Sedbergh
SCHOOLS GROUP

Policy and Procedures for Safeguarding and Child Protection

Known as the

SAFEGUARDING POLICY

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1 Scope of the Policy

Safeguarding is everyone's responsibility.

Following the integration of Terrington Hall Preparatory School into the Sedbergh Schools Group on 1 June 2026, the transitional safeguarding arrangements have concluded. As of September 2026, this unified Sedbergh Schools Group Safeguarding Policy is fully implemented across all Schools in the Group. All safeguarding practice must remain fully compliant with current statutory guidance, including Keeping Children Safe in Education (September 2026) "KCSiE 2026", and with relevant Local Safeguarding Children Partnership (LSCP) procedures and multi-agency arrangements.

The Sedbergh Schools Group recognises its primary responsibility to safeguard and promote the welfare of the children and young people in their care. The Group strives to minimise risk and prevent harm through the rigorous implementation of this Policy but is aware that vigilance is always necessary in order to reduce potential risks to children.

In formulating these policies and procedures and tailoring them to the needs of the Sedbergh Schools Group full account has been taken of:

1. inter-agency procedures set out by Local Safeguarding Children Partnerships;

School	Local Safeguarding Children Partnership
Sedbergh School	Westmorland and Furness
Sedbergh Preparatory School, Casterton	Westmorland and Furness
Terrington Hall Preparatory School	North Yorkshire
Mulberry Bush Nursery	Westmorland and Furness

2. statutory guidance *Keeping Children Safe in Education* (KCSiE 2026), *Working Together to Safeguard Children* (2026), 'Prevent' Duty Guidance for England and Wales (2023), The Education (Independent School Standards) (England) Regulations 2014 and the Independent Schools Inspectorate Handbook including National Minimum Standards for Boarding Schools (2022). Safeguarding within the EYFS setting is determined by the EYFS Statutory Framework 2026, Section 40 of the Childcare Act 2006.
3. Relevant data protection laws, which refer collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 (effective January 2026).
4. The School Attendance (Pupil Registration)(England) Regulations 2024 governing safeguarding duties in relation to school attendance, deletions from register, and elective home education (EHE).

This policy applies to all staff, Governors, volunteers and visitors working for and on behalf of the Sedbergh Schools Group. It is available to parents on individual Schools' websites and by request.

1.1 Introduction to safeguarding

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge (including through universal services, community-based early help, and the targeted early help level of Family Help);
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

All children have the right to protection, regardless of age, gender, ethnicity or racial heritage, disability, sexual orientation, religious beliefs or identity. Sedbergh Schools Group recognises its legal duty to work with and in accordance with locally agreed inter-agency procedures and the Governing Body acknowledges its collective responsibility to ensure that safeguarding duties are carried out carefully, thoroughly and in accordance with its obligations set out in Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026).

This responsibility is underpinned by the following aims:

a. to effectively promote the welfare of children;
b. to protect children from harm (maltreatment) and to understand the many and varied definitions of harm;
c. to prevent impairment of children's health and development;
d. to ensure children grow up in circumstances consistent with the provision of safe and effective care;
e. to take action to enable all children to have the best outcomes;
f. to be a dynamic document able to respond to changing events and circumstances.

1.2 Reporting and Communication

Schools will develop and maintain effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. In addition, Schools will adhere to local and inter-agency procedures to report safeguarding issues, without the need for parental consent, by:

a. Reporting matters which come to its notice through observation, information or disclosure to children's services in the relevant LSCP (in the case of concerns about children), the LADO (in the case of concerns about staff/volunteer conduct towards children and/or the Police where it is considered that a criminal offence may have been committed). Note: In the absence of designated safeguarding officers, anybody can make a referral by making contact with the relevant local authority.
b. Notifying Children's Services if there is an unexplained absence of more than two days of a pupil who is in receipt of a child protection plan, or absent from School without explanation.
c. Following procedures set out in this Policy where an allegation is made against a member of staff, including supply/agency staff and trainee teachers. These

procedures deal with allegations against visitors, volunteers, Governors, Heads and the Designated Safeguarding Lead, as well as staff.

d. Reporting to Ofsted, the Independent Schools Inspectorate and the Charity Commission on Serious Incidents of any serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Ofsted registered providers must also inform Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
e. Notifying the DBS (and the TRA where appropriate) within one month of any person leaving the School (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal. Settlement/compromise agreements cannot apply in this connection.
f. Ensuring, where necessary, that records are passed on to the receiving school or college securely if a pupil transfers (including in-year moves). This transfer must occur as soon as possible and strictly within five days for an in-year transfer or within the first five days of the start of a new term. Exporting schools must include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs, separating current safeguarding risk from historical context. Confirmed receipt must be obtained separately from the main pupil file. Where the new placement is unknown, the pupil must be reported as 'missing in education'.

The central principle of WT 2026 is the requirement that schools and agencies work together in order to identify children at risk and protect them from harm. In this respect, the welfare of the child is paramount, meaning that considerations of confidentiality which might apply to other situations will not be allowed to override the right of children to be protected from harm. However, this does not negate the right of the individual to be protected when an allegation has been made and is being investigated, during which time every effort will be made to ensure that confidentiality is maintained.

1.3 Recording

Records are essential in order to identify patterns, explain decision-making and promote accountability. Schools will:

a. keep electronic chronological records of concerns about children using CPOMS. This will include concerns which fall below a referral threshold to ensure early indicators or emerging patterns of possible harm can be identified, and preventive measures implemented;
b. ensure that any written records are kept securely, separate from the main pupil file, and in locked locations. Wherever possible and appropriate, written records will be scanned electronically and uploaded to CPOMS.

Following the Independent Inquiry into Child Sexual Abuse, all organisations working with children (including all schools) have been directed to preserve all documents relating to the care of children so that they are available for inspection should they need to be. In light of the Inquiry the School has suspended routine destruction of pupil and staff files and old safeguarding policies.

2 Roles, Responsibilities and Duties

2.1 Introduction

Child Protection is one very important aspect of Safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. The term 'significant harm' was defined by The Children Act of 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria on which to rely when judging what constitutes significant harm, the overriding consideration is that the physical and mental health and welfare of a child is being avoidably impaired or prevented, or the child is being ill-treated. Specifically, the following factors are used by the Designated Safeguarding Team in assessing any case. Close liaison will also take place with Children's Services in order to obtain advice and guidance:

a. the degree and extent of harm;
b. the duration and frequency of abuse and neglect;
c. the extent of premeditation;
d. the presence and degree of threat, coercion, sadism;
e. sometimes, a single traumatic event may constitute significant harm (eg a violent assault, suffocation or poisoning), but often, it is the consequence of a compilation of significant events (both acute and long-standing) which interrupt, change or damage the child's physical and psychological development.

Sedbergh Schools Group is also aware of other important factors which can impinge on the welfare of children and will always take into account specific issues such as Female Genital Mutilation, domestic abuse (including where children may see, hear or experience its effects), substance misuse, child sexual exploitation, child criminal exploitation, honour-based violence, upskirting or child-on-child abuse (including violence and harassment) and bullying. These issues are only examples of the types of harm that might befall children. The Sedbergh Schools Group, through the Director of Safeguarding and Designated Safeguarding Leads, will analyse safeguarding data to identify any emerging patterns or trends.

Staff should be clear that they must not make judgements or carry out investigations. The only agencies that can carry out investigations are those authorised to do so under the law. This includes Children's Services (and LADO), or the police. The NSPCC is also a child protection agency but does not carry out investigations and will pass any information to Children's Services of the local authority. The information in these procedures must be read in the context of the specific advice offered herein, in terms of how to act in cases where safeguarding and/or child protection issues are suspected.

2.2 Responsibilities of all Staff (and where specified, volunteers)

All staff and volunteers must attend safeguarding training upon request, and at least annually or where specific updates are required, such as when there are changes to statutory guidance. Such updates and changes will be communicated to colleagues through School email and Common Room meetings, and reiterated at the next whole-School INSET opportunity.

a. All staff and volunteers who work with children are trained at least annually, and must read Part 1 of KCSiE 2026 and subsequently, every time that document is updated. All staff must ensure their full understanding and confirm electronically that that they have read and understood that document. The School will offer support to staff whose first language is not English.
b. The School may wish to take additional steps to satisfy itself that any member of staff, supply/agency staff, trainee teacher or volunteer has understood Part 1 of KCSiE 2026 in relation to their individual responsibilities.
c. All new staff, including temporary staff, trainee teachers and volunteers, in accordance with the requirements of the Local Safeguarding Children's Partnership, are provided with induction training that includes the Sedbergh Schools Group Safeguarding Policy, the Staff Code of Conduct, Whistleblowing Policy, the identity of the members of the Designated Safeguarding Team, including the DSLs and Deputy DSLs, a copy of or link to Part 1 of KCSIE 2026, Pupil Behaviour Policy, and the safeguarding response to children who go missing from education (CME).
d. Training will include guidance on the duties of staff and volunteers in relation to both children in need of additional help and support (Family Help) and children at risk of harm. Training will include explicit teaching in the definition and signs of sexual abuse, as well as the actions to be taken in the event of a report or disclosure of sexual harassment or sexual abuse.
e. Staff development training will also include training on online safety (including filtering and monitoring expectations) and anti-radicalisation 'Prevent' training (including the online general awareness training module on the 'Channel' process).

In order to protect pupils in its care, the Sedbergh Schools Group will maintain an ongoing assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, child criminal exploitation, female genital mutilation, cyberbullying and mental health. It will also remain alert to any specific themes that may emerge either locally or nationally and on which additional training is required.

All staff and volunteers are required to follow the procedures outlined within this policy, in particular the steps outlined for each School which provide guidance about what to do if you have safeguarding concerns about any child.

The Sedbergh Schools Group is committed to promoting an open and transparent culture in which any concerns about any adult(s) working in or on behalf of the School (including supply teachers, trainee teachers, volunteers and contractors) are dealt with promptly and appropriately. Any member of staff who has a concern of this nature must consult and follow the procedures for addressing low-level concerns, complaints and allegations.

Staff who are pet owners should consider carefully the risk that an animal may present to pupils and other employees, or the discomfort that a pet may cause to someone who dislikes particular

animals. It is always the responsibility of the owner to manage the animal which should never be allowed on site in an uncontrolled manner. Dogs must never be allowed on playing fields because of the health risk that fouling represents.

Staff who may wish to keep a pet in School accommodation should consult their line manager about the suitability of such a decision including the appropriateness of the breed before bringing it on site or into School accommodation. Schools will not allow breeds of dog identified as "dangerous" to be brought onto site or to be kept in School accommodation and will make a safeguarding referral of any injury to a pupil which is caused by any pet.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of School and can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Team, 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 exploitation, criminal exploitation, and serious youth violence.

Safeguarding is an inescapable, personal and professional responsibility held by all staff for the promotion of welfare and protection of children from harm.

2.3 Role of the Designated Safeguarding Leads and supporting personnel

The Sedbergh Schools Group has appointed Dr Jenny Burns as Director of Safeguarding and Senior School Designated Safeguarding Lead (DSL) to be responsible for matters relating to Safeguarding and Child Protection in the Group and to represent safeguarding on the Senior Management Team. Specific Designated Safeguarding Leads have been appointed at Sedbergh Preparatory School, Casterton and Mulberry Bush Nursery (Mr Nick Goligher), and Terrington Hall Preparatory School (Miss Rachel l'Anson). The Sedbergh Schools Group Governor for safeguarding is Revd Mat Ineson.

To ensure continuity of safeguarding responsibilities, robust cover arrangements are implemented for periods when the DSL is unavailable due to illness, leave, or other circumstances. This includes the active use of a confidential shared mailbox (dsl@sedberghschool.org) which ensures that safeguarding concerns are received, monitored and acted upon without delay by a qualified DDSL when the primary DSL is unavailable.

At all times of the year, either a DSL, DDSL or a named member of SMT will be contactable for any safeguarding issues, via the relevant School office or the cover system.

The DSLs will be trained regularly (at least every two years) and to an appropriate level in the role and responsibilities of the Designated Safeguarding Lead and Safeguarding and Child Protection (Level 3), 'Prevent' duty and Channel processes, inter-agency protocols, supporting children in need, and managing complex extra-familial risks.

Role descriptions, including statutory responsibilities, for the Director of Safeguarding, DSLs and DDSLs are set out in Appendix 4 of this document.

