

YMCA Key College / Ykidz Provision Safeguarding and Child Protection Policy 2025/2026

Date policy ratified by governing body/trustees: December 25 (LLL) February 2026 (YSS)

Board Approval Route: LLL & YSS

Date of policy publication: September 2025

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The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy reviews dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
December 2025	GL & AB	Approval through LLL Committee	02.12.25	September 2025
February 2026	GL & AB	Approval through YSS Board	26.02.26	September 2025

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Section 1: Introduction

This safeguarding/child protection policy outlines how YMCA Key College/ Ykids will safeguard and promote learner's/ children's welfare to keep our young people safe from abuse, neglect, and exploitation. This policy outlines how YMCA Key College and YKidz Centres will safeguard and promote the welfare of children and young people aged 4–24.

The policy applies to all adults, including volunteers, governors/trustees, supply staff and contractors working in or on behalf of the setting.

As defined in [Keeping Children Safe in Education \(2025\)](#), safeguarding and promoting the welfare of learners/children as:

- Providing help and support to meet the needs of learners/learners/children as soon as problems emerge
- Protecting learners/children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of learner's /children's mental and physical health or development
- Ensuring that learners/children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all learners/children to achieve the best outcomes

Child protection are activities that are undertaken to protect specific learners/children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Learners/children includes everyone under the age of 18.

We help to keep learners/children safe by:

- Providing safe environments, with secure access, where learners/children can learn and develop
- Acting in the best interests of learners/children to protect them online and offline, including when they are receiving remote education
- At the earliest opportunity, identifying learners/children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other learners/children), grooming or exploitation
- Taking timely and appropriate safeguarding action for learners/children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes
- Managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the YMCA Key College / Ykidz website.

The provision website will also have information about how parents/carers/other agencies can contact the designated safeguarding lead and their deputies. There will be posters displayed at the provision outlining who to speak to if you are concerned about a child/ young person in our care.

Safeguarding and child protection policy statement

YMCA Key College / Ykidz operates a whole provision approach and ethos to safeguarding and protecting learners/children. Where safeguarding is concerned, we maintain an attitude of *"it could happen here"*. We recognise that everyone in the YMCA Key College / Ykidz has a role to play to keep learners/children safe; this includes ensuring learners/children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

We ensure that all learners/children are safeguarded while on or off YMCA Key College / Ykidz premises and are proactive about anticipating and managing risks that learners/children face in the wider community and online. To support this, the provision assesses the risks and issues in the wider community when considering the well-being and safety of its learners/children. Due to the context of our YMCA Key College / Ykidz, our learners/children may be at greater risk of Neglect and Emotional Abuse or radicalisation.

To protect our learners/children, we have a Prevent action plan and are part of Operation Encompass. We ensure all our Key College staff receive annual level 3 safeguarding training that is delivered eternally in juxtaposition with internal face to face safeguarding training and annual online Prevent training. Staff also receive annual KCSIE updates each September and complete online protect UK training. All Ykids staff receive regular safeguarding and prevent training through Noodle Now and through key updates. All Colleagues understand how they can identify and recognise the signs of abuse and extremism. All staff and volunteers receive a detailed induction where safeguarding is a key feature. Learners/children are taught how to stay safe and who and where to go to if they are worried. Within Key College talks from the police and other safeguarding bodies is incorporated into learners' timetables. Our provisions also have a strong relationship with the schools we serve and work alongside.

YMCA Key College / Ykidz recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in [Working Together to Safeguard children](#) (2023). As a relevant agency, YMCA Key College / Ykidz understands its role within local safeguarding arrangements and operates in accordance with the [Derby and Derbyshire Safeguarding children multi-agency procedures](#), including the local criteria for action (known as the [Threshold document](#)) and the [Derby and Derbyshire local protocol for assessment and support](#).

To support key multi-agency safeguarding communications we have a dedicated secure safeguarding email address for Key College safeguarding@ymcaderbyshire.org.uk as well as a separate email for YKidz safeguardingYSS@ymcaderbyshire.org.uk both of which are accessible by at least two members of our safeguarding staff and checked daily. An 'out of office' message is operational during other times and on YMCA Key College / Ykidz closure days to advise partner agencies if and how often messages will be checked/responded to and when the provision will reopen. We also have a safeguarding contact sheet which identifies the contact numbers for all members of the safeguarding team. All concerns are reported through and logged within MyConcern.

