



Safeguarding Policy

1. Introduction

Bishop Burton College fully recognises its duty of care to safeguard the entire learning community, including day and residential students. Safeguarding is everyone's responsibility and a core priority for all governors, staff, volunteers, contractors, and external providers.

The College will take all reasonable steps to safeguard students and protect them from harm, working with local safeguarding partners to ensure best practice. This policy applies to all College activities, including residential provision, trips, placements, and online learning.

2. Policy Statement

Safeguarding encompasses all that contributes to keeping students safe and promoting their welfare. Child protection and protection of adults at risk of harm are key elements within this broader duty.

This policy applies to:

- Any students aged under 18.
- Adults at risk as defined by the Care Act 2014. This is defined as any person aged 18 years or over who is at risk of abuse or neglect due to their needs for care and support. This includes individuals who are unable to protect themselves from the risk of, or the experience of, abuse or neglect as a result of their care and support needs.
- All students in residential provision, where additional safeguarding considerations apply.

3. Aims

This policy is guided by:

- Keeping Children Safe in Education (KCSiE 2025).
- Working Together to Safeguard Children (2018, updated 2022).
- The Children Acts 1989 & 2004.
- The Care Act 2014.
- National Minimum Standards for Residential Provision (2018).
- Counter-Terrorism and Security Act 2015 (Prevent Duty).
- Health and Care Act 2022.
- Human Rights Act 1998.
- Local Safeguarding Partner and Safeguarding Adult Board procedures.

4. Summary of reporting procedures

Safeguarding is everyone's responsibility.

Bishop Burton College is committed to providing a safe and supportive environment for all students, staff, and visitors. This includes all day and residential students.

Who to Contact

- **DSL (Designated Safeguarding Lead):** Shelley Newton
- **Deputy DSL (Bishop Burton):** Ellie Stephen
- **Safeguarding Officer (Bishop Burton):** Isobella Swallow
- **Deputy DSL (Riseholme):** Verity Wainwright
- **ELT Safeguarding Lead:** Helen Wooldridge

How to Report a Concern

1. If a student discloses or you have a safeguarding concern:
 - Stay calm, listen carefully, do not promise confidentiality.
 - Report immediately to **any member of the Safeguarding Team** in person or via telephone.
 - Record on **ProMonitor**: "Safeguarding concern discussed with [staff name]" – do not include sensitive detail.
2. The Safeguarding Team will review, take action, and update records.
3. If a child or adult is in **immediate danger**, call **999**.

Key Principles

- All staff, students, and residential wardens share responsibility for safeguarding.
- Concerns are always reported to the Safeguarding Team — never investigated by staff individually.
- Support is provided through College services (Wellbeing, ALS, tutors) or external agencies as needed.
- Student voice is embedded through the **Student Association**.

Safeguarding Reporting Flow Chart

Concern or disclosure identified



Staff action:

- Listen, reassure, do not promise confidentiality.
- Report immediately to **DSL/DDSL/DSO** (in person or by phone).
- Log on **ProMonitor**: “Safeguarding concern discussed with [staff name]”.

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Safeguarding Team triages concern:

- **No further action** (monitor through normal pastoral channels), OR
- **Internal referral** to Wellbeing Team / ALS Team / Group Tutor, OR
- **External referral** to Children’s Social Care, Adult Services, Police, Prevent/Channel, or other relevant agencies.

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Allegations against staff:

- Report to **Chief People Officer (CPO)/ELT Safeguarding Lead/Principal**.
- If against Principal or Senior Postholder → report to **Chair of Governors**.
- **CPO/ELT Safeguarding Lead** liaises with **Local Authority Designated Officer (LADO)**.

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Emergency situations:

- If student is in **immediate danger**, staff call **999** and inform the Safeguarding Team.

5. Objectives

5.1 Responsibilities

5.1.1 Governing Body

- Appoint a Link Governor for Safeguarding.
- Ensure policies and procedures are in place, implemented, and reviewed annually.
- Receive reports on referrals, staff training, and termly safeguarding reports.
- Ensure the College adheres to safer recruitment processes and that the Single Central Record is accurate and comprehensive.
- Consult with the LADO in the event of allegations against the Principal or Senior Postholders. Referrals to the LADO about any allegations against the Principal or Senior Postholders will be made by the ELT Safeguarding Lead/CPO as described in section 5.1.5.