The Headmaster and Senior Deputy Heads of the senior school and Heads of the prep schools are trained to Safeguarding Level 3, in Safer Recruitment and complete online 'Channel' training.

2.3.1 Training Responsibilities of the Director of Safeguarding

In order to discharge these responsibilities the Director of Safeguarding will arrange or provide training to all staff, Governors, volunteers and visitors working for and on behalf of the School. Through the Director of Safeguarding, the School undertakes to provide training in accordance with local authority recommendations and in particular:

a. to ensure that all members of the Designated Safeguarding Team complete appropriate safeguarding training at two-yearly intervals. This training covers inter-agency working, participation in child-protection case conferences, supporting children in need, record-keeping and promoting a culture of listening to children.
b. to ensure all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by regular refresher training.
c. to ensure all staff who work with children know how to access and be conversant with the School's safeguarding procedures, including how to manage reports or concerns about child-on-child sexual violence and sexual harassment.
d. to ensure that all staff and volunteers are provided with a safeguarding induction regarding the School's arrangements for safeguarding children within seven working days of their commencement of work via the Director of People.
e. to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Family Help Assessments.
f. to 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 effectively to these when required to do so.

2.3.2 Effective implementation of the roles of Director of Safeguarding and Designated Safeguarding Lead

In order to ensure that safeguarding duties are carried out effectively, the School will ensure that:

a. sufficient resources and time are allocated to enable the Director of Safeguarding and DSLs to discharge their responsibilities, including taking part in strategy discussion and other inter-agency meetings, and contributing to the assessment of children.
b. all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to safeguarding children. The Sedbergh Schools Group undertakes to treat such concerns sensitively and effectively in a timely manner in accordance with the Whistleblowing Policy.

2.3.3 Action and Referrals by the Designated Safeguarding Leads

Each School, through its appointed DSLs, undertakes:

a. to develop effective working relationships with other agencies and services.
b. to decide upon the appropriate level of response to specific concerns about a child, whilst operating within the legislative framework and recommended guidance in accordance with locally agreed inter-agency procedures and thresholds. Further considerations will include the immediate safety of pupil(s), staff or the public, welfare implications, the child's wishes and feelings, and duties of confidentiality.

c. that any likelihood of a serious criminal offence will always be referred to the relevant safeguarding hub or the Police without further investigation within the School.

d. to consult with Children's Services or other appropriate professionals if there is doubt about whether a referral should be made.

e. to make an immediate referral to Children's Services in the event that a child is at risk and ensure that a multi-agency referral form will be completed and sent to Children's Services within 24 hours.

f. to make any necessary referral to the Local Authority Designated Officer (LADO) within one working day of an allegation arising against an adult.

g. to co-operate with the 'Channel' Panel and the Police to provide relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

h. to submit reports and ensure the School's attendance at child protection conferences.

i. to contribute to decision making and delivery of actions planned to safeguard the child.

j. to ensure that the School effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.

k. to ensure that accurate safeguarding records relating to individual children are kept separate from the academic file and are passed on securely should the child transfer to a new educational provider.

l. to notify Children's Services of any serious incident, injury or death of any child while in the care of the School, and to act upon any advice from those agencies.

2.3.4 Alternative to the Designated Safeguarding Leads

If the relevant DSL is unavailable, their duties will be carried out by a Deputy Designated Safeguarding Lead in the first instance, and, in their absence, by the Head.

2.4 Role of Governors

The Governing Body appoints a Designated Governor to have an overview of this area but recognise that the safeguarding duties remain the responsibility of the whole Governing Body, including the Chair of Governors. The Governing Body also recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and policy.

The responsibilities of the Designated Governor for Safeguarding include:

a. ensuring that schools adhere to current Statutory legislation, Local Authority, and inter-agency procedures.

b. ensuring that the Sedbergh Schools Group has Policies and Procedures for safeguarding and child protection which are known to all staff and Governors and in accordance with statutory legislation, local authority, and inter-agency procedures and that these are made available to all parents.

c. working with the Director of Safeguarding and the Governing Body to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.
d. the submission of any annual reports required by the local authority or agencies.

3 Risks and Indicators

3.1 Abuse and Neglect

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. In accordance with the requirements of Local Safeguarding Children Partnerships and KCSiE 2026, all should be aware of:

Abuse: Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or by others (eg online). They may be abused by an adult or adults or by another child or children. Particular types of abuse include:

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 or mental health. 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 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child-on-child abuse may take many forms, including physical abuse, sexual abuse, sexual harassment, sexual violence, emotional or psychological abuse, bullying (including online), coercive or controlling behaviour, initiation or hazing behaviours, behaviour linked to exploitation, and other harmful or abusive behaviour. Child-on-child abuse does not have to be repeated to constitute a safeguarding concern. A single incident may require a safeguarding response, depending on the circumstances and impact on the child. Child-on-child abuse may involve one child or a group of children targeting another child or group, and it may take place within intimate adolescent relationships.

Abuse can take place wholly online or technology may be used to facilitate offline abuse. The Sedbergh Schools Group recognises the different forms of abuse that can take place and makes it clear that abuse is abuse and should never be tolerated or passed off as "banter", "part of growing up" or "just having a laugh".

Neglect is 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 mental or physical health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or career 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.

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of these forms of domestic abuse can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

3.2 Other specific safeguarding issues

In addition to these general types of abuse, the Sedbergh Schools Group recognises that Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), Honour Based Violence (HBV), Upskirting and Radicalisation are types of abuse which can happen in our community.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of others factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse 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 threat of violence. Victims can be

exposited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Harmful sexual behaviour exists on a continuum and includes using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, or full penetrative sex. Children and young people who develop harmful sexual behaviour can harm themselves and others. [1] KCSiE 2026 provides details of "Shore Space"[2], an online resource preventing HSB, and the NSPCC Harmful Sexual Behaviour Framework.[3]

Signs of CSE may include unexplained gifts and new possessions; association with other young people involved in CSE; children who suffer STIs or become pregnant; changes in emotional wellbeing; and children who go missing for periods of time. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

KCSiE 2026 states that, when considering HSB both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if there is a power imbalance.

3.2.2. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered maltreatment, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff consider this possibility, and, where details are known, are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also potentially a safeguarding concern, immediate action should be taken. Involvement of both the relevant DSL and a medical professional should be sought (ordinarily through the duty nurse phone number or, in an emergency, by calling 999).

3.2.3 Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal

[1] See https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

[2] Home - Shore

[3] Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours

a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex B of the Multi agency Statutory Guidance of Female Genital Mutilation April 2020. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

All staff must be aware of the requirement for teachers 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 will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with one of the DSLs and involve Children's Social Care as appropriate.

3.2.4 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office's 'Preventing youth violence and gang involvement'[4] and its 'Criminal exploitation of children and vulnerable adults: county lines'[5] guidance.

3.3 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The School operates IT systems which filter out extreme and radical websites and online radicalisation and incitement. The School recognises that Radicalisation and Extremism can be religious, political or focused around single issue groups. Whilst the overall risk is low in relative terms, awareness and vigilance are expected at all times, and staff receive ongoing training and support, including Guidance about Visiting Speakers and the importance of raising pupil awareness. Staff are referred to the Sedbergh Schools Group "Prevent Policy".

3.4 Further Specific Safeguarding Risks and threats of abuse

Children and young people may also be subject to specific threats to their safety. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found

[4] Preventing youth violence and gang involvement - Practical advice for schools and colleges
[5] County lines: criminal exploitation of children and vulnerable adults - GOV.UK

on the TES website and NSPCC website. Staff in schools and colleges can also access guidance on the issues listed below via the GOV.UK website and resources listed in Appendix 3:

a. child missing from education, home or care
b. bullying including cyberbullying
c. domestic violence
d. drugs
e. fabricated or induced illness
f. faith abuse
g. forced marriage
h. gangs and youth violence
i. gender-based violence
j. violence against women and girls (VAWG)
k. weapons
l. mental health
m. private fostering
n. making or sharing nudes or semi-nudes
o. teenage relationship abuse
p. trafficking
q. upskirting
r. harmful online challenges and hoaxes

Children may also find themselves at greater risk of safeguarding concerns if they experience:

- child abduction or the threat thereof
- community safety incidents
- the court system
- family members in prison
- cybercrime
- homelessness

3.5 Making or sharing of nudes and semi-nudes (including where generated by AI)

These terms refer to the creation, sending or posting of nude or semi-nude images by young people under the age of 18 years. This includes all forms of visual content, such as photographs, videos and livestreams. Images may be taken by the child themselves (self-generated imagery) or taken or created by another person. Under KCSiE 2026, this explicitly includes images that are digitally altered or wholly generated using artificial intelligence, including "deepfakes" or "deep nudes".

Sharing sexual videos and pictures of a person under the age of 18 is a serious criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 of the Criminal Justice Act 1998, regardless of whether the images are real or pseudo-representations. All staff should note that it is a crime to take, make, open, download, save, distribute, show or possess such images. Staff may confiscate an electronic device if they believe that there is good reason to do so. However, staff must never view, print or forward illegal images of a child, as to do so would be a criminal offence. Confiscated devices must be handed to the DSL or police for secure management as soon as possible.

The Sedbergh Schools Group adopts a robust safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. Any such incident requires a safeguarding response, with a proportionate approach that takes into account the age, development, and circumstances of the child(ren) involved, as well as any elements of exploitation, coercion or vulnerability.

3.6 Children missing from education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse, neglect or CSE. Staff should follow the relevant School's Pupil Supervision Policy (Missing Pupil Search Protocol) for dealing with children who go missing from education, particularly on repeat occasions, to help identify these risks and put support in place.

3.7 Signs of abuse and neglect

Possible signs of abuse include, but are not limited to:

a. the pupil says he/she has been abused or asks a question or makes a comment which gives rise to that inference.
b. there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries where there is a pattern to the injuries. This includes bruises in odd places, marks of slapping, biting, gripping, cuts in odd places and any unexplained injury which is considered to be of such severity that the child requires immediate medical treatment (with the Medical Centre or A&E).
c. the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour.
d. emotional isolation, an inability to sleep, thumb-sucking at an advanced age, "frozen watchfulness".
e. the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons or is reluctant to participate in PE, games or swimming.
f. the pupil's development is delayed.
g. the pupil appears neglected, eg dirty, hungry, inadequately clothed, shows marked weight fluctuations or there is a significant deterioration in the child's general well-being.
h. the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
i. inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
j. mental health deterioration

Staff should remember that these symptoms are possible signs and do not automatically mean that abuse has taken or is taking place; there may be other explanations. Equally, staff should

be aware that children who have been abused or have experienced sexual violence may present with a very wide range of responses to their experience. In most cases it will be appropriate for staff to discuss observations with the pupil's Housemaster or Housemistress, or Form Tutor, to decide whether it should be referred to a DSL. All concerns about a child's wellbeing should be recorded on CPOMS.[6]

3.8 Children at Risk and Children in Need

It is important to distinguish between children who have suffered, or are likely to suffer significant harm (Children at Risk), and those who are in need of additional support from one or more agencies (Children in Need). Referrals must be completed without delay, and always within the 24-hour window. While concerns should ordinarily be referred to the DSL for further action, any member of staff may make a referral.

3.8.2 Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. A child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. A secure record is kept on CPOMS of pupils who have been allocated a social worker, and necessary extra academic and pastoral support is in place for each of these children, supported by the Virtual School Head.

3.8.3 Thresholds for Support

Each child or young person has different needs. Local Safeguarding Children Partnerships' threshold guidance[7] assists professionals in identifying and assessing where a child or young person lies on this spectrum. Each School, through the DSLs, will coordinate targeted support as soon as concerns emerge.

3.9 Regulations on School Premises, Overnight Trip Accommodation, and Sport

3.9.1 Regulations and Safeguarding Requirements Relating to School Premises

The Sedbergh Schools Group, as legally required, provides separate toilet and changing facilities for boys and girls aged 8 and over. To satisfy statutory obligation and protect child safety, privacy and dignity, children may not use toilet or changing facilities designated for the opposite biological sex. This restriction applies without exception, including where the School is responding to a request to support any degree of social transition for gender-questioning children.

If a gender-questioning child does not want to use the facilities designated for their biological sex, the School will consider alternative arrangements, such as providing single-occupancy, self-contained facilities that lock from the inside, provided they do not compromise the provision of single-sex facilities. All such situations will be clearly recorded, communicated appropriately to relevant staff, and reviewed regularly by the DSL.