YMCA Key College / Ykidz is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing Note: [safeguarding provision age children and learning from case reviews](#) and other DDSCP briefing notes relating to learning from reviews or audit located in the multi-agency safeguarding learners/children procedures [document library](#). The provision has links with the local area Early Help Team where they can discuss concerns or seek help for our families. We also work closely with the local authority. Where required, concerns are reported to the LADO. We receive monthly updates from the Derby and Derbyshire Safeguarding Children Partnership and attend relevant training provided by the local authority. We make referrals for Early Help Assessments through social care and maintain regular contact with social workers, participating in TAF and LAC meetings and reviews to ensure appropriate support for the young people in our care.

Context

This policy enables YMCA Key College / Ykidz to carry out our functions to safeguard and promote the welfare of learners/children and must be read alongside key guidance:

- Department for Education's [statutory guidance](#) publications for schools and local authorities, including:
 - [Working Together to Safeguard Children](#) (2023)
 - [Keeping Children Safe in Education](#) (2025)
 - [Designated teacher for looked-after and previously looked-after children](#) (2018)
- [Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty
- [Data Protection Act](#) (2018) and [UK GDPR](#)
- [Prevent Duty Guidance](#) (2023) and [The Prevent duty: safeguarding children and vulnerable to radicalisation](#) (2023)
- [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#)
- [Early Years Foundation Stage Statutory Framework 2025](#)

Safeguarding is not just about protecting learners/children from deliberate harm, neglect, exploitation, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other YMCA Key College / Ykidz and YMCA Derbyshire policies, such as:

YMCA Derbyshire Policies	Key College/YKidz Policies
<p> YMCA Code of Conduct YMCA Whistleblowing Policy YMCA Social Media Policy YMCA Staff Management and Welfare Policy YMCA Complaints Policy YMCA IT, Data Retention, Data Security & Data Protection Policy YMCA Data Sharing Agreements YMCA Safer Recruitment Policy YMCA Cyber Security & Anti-Phishing Policy </p>	<p> YKidz Administering Medication Policy YKidz Arrivals and Departures Policy YKidz Positive Behaviour Management Policy YKidz Bookings and Cancellations Policy YKidz Health and Safety Policy YKidz Missing Children Procedure YKidz Smoking, Vaping, Alcohol & Drugs Policy YKidz Uncollected Children Policy </p> <p> Key College Assessment Internal Quality assurance policy. Key College External visitor and speaker policy Key College IAG policy Key College English and Maths Skills Policy Key College Mentoring Policy Key College Learner behaviour management and anti-bullying policy Key College Learner Support and Welfare policy Key College Learner work experience Policy Key College Mobile Phones and Smart Technology policy Key College Remote learning Policy Key College Teaching, Learning and Assessment Improvement policy </p>

Section 2: What is abuse?

Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or learners/children inflicting harm or by failing to prevent harm. The harm can involve physical, sexual, or emotional abuse, neglect and/or exploitation and can include witnessing the ill treatment of others, such as in all forms domestic abuse. Learners/children can be at risk of abuse inside and outside of their home, in their community, inside and outside YMCA Key College / Ykidz and online.

Safeguarding issues can put learners/children at risk of harm. Behaviours linked to drug taking and/or alcohol misuse, unexplained and/or persistent absences or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that learners/children are at risk. Abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect learners/children from the following risks, which include abuse perpetrated by other learners/children as well as by adults:

- Any concerns that a learner/child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between learners/children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Upskirting¹
- Sexual violence and sexual harassment
- Persistent and/or unexplainable absences from provision
- Substance use – drugs and/or alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and so-called ‘honour-based’ abuse
- Learners/children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to learners/children

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in [Keeping Children Safe in Education](#) (2025).

Section 3: YMCA Key College / Ykidz staff safeguarding roles and responsibilities

Staff induction

Staff and trustees at YMCA Key College / Ykidz will have an induction appropriate to their roles, which will include organisation vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within YMCA Key College / Ykidz which support safeguarding.