5.1.2 Principal

- Ensure implementation of the policy.
- Receive and respond to allegations against staff and volunteers.
- Delegate operational safeguarding responsibility to the DSL.

5.1.3 Designated Safeguarding Lead (DSL) – Shelley Newton

- Lead responsibility for safeguarding across Bishop Burton and Riseholme campuses.
- Refer concerns to external agencies as appropriate.
- Support and advise staff.
- Chair the Safeguarding Committee.
- Ensure safeguarding policies and training are implemented.
- Report allegations against staff to the CPO/ELT Safeguarding Lead, Principal, or to the Chair of Governors if against the Principal or Senior Postholders.

5.1.4 Deputy DSLs and Safeguarding Officer

- **Deputy DSL (Bishop Burton):** Ellie Stephen
- **Safeguarding Officer (Bishop Burton):** Isobella Swallow
- **Deputy DSL (Riseholme):** Verity Wainwright
- Provide day-to-day safeguarding coverage and support at each campus, including the referral of concerns to external agencies.
- Ensure operational compliance and provide cover for the DSL as needed.
- Deliver safeguarding training to staff, including during the new staff induction process.

5.1.5 ELT Safeguarding Lead – Helen Wooldridge

- Provide strategic oversight of safeguarding at Executive level.
- Lead on taking action following allegations against members of staff, in conjunction with the CPO. Take responsibility for referrals to the LADO, in conjunction with the CPO, including

allegations against the Principal or Senior Postholders where appropriate, in accordance with part 4 of Keeping Children Safe in Education.

5.1.6 Managers

- Ensure staff are trained and apply safeguarding procedures.
- Embed safeguarding into curriculum delivery, induction, and ongoing tutorials.

5.1.7 All Staff

- Follow the Staff Code of Conduct and safeguarding procedures.
- Be alert to signs of harm and report concerns immediately to the Safeguarding Team.
- Undertake annual safeguarding training and read Part 1 of the annual update of KCSiE.

5.1.8 Residential Staff

- Actively promote safeguarding in residential settings.
- Report all safeguarding concerns directly to the Safeguarding Team.
- Support residential induction, ensuring students understand how to raise concerns.

5.1.9 Students

- Engage with safeguarding education delivered at induction and throughout the year.
- Report any concerns for themselves or others.
- Shape safeguarding practice through the **Student Association** and feedback mechanisms.

5.1.10 External Groups

- External providers using College facilities must have safeguarding arrangements in place in line with DfE guidance for out-of-school settings.

5.2 Legislation and Guidance

This policy is guided by:

- Keeping Children Safe in Education (KCSiE 2025).
- Working Together to Safeguard Children (2018, updated 2022).
- The Children Acts 1989 & 2004.
- The Care Act 2014.
- National Minimum Standards for Residential Provision (2018).
- Counter-Terrorism and Security Act 2015 (Prevent Duty).
- Health and Care Act 2022.
- Human Rights Act 1998.
- Local Safeguarding Partner and Safeguarding Adult Board procedures.

5.3. Categories of Abuse (see Appendix 2)

Staff will be trained to recognise abuse, including but not limited to:

- Physical, emotional, sexual abuse, neglect.

- Domestic abuse, organisational/institutional abuse, modern slavery.
- Discriminatory abuse, self-neglect.
- Child criminal exploitation (CCE), county lines.
- Child sexual exploitation (CSE).
- Peer-on-peer abuse, including in residential settings.
- Radicalisation, extremism, terrorism.
- Online abuse, including after-hours risks for residential students.

5.4. Procedures for Disclosures or Concerns

- All staff must report concerns to the Safeguarding Team immediately.
- The staff member raising the concern must log the record of referral to the safeguarding team on ProMonitor. Safeguarding team will record detail on CPOMS.
- The Safeguarding Team will triage and determine next steps (no action, internal referral, or external referral).
- Allegations against staff are reported to the ELT Safeguarding Lead, CPO, Principal (or Chair of Governors if against the Principal or Senior Postholders).
- Emergency situations: staff must call 999 and inform the Safeguarding Team.