[6] Further information may be found in the NSPCC Child Protection factsheet https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects

[7] Westmorland and Furness: Cumbria Threshold Guidance.
North Yorkshire: Framework for Decision Making

3.9.2 Overnight Accommodation on Trips and Visits

When allocating accommodation for overnight trips and visits, the Sedbergh Schools Group does not permit a child to share or have access to overnight accommodation (dormitories, tents or shared rooms) with a child of the opposite biological sex, including in situations where the School may be responding to a request to support social transition. If a child does not wish to share accommodation with peers of their biological sex, the School will consider alternative arrangements (such as a suitable separate room), provided they do not compromise the safety, comfort, privacy or dignity of any child.

3.9.3 Competitive Sport and Physical Education

In line with Part 6 of the Equality Act 2010, schools are permitted to separate children by biological sex in any competitive sport, game or physical activity where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy, or vice versa. In the Sedbergh Schools Group, competitive sports and contact physical education will be separated by biological sex where safety or fairness is a factor, with no exceptions permitted for social transition in these safety-critical categories.

3.10 Support for Young Carers and Children with Medical Conditions

3.10.1 Identification and Support for Young Carers

The Sedbergh Schools Group is alert to the needs of young carers, and recognises that caring responsibilities can have a significant impact on a child's attendance, academic attainment, behaviour, and emotional wellbeing. Staff must be proactive in identifying young carers through safeguarding systems, to ensure that they receive appropriate support, including referral to external agencies, health services and targeted Family Help.

3.10.2 Safeguarding Children with Medical Conditions

An incident relating to the management of a child's medical condition does not in itself warrant a safeguarding referral. However, a safeguarding referral must be made where there are concerns that a child is at increased risk of neglect, abuse, or exploitation because of their medical condition. This includes circumstances where parents or carers repeatedly fail to provide essential medication or relevant medical information, thereby putting the child at serious risk.

3.11 Whole-School Policy on Internet-Enabled Devices (including mobile phones)

To promote a safe and focused learning and boarding environment, and to mitigate the risks of online bullying, distraction, and the sharing of inappropriate material, the Sedbergh Schools Group operates as a mobile-phone free environment by default. Pupils below the Sixth Form do not have access to their mobile phones throughout the School day, including during lessons, break and lunch times, and the time between lessons. A clear, published set of rules and expectations around the use of mobile phones and IEDs outside the School day is in place.

4 Safeguarding Procedures

4.1 Introduction

Safeguarding procedures are tightly controlled in order to ensure the best outcome for all concerned. Those that follow are detailed requirements which should be adhered to in all foreseeable circumstances. In the event that a member of staff believes that circumstances

warrant an alternative response, they should discuss it with the relevant School's DSL in advance of committing to, or enacting it.

In the event that the DSL or DDSL and the Head of the relevant School are unavailable, anybody can make a referral by making contact with the appropriate safeguarding hub who will offer advice to professionals.

School	Local Authority Safeguarding Hub
Sedbergh School Sedbergh Preparatory School, Casterton The Mulberry Bush Nursery	Westmorland & Furness (Tel: 0300 373 2724) or How to report a concern
Terrington Hall Preparatory School	North Yorkshire (Tel: 0300 131 2 131) or Universal-Referral-Form-Feb-2024-3.doc

4.2 Safer Recruiting

The recruitment, selection and vetting procedures of the Sedbergh Schools Group, led by the Director of People, follow guidelines given in safer recruitment training. The Group practices safer recruitment in checking the suitability of all staff, supply staff, volunteers, and governors to work with children in accordance with KCSiE 2026, the Education (Independent Schools Standards) (England) Regulations 2014, the National Minimum Standards for Boarding Schools, the Statutory Framework for the Early Years Foundation Stage, and the Crime and Policing Act 2026 (in relation to volunteers in regulated activity, ie who teach, train, instruct, or supervise children frequently, or overnight).

Vetting checks include enhanced DBS checks, medical questionnaires, references and professional qualifications. In addition, checks include Prohibition from Teaching (for teachers, coaches and other staff in pupil-facing roles) and Prohibition from Management (Section 128 check for senior leaders and governors). Checks are completed prior to members of staff commencing their employment, and in the case of volunteers, before they begin service.

In addition to the Director of People and other members of the People Team, the Heads of all Schools in the Group, the Director of Safeguarding, and the DSLs are all trained in Safer Recruitment. Pre-approved Safer Recruitment questions form part of all formal interview procedures.

4.3 Guidance and Support for Children

The Sedbergh Schools Group recognises that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth, may feel helpless or humiliated, and that school may provide the only stability in their life. All staff must be aware that children's behaviour and presentation in these circumstances can vary considerably. In addition, children are not always aware that they are being or have been abused, and may not feel ready or know how to tell an adult.

Schools support all pupils by listening to their wishes and encouraging self-confidence through robust pupil voice mechanisms, and ensuring that all children, including those who are LGBTQ+, have a trusted adult in school with whom they may be open. All staff have a responsibility to understand that pupils with SEND or EAL may be more vulnerable to safeguarding concerns and may experience additional barriers to communicating their needs, recognising unsafe

situations, or accessing appropriate support. Therefore, additional support and understanding are provided to ensure that all pupils are safeguarded and supported.

4.4 Guidance and Support for Staff

Staff fulfil many roles in and out of the classroom and will work with large and small groups of pupils. In addition, in the close living environment of a boarding community, staff regularly find themselves 'in loco parentis'.

All staff must maintain professional, respectful and appropriate relationships with pupils at all times. Interactions should promote pupils' safety, dignity, wellbeing and confidence, while maintaining clear professional boundaries. Staff must be mindful of the position of trust they hold, and never engage in inappropriate relationships or interactions with pupils. Any concerns about a staff member's interactions with a pupil should be reported promptly following low-level concerns and safeguarding procedures.

Particular care must be taken when working with pupils on a one-to-one basis (such as individual lessons in performing arts and sports). If working with pupils in a non-public setting, staff are advised to meet with at least two pupils if possible, advise their line manager or other colleague in advance, and keep the door open.

Physical contact with pupils should be appropriate, proportionate and necessary, and staff should seek the pupil's consent wherever appropriate. Staff should be mindful of pupils' individual feelings around physical contact, and should take into account the pupil's age, developmental needs, SEND, cultural background and individual circumstances. Where physical contact is necessary for care, support, First Aid or other medical treatment, safeguarding or the prevention of harm, staff should use the least intrusive and most appropriate approach. Staff should remain sensitive to the pupil's response and maintain professional boundaries at all times. Pupils should feel safe and respected, and should feel able to express discomfort or ask for physical contact to stop.

4.5 Safeguarding response to suspected or actual abuse

4.5.1 Action by staff who have concerns about a child

All staff have a responsibility to take seriously any information, disclosure, allegation, observation or concern that may indicate abuse, neglect or harm. Staff must respond promptly and appropriately, buy reporting their concern to the relevant DSL or DDSL without delay. Early identification of and response to concerns are important in minimising risk to children.

Staff must not dismiss, investigate, or make promises of confidentiality regarding a concern of this nature. All concerns should be recorded accurately and handled sensitively and with consideration for the wellbeing, dignity and safety of the child(ren) concerned.

Where a child is believed to be in immediate danger or at risk of serious harm, the police should be contacted without delay. A referral to the appropriate local authority safeguarding hub (Westmorland & Furness or North Yorkshire) must also be made in such circumstances. Staff should not wait for approval from the DSL where doing so could place the child at further risk.

4.5.2 Action where abuse is reported by a pupil

Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, take their concerns seriously, and provide reassurance. Staff should not attempt to investigate, ask leading questions or guarantee confidentiality. Details of the pupil's report should be recorded on CPOMS as soon as possible by the receiving member of staff. Records should be factual, clear and objective, and should record what was seen, heard or reported, rather than assumptions or personal opinions.

Detailed guidance can be found in Appendix 2 "What to do if a child makes a Disclosure".

Staff are reminded of their duty to report to the police any known cases of female genital mutilation (FGM), and the appropriate referral process for Prevent/Channel concerns.

4.5.3 Action where abuse may be child-on-child

Staff should take all concerns about child-on-child abuse seriously, and must never dismiss harmful behaviour as "just banter" or "just having a laugh". Ensuring the immediate safety of the child is a priority, and the relevant DSL should be notified of the concern without delay so that further referral to children's social care, the police or other external agencies can be made where appropriate (eg where there is significant risk, sexual abuse, serious violence or a criminal offence). Staff should record details of the concern accurately and promptly on CPOMS, including details of what was observed or disclosed, and the subsequent actions taken.

Recognising that all children involved in child-on-child abuse incidents may have safeguarding needs, the DSL will ensure support for both the child who has experienced harm (referred to in the Counter-Bullying Policy as the target) and the child alleged to have caused harm (the perpetrator).

The DSL will coordinate the School's response which may include risk assessment, safety planning, appropriate supervision, referrals to external agencies, monitoring and review.

Proactive Procedures

The following procedures are employed to foster a supportive and safe environment, as well as positive relationships of trust, and thereby to minimise the risk of child-on-child abuse and facilitate early intervention in safeguarding concerns.

i. Children are nurtured to become tolerant and law-abiding citizens with a good understanding of right and wrong. The values of humility, ambition, resilience and, above all, kindness, encourage pupils to be respectful of the needs and vulnerabilities of others, and to behave at all times with consideration and empathy towards their child's.
ii. Through safeguarding training and updates, staff, volunteers and senior pupils are expected to be proactive by setting a good example and positively contributing to an environment in which people are respected and listened to. It is made clear that it is the responsibility of all staff, volunteers and senior pupils to challenge low-level behaviours (such as the use of sexist, homophobic or racist or sexualised language) which, if ignored or normalised, can lead to a culture in which abuse can occur.
iii. Children are encouraged, through Assemblies, PSHE and RSE lessons, House, Tutor and Form group activities, as well as through component parts of subject-specific schemes of work, to consider different points of view, to analyse and critically evaluate their

own and others' beliefs, and to be tolerant and respectful in their interactions with others.

iv. The Sedbergh Schools Group's boarding nature and associated pastoral structure (involving Form Tutors, Housemasters/mistresses, resident staff, the Chaplain, counter-bullying team, Heads of Houses and School Prefects, as well as members of schools' senior management teams with specific pastoral and safeguarding responsibilities) provides a strong framework for getting to know pupils very well such that concerns are observed, shared and acted upon swiftly.

v. All senior school pupils are able to report concerns anonymously using a QR code which is published across the School campus.

vi. Through PSHE and RSE programmes, outside speakers and organisations regularly visit to provide additional information, training and support for staff, pupils and parents on issues of particular concern or importance. (See PSHE Policy and RSE Policy.)

vii. In addressing pastoral and safeguarding concerns, including child-on-child abuse, conflict and disagreement, children are encouraged and helped to manage their emotions and behaviour calmly and reflectively. Staff spend time with children on a one-to-one or small group basis to address issues of bullying, and there is a strong focus on building and, where necessary, restoring positive relationships. In cases of conflict between pupils, or when an allegation of bullying or child-on-child abuse is made, pastoral monitoring and support are offered to all parties: the child(ren) making the allegation, the child(ren) accused of perpetrating the behaviour, and, where appropriate, the wider child group.

Pupils are valued, included and very visible, and changes in patterns of behaviour, or emerging unhealthy attitudes or actions connected with but not limited to safeguarding concerns (such as grooming, exploitation, radicalisation or harassment) are quickly identified and subject to early intervention. In the Sedbergh Schools Group children's views are valued and sought through the Pupil Voice structure, which includes calendared meetings and regular surveys, and they are invited to suggest future items for PSHE/RSE sessions and other School activities. Anonymous reporting is available to all pupils who may wish to share a concern. However, it is recognised that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place, and is simply not being reported.

It is important to be aware that safeguarding issues can manifest themselves via child-on-child abuse. Often there is a gendered nature to child-on-child abuse and it is statistically more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously. The Sedbergh Schools Group recognises that such abuse may take place within intimate personal relationships between pupils.

This is most likely, but not limited to:

- bullying (including cyber bullying)
- physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- sexual violence (such as rape, assault by penetration and sexual assault)
- sexual harassment (such as sexual comments, remarks, jokes, online sexual harassment, which may be stand alone or part of a broader pattern of abuse)
- upskirting (which typically involves taking a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or

buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim)
- prejudice-based or discriminatory bullying
- initiation-type violence and rituals and
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI

Such abuse will never be tolerated or passed off as "banter" or "part of growing up" and will be treated as a safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm.