All staff will:

- Receive a paper/electronic copy to sign, and read to declare that they have received, read, and understood the following:
 - Those who work directly with learners/children at least Part one of [Keeping Children Safe in Education: for provision and college staff](#) and Annex B: Further information (2025)
 - YMCA Key College / Ykidz leaders, including trustees/proprietors and designated safeguarding leads/deputies all of [Keeping Children Safe in Education](#) (2025)
 - Staff who do not work with learners/children directly at least [Keeping Children Safe in Education: for provision and college staff \(part 1\)](#) (2025) or Annex A Safeguarding information for provision and college staff
 - Key College staff will receive annual level 3 safeguarding training that is delivered eternally in juxtaposition with internal face to face safeguarding training and annual online Prevent training.
 - YKids staff will receive safeguarding training through Noodle Now which is updated annually, including Prevent Duty, child on child abuse and online safety training

¹ Upskirting is taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. This is a criminal offence, see [Voyeurism \(Offences\) Act \(2019\)](#)

- Receive regular safeguarding and child protection updates through annual training, staff development and bulletins
- Know:
 - That safeguarding is everyone's responsibility
 - What to do if a learner/child tells them they are being abused, exploited, or neglected and will be able to reassure learners/children they are being taken seriously, will be supported, and kept safe
 - How to record all concerns and passing these on to the Designated Safeguarding Lead or their deputies
 - What to do if a child shares, produces, or receives a sexual communication, including sharing nudes/semi-nudes
 - What to do if a parent or carer shares any concerns about a child
 - The provision dedicated safeguarding email address -
 - Ykidz/Key College- safeguarding@ymcaderbyshire.org.uk
 - The safeguarding response to learners/children who have unexplainable and/or persistent absences from provision
 - The safeguarding response to child-on-child abuse
 - The early help process for low level and emerging needs and understand their role in it
 - The process for making a referral to local authority adult/children's social care, the statutory assessments that may follow this and the role they may play in such assessments
- Be mindful:
 - That learners/children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain learners/children may face additional barriers to telling
 - That any child may benefit from early help and be alert to the need for early help for some groups of learners/children
 - Of the indicators of abuse, exploitation, and neglect, understand that learners/children can be at risk inside and outside of the provision, in their home, institutional or community setting and online
 - That learners/children can abuse other learners/children, referred to as child-on-child abuse, and the provision policy to prevent and respond to it
 - That learners/children with special education needs, disabilities (SEND) or health issues, particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
 - That in addition to learners/children with SEND or health issues, that some groups of learners/children are potentially at greater risk of harm, including learners/children who need a social worker, learners/children absent or missing from education or who are electively home educated, learners/children requiring mental health support, looked after/previously looked after learners/children and learners/children who are, or may be, lesbian, gay, bisexual, or gender questioning
 - That technology is a significant component in many safeguarding and well-being issues
 - 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
 - That learners/children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
 - Of 'one chance' rule with suspected or actual victims of forced marriage and so called 'honour-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
 - Of the possible indicators, alongside other factors, and contexts, that a child is likely to be susceptible to an extremist ideology
 - Of the indicators which may signal learners/children are at risk from, or involved with, serious violent crime
- Have the skills, knowledge and understanding to keep looked after learners/children and previously looked after learners/children safe

- Discuss/report any concerns they have about a child/learner with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy
- Speak to the designated safeguarding lead or deputy about any concerns about so called ‘honour-based’ abuse, breast ironing, female genital mutilation (FGM)², virginity testing and hymenoplasty³
- Work with the designated safeguarding lead and do everything they can to support social workers to help them carry out a statutory assessment
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, exploitation, and neglect and in promoting learners/children’s welfare, including in relation to their childcare and educational outcomes
- Know how to raise any concerns they have about poor or unsafe practice and potential failures in the provision safeguarding procedures (see YMCA Whistleblowing policy)

Trustees/proprietors and the management of YMCA Key College / Ykidz safeguarding

As outlined in [Keeping Learners/children Safe in Education](#) (2025) the trustees/ proprietors have a strategic leadership responsibility for the YMCA Key College / Ykidz safeguarding arrangements and have the responsibility to ensure that the provision complies with safeguarding duties under legislation. There is a senior board level member who takes leadership responsibility for the establishment’s safeguarding arrangements.

The trustees/proprietors, their senior leadership teams and designated safeguarding lead are aware of and follow local arrangements. This includes understanding and applying the [Threshold document](#) (criteria for action), [Derby and Derbyshire Local Protocol for Assessment and Support](#), [Derby and Derbyshire Child Protection Conference Professional Dissent process](#) and [Dispute Resolution and Escalation protocol](#). Arrangements have been made to set out information sharing processes and principles within YMCA Key College / Ykidz and with local authority learners/children’s social care, safeguarding partners (Derby and Derbyshire Safeguarding Learners/children Partnership/DDSCP) and other agencies. The provision will supply information as requested by the DDSCP which enables and assists partners to perform their functions to safeguard and promote the welfare of learners/children in their area, including information related to local and national child safeguarding practice reviews.

