) checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix B - Reporting a concern

Use CPOMS



Click on +Add incident

Complete the form as appropriate

[Back](#)

Student

Incident

Please record the details of the incident in as much detail as possible

Categories


Abuse (Home/External) Child Criminal Exploitation Child Sexual Exploitation County Lines Harmful Sexual Behaviour
 Mental Health and Wellbeing Neglect Other Safeguarding Concern Prevent / Radicalisation / Extremism Prolonged Absence
 Self Harm Student on Student Abuse Unhealthy Relationship

Select at least one

Linked student(s)

Type a student's name to link them to this incident.

Maps



Date/Time

Status ▼
Do not select anything here

Assign to ▼
Do not assign to anyone

Files
Add any relevant files (email/statement etc)

Alert Staff Members ▼
Do not alert anyone

Agency Involved
Do not type anything in here

Add to planner
Do not click anything here

Click on 'submit incident'

Appendix C - Useful Support Telephone Numbers and Websites for Staff

General Advice and Support

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/>

0808 800 5000 or text: 88858

email help@nspcc.org.uk

TES – Safeguarding

www.tes.com/teaching-resources/blog/safeguarding-collection

CTAC for advice on Child Trafficking Advice Centre

0808 800 5000

Mind ed

www.minded.org.uk

For professionals and volunteers

-<https://www.minded.org.uk/Catalogue/TileView>

For families - For families: <https://mindedforfamilies.org.uk/>

Samaritans

02920 344022

National Children's Bureau

<https://www.ncb.org.uk/>

Youth Access: helps you find free and confidential counselling, advice or information services in your local area

<http://www.youthaccess.org.uk/services/find-your-local-service>

Youth Wellbeing Directory resource finder

<https://www.youthwellbeing.co.uk/>

Young Minds can offer advice if students are feeling low or worried

www.youngminds.org.uk

TheSite.org is the online guide to life for 16-25 year olds in the UK. They provide non-judgemental support and information on everything from sex and exam stress to debt and drugs.

www.thesite.org

Teenage Health Freak provides web-based, accurate and reliable health information to teenagers in a contemporary, cringe free, entertaining and informative way.

www.teenagehealthfreak.org