All children involved whether target or perpetrator will be considered “at risk” and supported. All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend School, disengaging from classes or struggling to carry out School related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age; and
- abusive behaviour towards others.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances, and it is essential that all staff remain alert to the fact that child-on-child abuse may still be happening even when cases are not reported. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of child-on-child abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the

result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

4.5.4 If it is decided, in line with Counter-Bullying Policy, that an incident should be treated as a safeguarding concern (ie where there is reasonable cause to suspect that there is child-on-child abuse), the School will discuss the matter with the appropriate local authority officer.

4.5.5 Where an allegation of child-on-child abuse is made the School may seek advice from Children's Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved. This will include the pupil or pupils accused of abuse who will be treated as being at risk alongside the victim.

Appropriate safeguarding procedures in accordance with this Policy will be followed and subsequent actions may include:

a. The DSL or other senior staff may meet with the child to gain further insight into the matter.
b. Provision of a medical examination or treatment for the pupil, if appropriate.
c. Protect the pupil(s) who have been the victims of alleged abuse. This may include the suspension of the pupil(s) against whom an allegation of abuse has been made. The School's Behaviour, Rewards & Sanctions Policy will apply.
d. Taking steps to protect the informing pupil as appropriate, ensuring that the pupil is aware that confidentiality cannot be guaranteed but that the matter will be disclosed only to people who need to know, and the child will know who these people are. If the allegation involves abuse by other pupils, it is likely that the pupils against whom the allegation has been made will need to be told.
e. The DSL or other senior staff may meet with any pupil(s) against whom an allegation has been made to gain further insight and understanding of the matter and to provide information to support these pupils too, in terms of further actions and involvement of others.
f. Ensure the parents of any of the pupils involved are aware of the allegation.
g. Refer the matter to the local safeguarding hub for all of the children involved, as appropriate.
h. Ensure that a reference is made on the child's main School file and that there is a record on CPOMS.
I. Ensure that appropriately detailed records are kept on CPOMS (safeguarding information) and iSAMS (Reward and Conduct Manager) such that any patterns of behaviour may be identified and addressed.

If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the pupils' parents are informed as soon as possible and that pupils are supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

4.6 Action where abuse may have been caused by staff, volunteers or trainee teachers

4.6.1 Duties of the School as an employer

An allegation may be made against a teacher or member of staff and volunteers (including Governors and visitors or agency staff working for and on behalf of the School) if they have:

a. behaved in a way that has harmed a child, or may have harmed a child.
b. possibly committed a criminal offence against or related to a child.
c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm by working regularly or closely with children.

The School will endeavour to ensure that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child whilst at the same time supporting the subject of the allegation.

The School has a duty of care to their employees. It will provide effective support for any employee facing an allegation and a named contact if they are suspended. All procedures explicitly incorporate trainee teachers alongside staff, supply teachers, volunteers and contractors. This applies to both allegations meeting the harm threshold and low-level concerns.

4.6.2 Introduction

In the case of an allegation against a member of staff or volunteer:

If staff have safeguarding concerns about another member of staff, volunteer or trainee teacher, or if an allegation is made that they pose a risk of harm to children, this must be referred to the Head of the relevant School immediately.

4.6.3 Low-level concerns, complaints and allegations

A low-level concern is any concern, however small, that an adult working in or on behalf of the Sedbergh Schools Group may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work. A low-level concern is one which does not meet the allegations threshold. All low-level concerns should be shared with the Head of the relevant school, recorded by the Head's office in the low-level complaints log, and reviewed periodically to enable any emerging patterns to be identified.

Any concern which involves the possibility of harm to a child will always be discussed with the LADO and their advice taken. If safeguarding procedures are needed, an investigation will be carried out by the appropriate external agency and/or the Police. School staff and Governors must not carry out investigations in these circumstances. An appropriate representative of the School will be invited to a strategy or allegations management meeting at a very early stage.

4.6.4 Procedure following an allegation against a member of staff

4.6.4.1 Initial investigation

The DSL will discuss the allegation with the LADO immediately, and inform the Director of Safeguarding and Head of the relevant School. The purpose of this initial discussion is for the LADO and the Head/DSL to consider the nature, content and context of the allegation and agree

a course of action. If the allegation is against a Head, the Executive Head will lead the procedure; if against a Governor, the Chair of Governors will lead. Any conflict of interest should be shared with the LADO immediately.

4.6.4.2 Further Investigation

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded by both the DSL and the LADO, and agreement reached as to what information should be put in writing to the member of staff concerned.

Where further investigation is deemed necessary, the DSL and LADO should discuss and agree how and by whom the investigation will be undertaken. This may involve internal investigation, but the nature or complexity of the allegation may require an independent investigator such as Children's Services or the Police. The People Team should be involved to guide further actions, including internal investigation.

4.6.4.3 Communications with parents

Parents or carers of a child or children involved will be informed about the allegation as soon as possible. However, the Head will consult LADO police or children's services to agree what information can be disclosed before making contact, to ensure that no investigation is compromised.

4.6.4.4 Suspension

Suspension should not be an automatic response when an allegation is reported, and the Director of People and DSL should be consulted in the decision-making process. All options to avoid suspension (such as staff redeployment or timetable change) should be considered and documented prior to taking that step. Suspension will be used if there is cause to suspect that a child is at risk of harm or the case is of sufficient seriousness that there might be grounds for dismissal. In the case of residential boarding staff, the School will ensure that the member of staff concerned will be accommodated elsewhere, away from pupils of the School.

Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the School organisation and provided with their contact details.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local agencies.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police should take account of the fact that teachers and other School staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Where it becomes clear that an investigation by the Police or Children's Services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO will discuss the next steps with Head. The Chair of Governors will be kept informed.

In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available and may range from taking no further action to summary dismissal or a decision not to use the volunteer's services in future.

4.6.4.5 Timescales

The School recognises that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness and complexity of the allegation. It is hard to place a time limit on such investigations which may, in exceptional cases, take twelve months. For any cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the Sedbergh Schools Group, as the employer, to deal with in line with the Staff Disciplinary Policy. If there are safeguarding concerns, the Director of Safeguarding will discuss action with the LADO.

4.6.4.6 Supporting Staff

The Sedbergh Schools Group will act to manage and minimise the stress inherent in the allegations and disciplinary process. The member of staff will be informed of concerns or allegations as soon as possible, advised to contact their Trade Union, and provided with a named People Team representative to keep them informed of progress, as well as a named senior member of staff for support.

4.6.4.7 Confidentiality

When an allegation is made the Sedbergh Schools Group will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out.

Under Section 141F of the Education Act 2002, it is a criminal offence to publish any material that may lead to the identification of a teacher accused of an offence by a pupil of the same School.

The Sedbergh Schools Group will take advice from the LADO, Police and Children's Services to decide:

a. Who needs to know and, importantly, exactly what information can be shared.
b. How to manage speculation, leaks and gossip.
c. What, if any, information can be reasonably given to the wider community to reduce speculation.
d. How to manage press interest if and when it should arise.

In accordance with the Association of Chief Police Officers (ACPO) guidance the Police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, eg an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.)

4.6.4.8 Privacy

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

4.6.4.9 Resignations, Dismissal, Ceasing to Provide Services, Settlement and Compromise Agreements

If a member of staff tenders their resignation, or ceases to provide their services, this will not prevent an allegation being followed up and resolved. Compromise and /or Settlement Agreements under which the Sedbergh Schools Group agrees not to pursue disciplinary action in exchange for resignation must not be used where there are allegations that the individual poses a risk of harm to children. The Sedbergh Schools Group remains under a statutory duty to refer cases to the Disclosure and Barring Service (DBS) and Teacher Regulation Agency (TRA) where criteria are met.

4.6.4.10 Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a member of staff's confidential personnel file, and a copy provided to the person concerned.

The purpose of this record is to enable accurate information to be given in response to any future request for a reference, where appropriate. (It could provide clarification in cases where future DBS Disclosures reveals information from the Police about an allegation that did not result in a criminal conviction and it could help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.)

The statutory requirement is for records to be retained on the School Child Protection file for a period of ten years from the date of leaving the employment of the School. This follows published guidance from the Information Commissioner in its Employment Practices Code. However, the School is also mindful of the Independent Inquiry into Child Sexual Abuse. All organisations which work with children (including all schools) have been instructed to preserve all documents relating to the care of children so that they are available for inspection should they need to be. In light of the Inquiry the School will suspend its routine destruction of pupil and staff files and old safeguarding policies.

5 Action on conclusion of a case

On conclusion of a criminal case, the LADO will discuss with the Executive Head and the Chair of Governors whether any further disciplinary action is appropriate. If the allegation is substantiated and the person is dismissed, resigns, or ceases to provide services, the LADO will discuss with the Executive Head or Chair of Governors whether a referral to the DBS is required. The Sedbergh Schools Group is legally required to make a referral to the DBS where an individual is removed from regulated activity (or would have been removed had they not resigned) because it is believed that the person engaged in conduct that harmed or posed a risk of harm to a child. Such referrals must be made as soon as possible and within one month.

6 Action in respect of unfounded or malicious allegations

If an allegation is determined to be unfounded or malicious, the Director of Safeguarding will discuss with the LADO whether to refer the matter to Children's Services to determine whether the child concerned is in need of additional support, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Head will consider whether disciplinary action is appropriate against the pupil who made it, or the Police could be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Sedbergh Schools Group reserves the right to contact the Police to determine whether any action might be appropriate.

7 Learning lessons

At the conclusion of a case in which an allegation is substantiated the LADO will review the circumstances of the case with the Head and/or Director of Safeguarding to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

The Director of Safeguarding will periodically review records of low-level concerns, complaints and allegations so that any potential patterns of concerning, inappropriate or problematic behaviour can be identified and addressed, either through internal disciplinary procedures or by referral to the LADO if the harms threshold is met. Consideration will be given to any wider cultural issues in the organisation that may have enabled the behaviour to occur, and to reviewing policies and staff training arrangements with a view to minimising the risk of recurrence.

The Director of Safeguarding will report on recommendations to the Governing Body as a part of the Safeguarding Report and will confirm which actions have been enacted and completed, as well as the rationale for those actions.

8 Whistleblowing

In order to foster a culture of safety the School values the views of staff and volunteers and encourages reflective practice. Staff and volunteers should follow the Sedbergh Schools Group's Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices, potential failures by the organisation or its staff to properly safeguard the welfare of pupils, or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (available from 8:00am to 8:00pm, Monday to Friday) and email: help@nspcc.org.uk.

9 Parents' Response

The Sedbergh Schools Group recognises that involvement in safeguarding and child protection matters is highly stressful for parents. The Sedbergh Schools Group will endeavour to minimise distress, subject to the constraints of statutory law. If parents are dissatisfied with the management of any safeguarding matter, they may raise their concern directly using the Sedbergh Schools Group Complaints Procedure.

10 Monitoring and review

The Director of Safeguarding will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The Director of Safeguarding will update the Executive Leadership Team regularly on the operation of safeguarding arrangements, and will collate the termly safeguarding reports from each School for the Governing Body.

The full Governing Body will undertake an annual review of this policy and safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation, and the effectiveness of inter-agency working.