Trustees exercise strategic oversight of all aspects of safeguarding in YMCA Key College / Ykidz and this is a standing item at all trustee meetings and recorded in minutes. To support this an annual safeguarding audit is undertaken to ensure the effectiveness of safeguarding policies and processes. Safeguarding is also a routine agenda item within management meetings as well as staff meetings and one to ones.

Head of Key College & Head of Early Years and Childcare Development

The YMCA Key College / Ykidz’s Head of Key College and Head of Early Years and Childcare Development will ensure that the policies and procedures, adopted by their trustees and proprietors, are understood, and followed by all staff. This includes working with the designated safeguarding lead, their deputy, and other senior leaders, to ensure that sufficient time, training and resources are allocated to enable the DSL/DDSLs to fulfil their responsibilities and to ensure that the effectiveness of safeguarding within the provision and ensuring that childcare and educational outcomes of learners/children who have or have had a social worker are promoted. This also includes working with the DSL/DDSLs to ensure child’s safety and welfare is addressed through the curriculum at all stages of development.

Designated safeguarding lead and deputy designated safeguarding leads

A member of the leadership team is appointed to the role of designated safeguarding lead. They take a lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

² There is a specific [legal duty](#) on teachers to report acts of FGM on girls under 18 to the police

³ It is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK; see multi-agency [guidance](#) for more information

The designated safeguarding lead co-ordinates the setting's safeguarding and child protection arrangements. They provide advice and support to other staff on child welfare, safeguarding and child protection matters, including Operation Encompass notifications, take part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of learners/children.

The establishment also has a deputy designated safeguarding lead to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead.

The designated safeguarding lead actively liaises with other provision staff with safeguarding responsibilities on matters of safety and safeguarding to ensure safeguarding and promoting learners/children's well-being are effective.

The designated safeguarding lead or a deputy is always available during YMCA Key College / Ykidz opening hours for the staff in the provision to discuss any safeguarding concerns. This includes non-term time. Staff are aware who to contact and how when the provision is out of hours. There are also DSL/DDSLs across YMCA Derbyshire who can support if needed.

More information about the role and responsibilities of the designated safeguarding lead can be found in [Keeping Children Safe in Education](#) (2025) Annex C: Role of the designated safeguarding lead.

Safeguarding training

The DSL and DDSLs and Lead Trustee for safeguarding will complete Level 4/Level 5 training to meet the needs of the role every 2 years.

In addition to the safeguarding training at induction, all staff and trustees will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated⁴. They also receive training on the Prevent Duty, child-on-child abuse, private fostering and online safety training (which includes effective responses to sharing nudes/semi-nudes and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

The trustees' safeguarding training and updates will enable them to have the knowledge to provide strategic challenge to test and assure themselves that safeguarding processes and procedures are effective and robust. They will ensure that a whole YMCA Key College / Ykidz approach to safeguarding is in place.

All staff and trustees will also receive regular safeguarding and child protection (including online safety) updates at least annually. This will help provide them with an awareness of safeguarding issues that can put learners/children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard learners/children effectively.

Those involved with the recruitment and employment of staff to work with learners/children will have completed safer recruitment training.

Section 4: Key safeguarding contacts

YMCA Key College / Ykidz staff with specific safeguarding responsibilities

⁴ See DDSCP multi-agency training pathway on the [training page](#) of www.ddscp.org.uk