5.5. Professional Relationships with Students

Staff must maintain professional boundaries in line with the Staff Code of Conduct. This applies in classrooms, online, and in residential settings as well as off campus, for example during trips and visits.

5.6. Confidentiality and Information Sharing

Safeguarding information will be shared on a need-to-know basis in line with GDPR and statutory guidance.

5.7. Supporting Staff

Staff involved in safeguarding cases will have supervision and support available, including residential and welfare staff.

5.8. Partnership with Parents/Guardians

The College will work with parents, guardians, and carers, including those supporting residential students, unless doing so increases risk of harm.

5.9. Communication of the Policy

- Published on the College website.
- Provided at staff induction.
- Available on staff intranet.
- Included in student handbook, online portal, and residential induction packs.

Essential Contacts

- DSL: Shelley Newton
- DDSL (Bishop Burton): Ellie Stephen*
- Safeguarding Officer (Bishop Burton): Isabella Swallow*
- DDSL (Riseholme): Verity Wainwright*
- ELT Safeguarding Lead: Helen Wooldridge

*Cross-campus cover will be provided if required.

6. Method of Monitoring

- Policy reviewed annually.
- Safeguarding Committee monitors implementation and reports to EMT and Governors.

6.1. **Authorship:** Shelley Newton (Head of Student Services & DSL)

6.2. **Date:** October 2025

6.3. **Reviewing Officers:** Shelley Newton (Head of Student Services & DSL)

Policy Approval

Name of reviewing Executive Committee: Corporation	Date: Oct 2025
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7. Appendix

Appendix 1 – College Policies that Contribute to Safeguarding Students

This Safeguarding Children and Adults at Risk Policy should be read in conjunction with the following College policies and procedures, all of which collectively contribute to the safeguarding of students, including those in residential provision:

- Safer Recruitment Policy
- College Charter
- Staff Code of Conduct
- Staff Training Policy
- Fire Policy
- Knife Policy
- Mental Health Policy
- Substance Misuse (students) Policy
- Prevent Policy
- Behaviour Policy
- Site Security Policy
- CCTV Policy
- Physical Intervention Policy
- Students with Additional Needs Policy
- E-Safety Policy
- Peer-on-Peer Abuse Policy
- Complaints Policy
- Whistleblowing Policy
- Health and Safety Policy
- School Visits and Residential Trips Policy
- Work Experience Policy

Appendix 2 – Indicators of Abuse and Neglect KCSiE 2025

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. 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), criminal exploitation, serious youth violence, county lines and radicalisation. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks 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 sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Indicators of abuse and neglect

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.

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: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 3 – Specific Safeguarding Issues (KCSiE 2025)

Keeping children safe in education 2025

Appendix 3 contains important additional information about specific forms of abuse and safeguarding issues.

Child abduction and community safety incidents

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

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

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

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

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being

- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

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

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society County Lines Toolkit For Professionals.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

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

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental

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

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.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre – www.NCSE.gov.uk

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards

must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent 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. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass 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 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children From Domestic Abuse | NSPCC](#)
- [What is domestic abuse? - Refuge](#)
- [Safe Young Lives | Young people & domestic abuse - SafeLives](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homelessness Reduction Act: policy factsheets - GOV.UK](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing

and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: [Homelessness Reduction Act: policy factsheets - GOV.UK](#).

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools - GOV.UK](#) s guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Better Health Every Mind Matters | Campaigns | Campaign Resource Centre](#) for links to all materials and lesson plans.

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 [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

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

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

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

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#) and [Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training](#)

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty - [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate - Prevent Radicalisation & Extremism](#), is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training - [Prevent legislation, guidance and resources - The Education and Training Foundation](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The Safeguarding and Prevent - The Education and Training Foundation www.etfoundation.co.uk provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence

or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of the KCSiE guidance.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending,

such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence. Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from

becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either

directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including female genital mutilation and forced marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see below).

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.

FGM mandatory reporting duty for teachers

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 or students, 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. 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 a deputy) and involve local authority 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:

New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if

violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Appendix 4 – Safeguarding Team Contact Sheet

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This document is available in a variety of formats. Student Services or main reception will supply guidance on the range