Signed:

Date: 7 September 2026

Approved by the Executive Head on

Signed:

Date: 7 September 2026

The Policy will next be reviewed by: 1 September 2027

APPENDIX 1

Sedbergh Schools Group Designated Safeguarding Team

Role	Name	Email	Phone
Sedbergh Schools Group			
Designated Safeguarding Governor	Revd M D Ineson	safeguardinggovernor@sedberghschool.org	015396 20535
Chair of Governors	Mr I W Durrans	id.gov@sedberghschool.org	015396 20535
Director of Safeguarding	Dr J M Burns	jmb@sedberghschool.org	07857 500268
Sedbergh School			
Senior Deputy Head Pastoral Designated Safeguarding Lead	Dr J M Burns	jmb@sedberghschool.org	07857 500268
Senior Deputy Head Deputy DSL	Mr C D Gunning	gun@sedberghschool.org	07980 304041
Assistant Head Pastoral Deputy DSL	Mr C P Mahon	cpm@sedberghschool.org	07730 924752
Wellbeing Coordinator	Ms D Adamson	da@sedberghschool.org	
Sedbergh Preparatory School, Casterton			
Senior Deputy Head Pastoral Designated Safeguarding Lead	Mr N Goligher	ng@sedberghprep.org	07736 880037

Manager, Mulberry Bush Nursery Deputy Designated Safeguarding Lead	Ms J McConville	janie.mcconville@sedberghprep.org	
Assistant Housemistress Deputy Designated Safeguarding Lead	Miss D Belcher	delina.belcher@sedberghschool.org	07738 408830
Terrington Hall Preparatory School			
Deputy Head Pastoral Designated Safeguarding Lead	Miss R I'Anson	rianson@terringtonhall.com	07817 232843
Head Deputy DSL	Mr H Thomas	hthomas@terringtonhall.com	07538 122831
Deputy DSL	Miss K Hardy	khardy@terringtonhall.com	
Deputy DSL	Mr O Sigsworth	osigsworth@terringtonhall.com	
Deputy DSL	Mrs A Salisbury	asalisbury@terringtonhall.com	
Deputy DSL	Mr N Hyde	nhyde@terringtonhall.com	

Organisation	**Email or Website**	**Telephone**
Westmorland & Furness Safeguarding Hub North Yorkshire Safeguarding Hub	Welcome | Westmorland and Furness Safeguarding Children Partnership NYSCP	0300 373 2724
LADO Westmorland & Furness LADO North Yorkshire	lado@westmorlandandfurness.gov.uk lado@northyorks.gov.uk	0300 303 3897 01609 798005
Police	www.cumbria.police.uk Home | North Yorkshire Police	Non-emergency: 101 Emergency: 999
Prevent Team	concern@lancashire.pnn.police.uk Prevent | North Yorkshire Police	0800 011 3764 National Prevent Helpline
DfE Extremism in Schools: Helpline for Teachers	counter-extremism@education.gsi.gov.uk	020 7340 7264
NSPCC Child Protection Helpline	www.nspcc.org.uk	0808 800 5000
Childline	www.childline.org.uk	0800 1111
Ofsted	Contact us | Ofsted	0300 123 123
Children's Commissioner	Homepage | Children's Commissioner for England (childrenscommissioner.gov.uk)	020 7783 8330

APPENDIX 2

What to do if a child makes a disclosure

The following guidance should be followed if a child or young person makes a safeguarding disclosure.

- Listen carefully and allow the pupil to speak freely. Do not interrupt, press for unnecessary detail or ask leading questions. Allow the pupil to explain what they want to share in their own words.
- Do not promise confidentiality. Explain sensitively that information may need to be shared with the people who need to know in order to keep them or someone else safe.
- Never agree to keep a harmful secret. Explain that information cannot be kept secret if doing so could leave them or someone else at risk of harm.
- Reassure the pupil that they have been taken seriously, that they have done the right thing by speaking to someone and that they will be supported.
- Do not express disbelief, judgement or shock, and do not suggest that the pupil is responsible for what has happened.
- Remain calm and supportive. Explain, as far as appropriate, what will happen next and who the information will be shared with.
- Do not investigate the allegation. The member of staff's role is to listen, respond appropriately, record and report the concern.

Recording

As soon as possible, and preferably immediately afterwards, the member of staff should make a CPOMS record which:

- records the date, time and location of the disclosure;
- records, as accurately as possible, the pupil's own words;
- distinguishes clearly between what was said or observed and any interpretation or opinion;
- records any significant non-verbal behaviour or presentation observed;
- records any relevant information about injuries and, where appropriate, uses the relevant CPOMS body map to indicate their location;
- records any action already taken and to whom the concern has been reported.

The record should be factual, timely and objective. Staff should not undertake their own investigation or attempt to establish whether an allegation is true.

Confidentiality

The concern and CPOMS record must be reported promptly to the Designated Safeguarding Lead (DSL), in accordance with the School's safeguarding and child protection procedures. Where appropriate, the concern should be reported to the DSL verbally as well as recorded on CPOMS.

All safeguarding records must be handled securely and shared only with those who need the information to safeguard the child.

Staff should also be mindful of the potential impact of receiving a disclosure involving traumatic or distressing information and should access appropriate support where necessary.

If a child is at immediate risk of harm, staff should not delay action while completing a CPOMS record. The School's safeguarding procedures should be followed and the DSL or appropriate emergency service contacted immediately.

APPENDIX 3

Legislation, Statutory Guidance and Further Reading

In formulating these policies and procedures, the Sedbergh Schools Group has taken due regard of the following legislation, documentation and guidance:

1. Keeping Children Safe in Education (2026)
2. Working Together to Safeguard Children (2026)
3. Prevent Duty Guidance for England and Wales (2023)
4. The Education (Independent School Standards) (England) Regulations 2014
5. Disqualification under the Childcare Act (2018)
6. The Safeguarding Vulnerable Groups Act (2006)
7. The Children Act (2004) (Every Child Matters)
8. The Education Act (2002) (Sections 157 & 175)
9. The Protection of Children Act 1999
10. Data Protection Act (2018)
11. The Children Act (1989)(2004)
12. Mental Health and Behaviour in Schools (2018)
13. When to Call the Police: Guidance for Schools and Colleges (NSPCC)
14. Children with special educational needs and disabilities (SEND) | NSPCC Learning
15. Safeguarding deaf and disabled children and young people | NSPCC Learning
16. IICSA: report of the Independent Inquiry into Child Sexual Abuse - GOV.UK

The Safeguarding Policy should be read in conjunction with the following policies:

- Alcohol, Tobacco and Substance Misuse Policy
- Attendance Policy
- Behaviour, Rewards and Sanctions Policy
- Complaints Procedure
- Counter-Bullying Policy
- Drugs and Drugs Testing Policy
- E-safety Policy
- Expulsion, Removal and Review Policy
- Low-level Concerns Policy
- Medical Policies
- Preventing Extremism and Radicalisation Policy
- Pupil Equal Opportunity Policy
- Pupil Supervision Policy
- SEND Policy
- Staff and Volunteer Code of Conduct
- Visiting Speakers Policy
- Whistleblowing Policy

APPENDIX 4

Safeguarding the welfare of children

Safeguarding the welfare of children is of the highest priority to the Sedbergh Schools Group. Every employee of the School has a responsibility to:

a) Protect children from maltreatment
b) Be aware of safeguarding procedures
c) Know how to access and implement the required procedures
d) Keep a sufficient record of any significant complaint, conversation or event
e) Report any matters of concern to the DSL
f) Attend annual in-service training provided by the School

Designated Safeguarding Team: Roles and Responsibilities

Sedbergh Schools Group	
Designated Governor for Safeguarding	Revd Mat Ineson

The Designated Governor for Safeguarding provides strategic oversight, challenge and assurance to the Governing Body in relation to safeguarding and child protection across the Sedbergh Schools Group. The role supports the Governing Body in fulfilling its statutory responsibilities and in ensuring that safeguarding is embedded throughout the culture, leadership, policies and practices of the Schools, in accordance with Keeping Children Safe in Education (KCSIE) and other relevant statutory guidance. The Designated Governor acts as a critical friend to the Executive Head, Designated Safeguarding Lead (DSL) and senior leaders. The role is strategic and does not replace the operational responsibilities of the DSL or safeguarding team.

Key Responsibilities:

- Provide strategic challenge and assurance that effective safeguarding and child protection arrangements are in place and operating effectively.
- Monitor safeguarding policies and procedures, including child protection, whistleblowing, low-level concerns, allegations against staff, safer recruitment, online safety, Prevent and child-on-child abuse.
- Ensure appropriate safeguarding leadership, including suitably trained, qualified and supported DSLs and appropriate Deputy DSL arrangements, with clear lines of accountability.
- Seek assurance on staff and governor training, including safeguarding, child protection, online safety and safer recruitment, and that training is appropriately recorded and regularly updated.
- Provide oversight of safer recruitment, including appropriate pre-employment checks, recruitment procedures and the Single Central Record.
- Review safeguarding information and themes, including trends, emerging risks, attendance, pupil concerns and relevant incidents, ensuring that learning is used to improve practice.
- Ensure pupil voice and experience are considered, including whether pupils feel safe, know how to seek help and are appropriately listened to.
- Monitor the effectiveness of safeguarding arrangements for vulnerable pupils and those facing particular safeguarding risks, taking account of the Schools' specific context, including boarding provision.

- Seek assurance that effective relationships are maintained with external safeguarding partners, including children's social care, police, health services and the Local Safeguarding Partnership.
- Monitor actions arising from safeguarding audits, reviews and inspections, ensuring that identified improvements are appropriately progressed.
- Report regularly to the Governing Body on safeguarding themes, risks, training, compliance, pupil voice, progress against actions and areas requiring further development.
- Provide an annual safeguarding report to the full Governing Body. The Designated Governor provides governance oversight, challenge and assurance and does not have operational responsibility for individual safeguarding cases.

The DSL retains responsibility for the day-to-day management of safeguarding and child protection. Any safeguarding concern arising in connection with the Designated Governor should be reported promptly through the Sedbergh Schools Group's established safeguarding procedures.

Director of Safeguarding	Dr Jenny Burns

The Director of Safeguarding provides strategic leadership, oversight and assurance for safeguarding, child protection, pupil wellbeing, and the safeguarding culture across the Sedbergh Schools Group. They are responsible for ensuring that safeguarding arrangements meet all statutory, regulatory and best-practice requirements, and that the Sedbergh Schools Group maintains a culture in which the welfare of children is paramount. The Director of Safeguarding acts as the Group's senior safeguarding professional, providing advice to the Governing Body, Executive Leadership Team, Senior Management Teams and the Designated Safeguarding Team, ensuring consistency and continuous improvement across all schools.

Key responsibilities:

- Development and implementation of the Group safeguarding strategy
- Promoting a culture of vigilance, transparency, and child-centred safeguarding practice
- Reporting to the Governing Body on safeguarding matters
- Ensuring compliance with statutory and regulatory requirements
- Development and review of safeguarding policies and procedures
- Monitoring implementation of safeguarding policy across the Group
- Providing professional supervision and guidance for DSLs and DDSLs
- Supporting schools in managing complex safeguarding cases, child protection investigations and referrals
- Ensuring consistency in the recording, referral, monitoring and case management practices
- Ensuring appropriate escalation in situations requiring senior intervention
- Advising on allegations and low-level concerns involving adults working with children
- Development and delivery of safeguarding training and regular safeguarding updates for all staff
- Liaising with external agencies as appropriate
- Oversight of safeguarding risks across the Group, identifying risks and advising on mitigation strategies
- Development of a culture in which pupils feel safe, heard and supported
- Participate in emergency and critical incident management as required

Sedbergh School	
Designated Safeguarding Lead	Dr Jenny Burns

The DSL takes lead responsibility for safeguarding and child protection matters within their school. The DSL provides advice and support to staff, ensures compliance with statutory and regulatory requirements, coordinates safeguarding concerns and referrals, and promotes a culture in which the

welfare of children is paramount. The DSL works closely with the Head, Governing Body, Director of Safeguarding, staff, parents, local safeguarding partners, and external agencies to ensure effective safeguarding arrangements are in place, and that children receive appropriate protection and support.

Key responsibilities:

- Promote a strong safeguarding culture across the School
- Take lead responsibility for complex, serious and high-risk safeguarding and child protection matters within the School
- Be the principal point of contact for safeguarding concerns
- Make referrals to external agencies where required
- Monitor the progress of cases and ensure that support is provided for children
- Attend and contribute to child protection conferences, strategy and multi-agency meetings
- Oversee vulnerable children, particularly those subject to child protection plans, child in need plans or other safeguarding interventions
- Oversee the use of CPOMS in the School
- Provide safeguarding advice, guidance and support to staff
- Provide professional challenge where safeguarding practice requires improvement
- Coordinate safeguarding induction for new staff, volunteers and governors
- Promote awareness of safeguarding procedures with children and parents
- Support the Head in managing low-level concerns and allegations against adults, liaising with the LADO where appropriate
- Overseeing pupils' wellbeing, promoting early identification of concerns and interventions
- Maintain oversight of online safety arrangements, including familiarity with filtering and monitoring systems
- Prepare termly safeguarding reports for Governors

Deputy Designated Safeguarding Leads

The Deputy Designated Safeguarding Lead (DDSL) supports the Designated Safeguarding Lead (DSL) in all areas of safeguarding and child protection. This includes:

- acting as a point of contact for staff with safeguarding concerns;
- supporting the DSL in maintaining accurate records, liaising with external agencies, and ensuring best safeguarding practices are followed;
- taking appropriate action under the guidance of the DSL in the absence of the DSL;
- contributing to the promotion of a safeguarding culture throughout the School;

The DDSL does not hold lead responsibility but must be fully trained and able to act in the DSL's absence if necessary.