Safeguarding Role	Name and Role	Provision contact details
Designated Safeguarding Lead	Rebecca Lauder – Key College Manager	Rebecca.Lauder@ymcaderbyshire.org.uk 07590452826 / 01332854646
	Kimberley Newton- Key College Manager	Kimberley.Newton@ymcaderbyshire.org.uk 07851252068 / 01159443226
YMCA Derbyshire Designated Safeguarding Lead for YKidz	Angelina Brett	angelina.brett@ymcaderbyshire.org.uk 01332 372245 / 07715243469
YMCA Derbyshire Designated Safeguarding Lead for Key College	Rebecca Lauder	Rebecca.Lauder@ymcaderbyshire.org.uk 07590452826/ 01332854646
Senior Leader(s) available for contact in the absence of the designated safeguarding lead	Angelina Brett	angelina.brett@ymcaderbyshire.org.uk 01332 372245 / 07715243469
	Gary Lambert-Head of Training & Education	Gary.Lambert@ymcaderbyshire.org.uk 07525984375
Deputy Designated Safeguarding Lead	Kimberley Newton- Key College Manager	Kimberley.Newton@ymcaderbyshire.org.uk 07851252068 / 01159443226
Other staff with safeguarding responsibilities	All staff	01332 372245
Person responsible for attendance	Centre managers: Rebecca Lauder Kimberley Newton Mike Smith Jen Geerjanan	Rebecca.Lauder@ymcaderbyshire.org.uk 07590452826/ 01332854646 Kimberley.Newton@ymcaderbyshire.org.uk 07851252068 / 01159443226 jen.geerjanan@ymcaderbyshire.org.uk 07523 906982 Michael.Smith@ymcaderbyshire.org.uk 07590452827
SENCo	Jennifer Geerjanan- Inclusion and SEND Manager	jen.geerjanan@ymcaderbyshire.org.uk 07523 906982
Designated Safeguarding Trustee	Helen Smith	01332 372245
	Sue Bradley	07875865528
Designated Teacher for Looked After/ previously Looked After learners/children		
Senior Lead for Mental Health and Well-being	Kimberley Newton- Key College Manager	Kimberley.Newton@ymcaderbyshire.org.uk 07851252068 / 01159443226
Trustee for Mental Health and Well-being	TBC	

Other Key Local Safeguarding Contacts

	Derby	Derbyshire
Early Help and Early Help Advice	<ul style="list-style-type: none"> Derby City Family Hubs and Early Help Early Help Advisors, see Safeguarding Learners/children Procedures Contacts, advice and further information 	<ul style="list-style-type: none"> For advice contact Starting Point Consultation and Advice Service for Professionals via 01629 535353 Early Help Development Team vcm1and5@derby.gov.uk DDSCP Derbyshire's Family Help Service
Targeted Early Help requests	Locality Vulnerable Children Meeting (VCM) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Based Single Point of Access (SPA) Clerks	Requests for support from professionals should be made via the online request for support unless a child is at risk of Significant Harm
Speak to a Social Worker for thresholds advice and consultation	Children's Services Professional Consultation Line 07812 300329	Starting Point Consultation and Advice Service for Professionals 01629 535353
Referrals to Local Authority Learners/learners/learners/learners/learners/learners/learners/learners/children's Social Care	<p>Initial Response Team Urgent: 01332 641172 or out of hours via Careline 01332 956606 Non urgent: Derby children's Social Care Online Referral system</p>	<p>Starting Point Urgent: 01629 533 190 Non urgent: Starting Point online</p>
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral form Email: CPMduty@derby.gov.uk	Derby and Derbyshire LADO referral form Email: professional.allegations@derbyshire.gov.uk
Derbyshire Police	<ul style="list-style-type: none"> 999 for emergencies or 101 for non-emergencies Mandatory reporting of Female Genital Mutilation (FGM) via 101 YMCA Key College / Ykidz – Police/Safer neighbourhood team 	
Prevent (radicalisation and extremism)	<ul style="list-style-type: none"> Local Authority Prevent Team: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk Derby - Prevent@derby.gov.uk or Sally Siner, on 07765 222032 or sally.siner@derby.gov.uk Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. Prevent/Channel referral form report extremism in education 	
Learners/children absent from education	<ul style="list-style-type: none"> Karen Whetton-EWO karen.whetton@derby.gov.uk Derby Education Welfare Service (EWS) Elective home education (EHE) Learners/childrenmissing education (CME) 	<ul style="list-style-type: none"> Derbyshire Education Welfare Services Elective home education (EHE) Learners/childrenmissing education (CME) See Learners/childrenmissing from education for further information
Virtual Provision for Looked After Learners/learners/learners/learners/learners/learners/learners/children	<ul style="list-style-type: none"> Virtual Provision Head - 07812 301044 or graeme.ferguson@derby.gov.uk Specialist Education Support Officer for LAC 	<ul style="list-style-type: none"> Helen Moxon, interim virtual provision headteacher 01629 538028 virtualprovision@derbyshire.gov.uk Specialist Education Support Officer for LAC or other role