Key responsibilities:

- Support the DSL in managing cases of suspected abuse, neglect, and other safeguarding concerns
- Assist in the referral process to external agencies, including Children's Social Care and the LADO, under DSL direction
- Monitor safeguarding systems (CPOMS) and ensure they are up-to-date and accurate.
- Help ensure that safeguarding policies and procedures are known, understood and used appropriately by all staff
- Be available for staff who require safeguarding advice, escalating concerns to the DSL where appropriate
- Liaise with pastoral staff and SEND team on safeguarding-related issues

- Maintain appropriate confidentiality at all times
- Attend multi-agency and strategy meetings as directed by the DSL
- Assist in maintaining comprehensive safeguarding records
- Ensure all concerns are recorded accurately and in line with School policy
- Support the DSL in preparing reports for Governors, external agencies or inspections
- Support the delivery of safeguarding induction and ongoing training to staff, under the
- DSL's guidance
- Keep up to date with changes to legislation and best practice through regular training (minimum every two years)
- Promote a culture of listening to pupils and considering their wishes and feelings in any safeguarding actions.
- Understand the School's filtering and monitoring systems
- Support the DSL in addressing online safety concerns raised by staff, pupils, or parents.

These roles and responsibilities provide a framework and should not be regarded as a definitive list. Other reasonable duties may be required consistent with the level of this post.

DDSL 1	Colin Gunning

Leads on:

- Liaison with IT department in relation to internet filtering and monitoring
- Online safety arrangements (including pupil internet access and use of internet-enabled devices)
- Safeguarding arrangements for co-curricular activities, trips and visits, ensuring that arrangements comply with KCSiE and local requirements and procedures
- Contextual safeguarding arrangements for school facilities and calendared events

DDSL 2	Chris Mahon

Leads on:

- Safeguarding training for Prefects and Heads of House
- Safeguarding aspects of peer-group, bullying and online bullying issues, including discriminatory and initiation/hazing-type behaviours, ensuring that allegations are properly recorded, assessed and addressed

DDSL 3	Dee Adamson

Leads on:

- Appropriate and timely transfer of pupil information from school to school
- Looked-after (including previously looked-after) children, children with a social worker, or children where there is social care involvement
- Domestic abuse (Operation Encompass)
- Safeguarding issues affecting SEND and EAL pupils, ensuring support with communication, awareness of additional vulnerabilities, and reasonable adjustments in safeguarding situations
- Safeguarding aspects of attendance, including school refusal, children missing education, and patterns of absence

Sedbergh Prep School, Casterton	
Designated Safeguarding Lead	**Nick Goligher**

The DSL takes lead responsibility for safeguarding and child protection matters within their school. The DSL provides advice and support to staff, ensures compliance with statutory and regulatory requirements, coordinates safeguarding concerns and referrals, and promotes a culture in which the welfare of children is paramount. The DSL works closely with the Head, Governing Body, Director of Safeguarding, staff, parents, local safeguarding partners, and external agencies to ensure effective safeguarding arrangements are in place, and that children receive appropriate protection and support.

Key responsibilities:

- Promote a strong safeguarding culture across the School
- Take lead responsibility for complex, serious and high-risk safeguarding and child protection matters within the School
- Be the principal point of contact for safeguarding concerns
- Make referrals to external agencies where required
- Monitor the progress of cases and ensure that support is provided for children
- Attend and contribute to child protection conferences, strategy and multi-agency meetings
- Oversee vulnerable children, particularly those subject to child protection plans, child in need plans or other safeguarding interventions
- Oversee the use of CPOMS in the School
- Provide safeguarding advice, guidance and support to staff
- Provide professional challenge where safeguarding practice requires improvement
- Coordinate safeguarding induction for new staff, volunteers and governors
- Promote awareness of safeguarding procedures with children and parents
- Support the Head in managing low-level concerns and allegations against adults, liaising with the LADO where appropriate
- Overseeing pupils' wellbeing, promoting early identification of concerns and interventions
- Maintain oversight of online safety arrangements, including familiarity with filtering and monitoring systems
- Prepare termly safeguarding reports for Governors

DDSL	**Delina Belcher**

The Deputy Designated Safeguarding Lead (DDSL) will deputise for the Designated Safeguarding Lead (DSL) when the DSL is not on site, working closely and in conjunction with the DSL to ensure continuity of safeguarding practice and oversight. As the DDSL lives within the boarding community, they will have a particular focus on the safeguarding and wellbeing of boarders, providing an accessible safeguarding presence outside the normal school day and supporting the early identification and appropriate management of concerns relating to boarding pupils. The DDSL will maintain close communication with the DSL, ensuring that safeguarding information and concerns are shared promptly and that appropriate actions and referrals are coordinated effectively.

Mulberry Bush Nursery, Casterton	
Designated Safeguarding Lead	**Janie McConville**

The DSL takes lead responsibility for safeguarding and child protection matters within their school. The DSL provides advice and support to staff, ensures compliance with statutory and regulatory requirements, coordinates safeguarding concerns and referrals, and promotes a culture in which the welfare of children is paramount. The DSL works closely with the Head, Governing Body, Director of Safeguarding, staff, parents, local safeguarding partners, and external agencies to ensure effective safeguarding arrangements are in place, and that children receive appropriate protection and support.

Key responsibilities:

- Promote a strong safeguarding culture across the School
- Take lead responsibility for complex, serious and high-risk safeguarding and child protection matters within the School
- Be the principal point of contact for safeguarding concerns
- Make referrals to external agencies where required
- Monitor the progress of cases and ensure that support is provided for children
- Attend and contribute to child protection conferences, strategy and multi-agency meetings
- Oversee vulnerable children, particularly those subject to child protection plans, child in need plans or other safeguarding interventions
- Oversee the use of CPOMS in the School
- Provide safeguarding advice, guidance and support to staff
- Provide professional challenge where safeguarding practice requires improvement
- Coordinate safeguarding induction for new staff, volunteers and governors
- Promote awareness of safeguarding procedures with children and parents
- Support the Head in managing low-level concerns and allegations against adults, liaising with the LADO where appropriate
- Overseeing pupils' wellbeing, promoting early identification of concerns and interventions
- Maintain oversight of online safety arrangements, including familiarity with filtering and monitoring systems
- Prepare termly safeguarding reports for Governors

Terrington Hall Preparatory School	
Designated Safeguarding Lead	Rachel I'Anson

The DSL takes lead responsibility for safeguarding and child protection matters within their school. The DSL provides advice and support to staff, ensures compliance with statutory and regulatory requirements, coordinates safeguarding concerns and referrals, and promotes a culture in which the welfare of children is paramount. The DSL works closely with the Head, Governing Body, Director of Safeguarding, staff, parents, local safeguarding partners, and external agencies to ensure effective safeguarding arrangements are in place, and that children receive appropriate protection and support.

Key responsibilities:

- Promote a strong safeguarding culture across the School
- Take lead responsibility for complex, serious and high-risk safeguarding and child protection matters within the School
- Be the principal point of contact for safeguarding concerns
- Make referrals to external agencies where required
- Monitor the progress of cases and ensure that support is provided for children
- Attend and contribute to child protection conferences, strategy and multi-agency meetings
- Oversee vulnerable children, particularly those subject to child protection plans, child in need plans or other safeguarding interventions
- Oversee the use of CPOMS in the School
- Provide safeguarding advice, guidance and support to staff
- Provide professional challenge where safeguarding practice requires improvement
- Coordinate safeguarding induction for new staff, volunteers and governors
- Promote awareness of safeguarding procedures with children and parents
- Support the Head in managing low-level concerns and allegations against adults, liaising with the LADO where appropriate
- Overseeing pupils' wellbeing, promoting early identification of concerns and interventions

- Maintain oversight of online safety arrangements, including familiarity with filtering and monitoring systems
- Prepare termly safeguarding reports for Governors
- Appropriate and timely transfer of pupil information from school to school
- Looked-after (including previously looked-after) children, children with a social worker, or children where there is social care involvement
- Domestic abuse (Operation Encompass)
- Safeguarding aspects of attendance, including school refusal, children missing education, and patterns of absence
- Liaison with IT department in relation to internet filtering and monitoring
- Online safety arrangements (including pupil internet access and use of internet-enabled devices)
- Safeguarding arrangements for co-curricular activities, trips and visits, ensuring that arrangements comply with KCSiE and local requirements and procedures
- Contextual safeguarding arrangements for school facilities and calendared events

Deputy Designated Safeguarding Leads

The Deputy Designated Safeguarding Lead (DDSL) supports the Designated Safeguarding Lead (DSL) in all areas of safeguarding and child protection. This includes:

- acting as a point of contact for staff with safeguarding concerns;
- supporting the DSL in maintaining accurate records, liaising with external agencies, and ensuring best safeguarding practices are followed;
- taking appropriate action under the guidance of the DSL in the absence of the DSL;
- contributing to the promotion of a safeguarding culture throughout the School;

The DDSL does not hold lead responsibility but must be fully trained and able to act in the DSL's absence if necessary.

Key responsibilities:

- Support the DSL in managing cases of suspected abuse, neglect, and other safeguarding concerns
- Assist in the referral process to external agencies, including Children's Social Care and the LADO, under DSL direction
- Monitor safeguarding systems (CPOMS) and ensure they are up-to-date and accurate.
- Help ensure that safeguarding policies and procedures are known, understood and used appropriately by all staff
- Be available for staff who require safeguarding advice, escalating concerns to the DSL where appropriate
- Liaise with pastoral staff and SEND team on safeguarding-related issues
- Maintain appropriate confidentiality at all times
- Attend multi-agency and strategy meetings as directed by the DSL
- Assist in maintaining comprehensive safeguarding records
- Ensure all concerns are recorded accurately and in line with School policy
- Support the DSL in preparing reports for Governors, external agencies or inspections
- Support the delivery of safeguarding induction and ongoing training to staff, under the
- DSL's guidance
- Keep up to date with changes to legislation and best practice through regular training (minimum every two years)
- Promote a culture of listening to pupils and considering their wishes and feelings in any safeguarding actions.

- Understand the School's filtering and monitoring systems
- Support the DSL in addressing online safety concerns raised by staff, pupils, or parents.

These roles and responsibilities provide a framework and should not be regarded as a definitive list. Other reasonable duties may be required consistent with the level of this post.

DDSL 1	Ali Salisbury

Leads on:

- Support the DSL in safeguarding and child protection matters relating to EYFS children.
- Act as a key safeguarding contact for EYFS staff and provide advice and guidance on concerns.
- Ensure safeguarding concerns are reported, recorded and escalated appropriately.
- Monitor patterns of concern, including changes in behaviour, presentation, attendance and development.
- Ensure staff understand safeguarding considerations around intimate care, toileting, physical contact and children's personal boundaries.
- Promote opportunities for young children to express their views and concerns, taking account of their age, development and communication needs.
- Support staff to recognise signs of neglect, abuse and changes in family circumstances.
- Work closely with the DSL, SENCO and EYFS team where safeguarding concerns overlap with developmental or additional needs.
- Contribute to safeguarding meetings, referrals and multi-agency working where appropriate.
- Ensure EYFS safeguarding practice reflects KCSIE and the EYFS statutory framework.
- Maintain up-to-date safeguarding training and knowledge.
- Deputise for the DSL when required.

DDSL 2	Oliver Sigsworth

Leads on:

- Support the DSL with safeguarding and child protection matters relating to boarders.
- Act as a key safeguarding contact for boarding staff, providing advice and guidance on concerns.
- Ensure safeguarding concerns arising in boarding are reported, recorded and escalated appropriately.
- Monitor safeguarding concerns and patterns or changes in behaviour, wellbeing and presentation of boarders.
- Ensure boarding staff understand safeguarding expectations around bedrooms, changing, personal care, boundaries and professional conduct.
- Maintain oversight of safeguarding risks associated with overnight stays, weekends, trips, activities and boarders being away from school.
- Ensure appropriate procedures are followed for missing boarders, allegations, bullying, child-on-child abuse and online safety.
- Support effective communication and information sharing between boarding and the wider pastoral/safeguarding team.
- Ensure boarders know who they can speak to and how to raise a concern, and that their voice is heard.
- Support the DSL with risk assessments, referrals, multi-agency working and safeguarding meetings where appropriate.
- Ensure boarding safeguarding practice reflects KCSIE, the National Minimum Standards for Boarding Schools and relevant BSA guidance.

DDSL 3	Katie Hardy

Leads on:

- Support the DSL with safeguarding and child protection concerns relating to pupils with SEND.
- Act as a key safeguarding contact for the SENCO, SEND team and teaching staff.
- Ensure concerns are recognised, recorded, reported and escalated appropriately.
- Monitor safeguarding concerns, including patterns, changes in behaviour, communication, presentation or attendance.
- Ensure staff understand that children with SEND may be more vulnerable to abuse, neglect, exploitation and bullying and may communicate concerns differently.
- Support staff to adapt safeguarding approaches to meet individual pupils' communication, cognitive and developmental needs.
- Ensure pupils with SEND have appropriate and accessible opportunities to express their views and raise concerns.
- Work closely with the DSL, SENCO, pastoral team and external agencies where safeguarding and SEND needs overlap.
- Contribute to risk assessments, safeguarding plans, referrals and multi-agency meetings where appropriate.
- Ensure safeguarding information is appropriately reflected in IEPs, Pupil Passports and other relevant support plans, where necessary.
- Maintain up-to-date knowledge of KCSIE, SEND safeguarding guidance and relevant local procedures.
- Deputise for the DSL when required.

DDSL 4	Nick Hyde

Leads on:

- Support the DSL with safeguarding and child protection concerns arising through sport and physical activity.
- Act as a key safeguarding contact for PE staff, sports coaches and activity leaders.
- Ensure concerns arising during lessons, fixtures, trips and activities are reported, recorded and escalated appropriately.
- Monitor safeguarding concerns relating to injuries, changes in behaviour, bullying, child-on-child abuse and inappropriate conduct.
- Ensure staff understand appropriate professional boundaries, physical contact, changing-room arrangements and one-to-one situations.
- Promote safe practice when working with pupils in sports, coaching, transport, trips and off-site activities.
- Ensure appropriate safeguarding arrangements are in place for external coaches, clubs and visiting sports providers.
- Ensure pupils know who they can speak to and how to raise a concern within the sporting environment.
- Work closely with the DSL, pastoral team and relevant staff where safeguarding concerns arise through sport.
- Support risk assessments, safeguarding plans and referrals where appropriate.
- Ensure sporting provision reflects KCSIE and relevant safeguarding guidance for sport and physical activity. KCSIE applies to all school staff, while DfE guidance specifically recognises sports training and coaching as settings where safeguarding arrangements are required.

APPENDIX 5 – LOCAL SAFEGUARDING PROCEDURES

SEDBERGH SCHOOL

1. Designated Safeguarding Team

Role	Name	Email	Telephone
Senior Deputy Head Pastoral Designated Safeguarding Lead	Dr J M Burns	jmb@sedberghschool.org	07857 500268
Senior Deputy Head Deputy DSL	Mr C D Gunning	gun@sedberghschool.org	07980 304041
Assistant Head Pastoral Deputy DSL	Mr C P Mahon	cpm@sedberghschool.org	07730 924752
Wellbeing Coordinator Deputy DSL	Ms D Adamson	da@sedberghschool.org	
Designated Safeguarding Governor	Revd Mat Ineson	safeguardinggovernor@sedberghschool.org	015396 20535

2. Local Authority Contacts: Safeguarding Hub and LADO

Organisation / Service	Email / Website	Telephone
Westmorland & Furness Safeguarding Hub	Welcome | Westmorland and Furness Safeguarding Children Partnership	0300 373 2724
LADO Westmorland & Furness	lado@westmorlandandfurness.gov.uk	0300 303 3897

Organisation / Service	Email / Website	Telephone
Police	www.cumbria.police.uk	Non-emergency: 101 Emergency: 999
Prevent Team	concern@lancashire.pnn.police.uk	0800 011 3764 National Prevent Helpline
DfE Extremism in Schools: Helpline for Teachers	counter-extremism@education.gsi.gov.uk	020 7340 7264
NSPCC Child Protection Helpline	www.nspcc.org.uk	0808 800 5000
Childline	www.childline.org.uk	0800 1111
Ofsted	Contact us | Ofsted	0300 123 123
Children's Commissioner	Homepage | Children's Commissioner for England (childrenscommissioner.gov.uk)	020 7783 8330

3. Boarding Supervision Procedures

Sedbergh School operates nine, single-sex residential boarding houses in strict compliance with the National Minimum Standards for Boarding Schools (2022). Single-sex sleeping accommodation, bathrooms, and changing areas are maintained strictly by biological sex. No exceptions are permitted to these arrangements, including where the School is responding to a request to support any degree of social transition. Staff supervision levels and routines are tightly maintained, and overnight sleeping arrangements are reviewed termly by the Assistant Head Pastoral and DDSL with Housemasters and Housemistresses to guarantee a safe, supportive and respectful boarding environment.

4. Safeguarding Pupils Aged 18 and Over

While the legal definition of a child ends at age 18, Sedbergh School recognises that pupils who turn 18 or 19 years of age and remain enrolled in the School will continue to require appropriate safeguarding and welfare oversight.

In line with KCSIE 2026 and the National Minimum Standards for Boarding Schools (2022), the School maintains its safeguarding responsibilities for all pupils and recognises the need to balance legal adulthood with the duty to protect younger children.

All aspects of the Safeguarding Policy, including peer-on-peer abuse, e-safety, behaviour, counter-bullying, and the Prevent duty, apply equally to pupils over the age of 18 years.

5. Accommodation and Supervision

Room allocations in boarding Houses ensure that pupils of 18 years of age and over do not share rooms with younger pupils. When planning room allocations in boarding Houses, staff will take into consideration the age, maturity, previous behavioural concerns, vulnerabilities and other relevant factors pertaining to pupils, as well as the suitability of the accommodation, including bathrooms and changing areas. The Pupil Supervision Policy and staff responsible for boarding houses will ensure appropriate supervision levels, recognising the increased autonomy of older pupils while maintaining a safe environment for younger pupils.

6. Behaviour and Responsibilities of Pupils Aged 18 and over

All pupils, including those who are aged 18 and over are expected to abide by the School's rules, values and expectations. In its management and pastoral care of older pupils, the School will support them to understand that their status as legal adults does not in any way exempt them from the safeguarding and other arrangements in place for the protection, wellbeing and support of other pupils.

7. Information Sharing and Consent

The School acknowledges that, once a pupil turns 18, he/she becomes legally entitled to make decisions about their personal information. However, in the event of a safeguarding concern involving a pupil aged 18 or over, and especially where there may be an impact on younger pupils, the School reserves the right, and may be required, to share information appropriately under safeguarding exceptions. Equally, the School encourages an ongoing partnership and communication with parents and guardians of all pupils aged 18 and over where appropriate and with the consent of the pupil.

8. Safeguarding Concerns, Response and Support

Any safeguarding concern involving a pupil over the age of 18, either as the subject of concern or as a potential risk to others, will be logged with, investigated and recorded by the DSL, escalated in accordance with child protection or other local authority procedures where necessary, and addressed with age-appropriate pastoral support and, in line with the Behaviour Policy, any required disciplinary actions.

LOCAL SAFEGUARDING PROCEDURES

SEDBERGH PREP SCHOOL, CASTERTON

1. Designated Safeguarding Team

Role	Name	Email	Telephone
DSL, Sedbergh Preparatory School Casterton and EYFS	Nick Goligher	ng@sedberghprep.org	07736 880 037
Deputy DSL	Delina Belcher	delina.belcher@sedberghschool.org	07857 500 191
Director of Safeguarding	Dr Jenny Burns	jmb@sedberghschool.org	07857 500 268
Designated Safeguarding Governor	Revd Mat Ineson	safeguardinggovernor@sedberghschool.org	015396 20535

2. Useful Contacts

Organisation / Service	Email / Website	Telephone
Westmorland & Furness Safeguarding Hub	wfscp.org.uk/welcome	0300 373 2724
Westmorland & Furness LADO	lado@westmorlandandfurness.gov.uk	0300 303 3897
Police (Cumbria Constabulary)	cumbria.police.uk	Non-emergency: 101 Emergency: 999
NSPCC Child Protection Helpline	nspcc.org.uk	0808 800 5000

3. Prep EYFS-specific Welfare Requirements and Staff-to-Child Ratios

Nick Goligher, as DSL, has responsibility for safeguarding in the EYFS and Sedbergh Preparatory School, Casterton.

Any serious allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, should be reported to the DSL immediately, and the procedures outlined in the Sedbergh Schools Group Safeguarding Policy apply.

The Preparatory School's Reception class operates in full compliance with Section 3 of the EYFS Statutory Framework, and the EYFS DSL (Sedbergh Preparatory School, Casterton) ensures that all statutory EYFS safeguarding requirements are met, including:

- The maintenance of statutory staff:child ratios (Under 2s: 1:3; Age 2: 1:5; Age 3+: 1:8 or 1:13 with QTS/EYTS/EYPS).
- The operation of the key-person system, ensuring every child has an identified key person to support their emotional wellbeing and communication with parents.
- The monitoring of compliance with the Paediatric First Aid (PFA) requirement: at least one person with a full 12-hour PFA certificate present on site and on outings at all times. Certificates must be renewed every 3 years.
- Ensuring that all staff who qualified after June 2016 are PFA trained in order to be counted in ratio as of September 2025, and ensuring that there is a staff member qualified in PFA present and in direct contact with the children at all snack and meal times.
- Awareness of staff suitability checks, including disqualification checks, carried out by the People Team, and notification to Ofsted within 14 days where a staff member's suitability may be compromised.
- As a registered EYFS establishment, the nursery has a responsibility to report any abuse to Ofsted within 14 days of awareness of an incident. Ofsted can be contacted by telephone (0300 123 1231), email (enquiries@ofsted.gov.uk) or post (Ofsted, Picadilly Gate, Store Street, Manchester, M1 2WD)

4. Local Operational Safeguarding Procedures

To maintain the highest levels of safety and care, the following localised safeguarding procedures apply within the Mulberry Bush Nursery setting:

- **Mobile phones and devices**
  Staff, visitors and volunteers must not use personal mobile phones, cameras, smart watches or internet-enabled devices in EYFS rooms or outdoor areas where children are present. Photographs and recordings of children must only be taken on nursery-owned devices.
- **Attendance**
  The attendance of children in the EYFS is monitored and recorded in line with the Attendance Policy. The DSL or DDSL will follow up on any unexplained or prolonged absence as a safeguarding concern.

- **Medication and Staff Health**
  Staff taking medication while in the nursery setting must obtain medical clearance from the DSL. All medication on the premises must be securely stored and inaccessible to children.
- **Smoking and Vaping**
  Smoking and vaping are strictly prohibited in EYFS environments, including on trips and visits.
- **Behaviour Management**
  Behaviour must be managed in a positive, developmentally-appropriate manner. Corporal punishment, threats, or any practices that might humiliate or frighten a child are strictly prohibited.
- **Staff Supervision and Training**
  All staff in the EYFS setting must undertake formal safeguarding training (Level 2 Safeguarding course through Westmorland and Furness Safeguarding Children Partnership Online Virtual College) at least every two years. In addition, they attend an annual safeguarding update, and regular supervision meetings with line managers must be held.
- **Two Year Progress Check**
  Nursery practitioners complete a written progress check when a child is aged between 2 and 3 years, and the summary must be shared with parents.
- **Private Babysitting Arrangements**
  Where a member of staff provides private babysitting services to children who attend Sedbergh Preparatory School, Casterton they are reminded that they must continue to uphold the School's safeguarding policy and professional standards. They must ensure that they maintain appropriate professional boundaries and comply with all safeguarding guidance at all times. Private babysitting arrangements are separate from practitioners' contractual employment duties, but this does not remove or reduce their safeguarding responsibilities. Any concerns relating to the safety or welfare of a child must be addressed appropriately, regardless of whether the child is being cared for within the school setting or a private arrangement. Parents and carers must be made aware that private babysitting provided by a school employee is a separate arrangement, and is not a service provided or supervised by the Sedbergh Schools Group.

5. Boarding Supervision

Sedbergh Preparatory School, Casterton operates boarding provision in strict compliance with the National Minimum Standards for Boarding Schools (2022). The boarding House is under the direct supervision of the resident Head of Boarding, Rupert Bunday and Delina Belcher (Assistant Housemistress and DDSL). Overnight sleeping accommodation is separated strictly by biological sex to ensure the comfort, safety, privacy and dignity of all prep school pupils.

Any person volunteering in a role that involves teaching, training, instructing or supervising boarding pupils on more than 3 days in a 30-day period or overnight is in regulated activity, and must undergo an enhanced DBS check with Children's Barred List information.

LOCAL SAFEGUARDING PROCEDURES

THE MULBERRY BUSH NURSERY, CASTERTON
URN: 2905987
Registered Provider: Sedbergh School
Nominated Individual: Katherine Martin

1. Designated Safeguarding Team

Role	Name	Email	Telephone
DSL, Sedbergh Preparatory School, Casterton and EYFS	Nick Goligher	ng@sedberghprep.org	07736 880 037
Deputy DSL	Janie McConville	janie.mcconville@sedberghprep.org	07857 500 191
Director of Safeguarding	Dr Jenny Burns	jmb@sedberghschool.org	07857 500 268
Designated Safeguarding Governor	Revd Mat Ineson	safeguardinggovernor@sedberghschool.org	015396 20535

2. Useful Contacts

Organisation / Service	Email / Website	Telephone
Westmorland & Furness Safeguarding Hub	wfscp.org.uk/welcome	0300 373 2724
Westmorland & Furness LADO	lado@westmorlandandfurness.gov.uk	0300 303 3897
Police (Cumbria Constabulary)	cumbria.police.uk	Non-emergency: 101

Organisation / Service	Email / Website	Telephone
		Emergency: 999
NSPCC Child Protection Helpline	nspcc.org.uk	0808 800 5000

3. EYFS-specific Welfare Requirements and Staff-to-Child Ratios

Janie McConville is the DDSL with specific responsibility for safeguarding in the Mulberry Bush Nursery. Nick Goligher, as DSL, has oversight of safeguarding in the Mulberry Bush Nursery, as well as responsibility for safeguarding in the EYFS and Sedbergh Preparatory School, Casterton.

Any serious allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, should be reported to the DSL immediately, and the procedures outlined in the Sedbergh Schools Group Safeguarding Policy apply.

The EYFS DSL (Sedbergh Preparatory School, Casterton) and DDSL (Mulberry Bush Nursery) must ensure that all statutory EYFS safeguarding requirements are met, including:

- The maintenance of statutory staff:child ratios (Under 2s: 1:3; Age 2: 1:5; Age 3+: 1:8 or 1:13 with QTS/EYTS/EYPS).
- The operation of the key-person system, ensuring every child has an identified key person to support their emotional wellbeing and communication with parents.
- The monitoring of compliance with the Paediatric First Aid (PFA) requirement: at least one person with a full 12-hour PFA certificate present on site and on outings at all times. Certificates must be renewed every 3 years.
- Ensuring that all staff who qualified after June 2016 are PFA trained in order to be counted in ratio as of September 2025, and ensuring that there is a staff member qualified in PFA present and in direct contact with the children at all snack and meal times.
- Awareness of staff suitability checks, including disqualification checks, carried out by the People Team, and notification to Ofsted within 14 days where a staff member's suitability may be compromised.
- As a registered EYFS establishment, the nursery has a responsibility to report any abuse to Ofsted within 14 days of awareness of an incident. Ofsted can be contacted by telephone (0300 123 1231), email (enquiries@ofsted.gov.uk) or post (Ofsted, Picadilly Gate, Store Street, Manchester, M1 2WD)

4. Local Operational Safeguarding Procedures

To maintain the highest levels of safety and care, the following localised safeguarding procedures apply within the Mulberry Bush Nursery setting:

- **Mobile phones and devices**
  Staff, visitors and volunteers must not use personal mobile phones, cameras, smart watches or internet-enabled devices in EYFS rooms or outdoor areas where children are present. Photographs and recordings of children must only be taken on nursery-owned devices.
- **Attendance**
  The attendance of children in the EYFS is monitored and recorded in line with the Attendance Policy. The DSL or DDSL will follow up on any unexplained or prolonged absence as a safeguarding concern.
- **Medication and Staff Health**
  Staff are expected to inform their line manager if they are taking medication that may affect their ability to carry out their duties safely or care for children effectively. In accordance with the EYFS Statutory Framework, any practitioner taking medication that may impair their ability to care for children must seek appropriate medical advice and may only work directly with children where that advice confirms they are fit to do so. The School may undertake an individual risk assessment and implement reasonable adjustments where appropriate. All staff medication brought onto the premises must be stored securely and out of the reach of children unless it is required to be carried for emergency medical purposes (for example, an adrenaline auto-injector or inhaler). Medication must never be accessible to children.
- **Smoking and Vaping**
  Smoking and vaping are strictly prohibited in EYFS environments, including on trips and visits.
- **Behaviour Management**
  Behaviour must be managed in a positive, developmentally-appropriate manner. Corporal punishment, threats, or any practices that might humiliate or frighten a child are strictly prohibited.
- **Staff Supervision and Training**
  All staff in the EYFS setting must undertake formal safeguarding training (Level 2 Safeguarding course through Westmorland and Furness Safeguarding Children Partnership Online Virtual College) at least every two years. In addition, they attend an annual safeguarding update, and regular supervision meetings with line managers must be held.

- **Two Year Progress Check**
  Nursery practitioners complete a written progress check when a child is aged between 2 and 3 years, and the summary must be shared with parents.

- **Private Babysitting Arrangements**
  Where a nursery practitioner provides private babysitting services to children who attend the nursery, they are reminded that they must continue to uphold the nursery's safeguarding policy and professional standards. They must ensure that they maintain appropriate professional boundaries and comply with all safeguarding guidance at all times. Private babysitting arrangements are separate from practitioners' contractual employment duties, but this does not remove or reduce their safeguarding responsibilities. Any concerns relating to the safety or welfare of a child must be addressed appropriately, regardless of whether the child is being cared for within the nursery setting or a private arrangement. Parents and carers must be made aware that private babysitting provided by a nursery employee is a separate arrangement, and is not a service provided or supervised by the Mulberry Bush Nursery.

LOCAL SAFEGUARDING PROCEDURES

TERRINGTON HALL PREP SCHOOL

1. Designated Safeguarding Team

Role	Name	Email	Telephone
Designated Safeguarding Lead	Rachel I'Anson	rianson@terringtonhall.com	07817232843
Deputy DSL	Huw Thomas	hthomas@terringtonhall.com	07538122831
Deputy DSL	Katie Hardy	khardy@terringtonhall.com	
Deputy DSL	Oliver Sigsworth	osigsworth@terringtonhall.com	
Deputy DSL	Ali Salisbury	asalisbury@terringtonhall.com	
Deputy DSL	Nick Hyde	nhyde@terringtonhall.com	
Director of Safeguarding	Jenny Burns	jmb@sedberghschool.org	07857 500 268
Designated Safeguarding Governor	Mat Ineson	safeguardinggovernor@sedberghschool.org	015396 20535

2. Useful Contacts

Organisation / Service	Email / Website	Telephone
North Yorkshire Safeguarding Hub	safeguardingchildren.co.uk	0300 131 2 131

Organisation / Service	Email / Website	Telephone
North Yorkshire LADO	lado@northyorks.gov.uk	01609 798005
Police (North Yorkshire)	northyorkshire.police.uk	Non-emergency: 101 Emergency: 999
NSPCC Child Protection Helpline	nspcc.org.uk	0808 800 5000

3. Prep EYFS-specific Welfare Requirements and Staff-to-Child Ratios

Ali Salisbury is the DDSL with specific responsibility for safeguarding in the EYFS. Rachel l'Anson, as DSL, has oversight of safeguarding in the EYFS, as well as overall responsibility for safeguarding at Terrington Hall.

Any serious allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, should be reported to the DSL immediately, and the procedures outlined in the Sedbergh Schools Group Safeguarding Policy apply.

Terrington Hall's Pre-School and Reception class operates in full compliance with Section 3 of the EYFS Statutory Framework, and the EYFS DSL ensures that all statutory EYFS safeguarding requirements are met, including:

- The maintenance of statutory staff:child ratios (Under 2s: 1:3; Age 2: 1:5; Age 3+: 1:8 or 1:13 with QTS/EYTS/EYPS).
- The operation of the key-person system, ensuring every child has an identified key person to support their emotional wellbeing and communication with parents.
- The monitoring of compliance with the Paediatric First Aid (PFA) requirement: at least one person with a full 12-hour PFA certificate present on site and on outings at all times. Certificates must be renewed every three years.
- Ensuring that all staff who qualified after June 2016 are PFA trained in order to be counted in ratio as of September 2025, and ensuring that there is a staff member qualified in PFA present and in direct contact with the children at all snack and meal times.
- Awareness of staff suitability checks, including disqualification checks, carried out by the People Team, and notification to Ofsted within 14 days where a staff member's suitability may be compromised.

- As a registered EYFS establishment, the nursery has a responsibility to report any abuse to Ofsted within 14 days of awareness of an incident. Ofsted can be contacted by telephone (0300 123 1231), email (enquiries@ofsted.gov.uk) or post (Ofsted, Picadilly Gate, Store Street, Manchester, M1 2WD)

4. Local Operational Safeguarding Procedures

To maintain the highest levels of safety and care, the following localised safeguarding procedures apply within the Terrington Hall EYFS setting:

- **Mobile phones and devices**
  Staff, visitors and volunteers must not use personal mobile phones, cameras, smart watches or internet-enabled devices in EYFS rooms or outdoor areas where children are present. Photographs and recordings of children must only be taken on school-owned devices.
- **Attendance**
  The attendance of children in the EYFS is monitored and recorded in line with the Attendance Policy. The DSL or DDSL will follow up on any unexplained or prolonged absence as a safeguarding concern.
- **Medication and Staff Health**
  Staff taking medication while in the EYFS setting must obtain medical clearance from the DSL. All medication on the premises must be securely stored and inaccessible to children.
- **Smoking and Vaping**
  Smoking and vaping are strictly prohibited in EYFS environments, including on trips and visits.
- **Behaviour Management**
  Behaviour must be managed in a positive, developmentally-appropriate manner. Corporal punishment, threats, or any practices that might humiliate or frighten a child are strictly prohibited.
- **Staff Supervision and Training**
  All staff in the EYFS setting must undertake formal safeguarding training (Educare Understanding Safeguarding Practice for Early Years Staff and NSPCC Safeguarding in Early Years Settings) at least every two years. In addition, they attend an annual safeguarding update, and regular supervision meetings with line managers must be held.
- **Private Babysitting Arrangements**
  Where a member of staff provides private babysitting services to children who attend Terrington Hall Preparatory School they are reminded that they must continue to uphold the School's safeguarding policy and professional standards. They must ensure that they maintain appropriate professional boundaries and comply with all safeguarding guidance at all times. Private babysitting arrangements are separate from practitioners' contractual employment duties, but this does not remove or reduce their safeguarding responsibilities. Any concerns

relating to the safety or welfare of a child must be addressed appropriately, regardless of whether the child is being cared for within the school setting or a private arrangement. Parents and carers must be made aware that private babysitting provided by a school employee is a separate arrangement, and is not a service provided or supervised by the Sedbergh Schools Group.

5. Boarding Supervision

Terrington Hall operates boarding provision in strict compliance with the National Minimum Standards for Boarding Schools (2022). The boarding House is under the direct supervision of the resident Housemaster Oliver Sigsworth. Overnight sleeping accommodation is separated strictly by biological sex to ensure the comfort, safety, privacy and dignity of all prep school pupils.

Any person volunteering in a role that involves teaching, training, instructing or supervising boarding pupils on more than three days in a 30-day period or overnight is in regulated activity, and must undergo an enhanced DBS check with Children's Barred List information.

6. North Yorkshire Local Multi-Agency Referrals and Escalation Protocols

All safeguarding concerns, disclosures, and Family Help requirements for Terrington Hall pupils are referred in direct alignment with the inter-agency procedures set out by the North Yorkshire Safeguarding Children Partnership (NYSCP). Referrals are made using the NYSCP Universal Referral Form[8], and staff are guided by the North Yorkshire 'Framework for Decision Making' infographic[9] to identify and respond to each child's specific level of need without delay.

[8] Universal-Referral-Form-Nov-2023.docx
[9] Framework for Decision Making