	Derby	Derbyshire
Public Health Nurse/other health contact/s	<ul style="list-style-type: none"> dmh-tr.ChildFamily-Derby@nhs.net. Or call 0300 1234586 option 1. ChatHealth 07507 327754 - Text service for parents CHatHealth -07507 327104. – Text service for 11 – 16 year olds 	
Emotional Health and Well-being Services	emotional well-being and mental health services , Mental Health Support Teams and Derby/South Derbyshire Derby and Derbyshire Mental Health Pathway Guidance	
Domestic Abuse	<ul style="list-style-type: none"> Safer Derby City Derbyshire constabulary - information and advice about domestic abuse webpages 	<ul style="list-style-type: none"> Safer Derbyshire domestic abuse webpage Derbyshire constabulary - information and advice about domestic abuse webpages
Harmful Sexual Behaviour Service	Harmful Sexual Behaviour Service Action for Children Pathway Programme Service for harmful sexual behaviours. Please note this service is for children in Derbyshire who are living with their birth family. pathwayservice@actionforchildren.org.uk	
Cyberchoices	For learners/children at risk of being drawn into cybercrime via East Midlands Cyber Secure	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	<i>(See relevant District council website)</i>

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect learners/children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: <ul style="list-style-type: none"> Text 88858 0808 800 5000 help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for learners/children and young people who've experienced abuse at provision, and for worried adults and professionals who need support and guidance including for non-recent abuse: <ul style="list-style-type: none"> 0800 136 663 help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: <ul style="list-style-type: none"> 0800 028 0285 help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with learners/children and young people in the UK with any online safety issues they may face themselves or with learners/children in their care: <ul style="list-style-type: none"> 0844 381 4772 helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
Operation Encompass	Information, resources and eLearning for schools

Organisation	Description and contact details
Report harmful online content	<ul style="list-style-type: none"> • UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism
Report Abuse in Education helpline	<ul style="list-style-type: none"> • Young people who have experienced abuse at provision and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	<ul style="list-style-type: none"> • SWGfL Harmful Sexual Behaviour Support Service for the learners/children’s workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child’s sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support.

Section 5: Ensuring a safe environment for all learners/children

Our YMCA Key College / Ykidz provides a safe environment where learners/children can learn and develop. This is an essential part of our whole YMCA Key College / Ykidz approach to safeguarding which incorporates a culture of vigilance where learners/children's welfare is promoted, timely and appropriate safeguarding action is taken for learners/children who need extra help or who may be suffering, or likely to suffer harm.

The provision environment is safe and secure and protects our learners/children from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners/children sense of being valued.

Vulnerable learners/children

We recognise that some learners/children will be at an increased risk of neglect and abuse, particularly those with a social worker, Early Help practitioner, those with SEND, certain health conditions or a disability. Many factors can contribute to an increased risk, including, prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happened, or who have a high level of tolerance in respect of neglect.

We recognise other factors can also increase a child's vulnerability to abuse, exploitation or neglect such as:

- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) use, adult mental health issues and domestic abuse
- Affected by parents/carers misusing drugs and/or alcohol
- Being an asylum seeker/refugee
- Being from our new communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Affected by parents' mental health needs
- Young carers
- Affected by parents' being involved in anti-social behaviour, violent crime or hate crime
- Affected by parents' involvement in radicalisation or exploitation
- Not speaking or not having English as a first language
- Being involved in the court system
- Learners/children affected by parental offending or with family members in prison

We also recognise that some learners/children are potentially at greater risk of harm, in particular:

- **Learners/children who need a social worker (Child in Need and Child Protection Plans).** As a matter of routine, the designated safeguarding lead will hold and use the information that the learner/child has a social worker to ensure that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. In addition, the YMCA Key College / Ykidz will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of learners/children with a social worker.
- **Learners/children who are absent from our provision.** YMCA Key College / Ykidz proactively manages and take steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all our learners/children and is everyone's responsibility in provision. For Key College see learner support and welfare policy.

YMCA Key College / Ykidz response to learners/children who are absent from education, particularly on repeat occasions and/or prolonged periods, supports identifying a range of safeguarding issues, abuse, exploitation, and neglect; it also helps prevent the risk of absent learners/children becoming a child missing education in the future. This includes when problems are first emerging but also where learners/children are already known to local authority learners/children's social care and need a social worker, where being absent from provision/education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify learners/children that require support with their attendance and put effective strategies in place. This includes:

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.
- Sharing information and work collaboratively with other organisations, professionals, colleges, schools, or nurseries in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.
- Implementing a robust process for monitoring attendance and ensuring this is clearly communicated to parents/carers and with the learner themselves.
- Always seeking to support/challenge to ensure parents/carers understand the importance of provision attendance.

YMCA Key College / Ykidz also recognises that when learners/children are not in provision, such as when a child is on reduced hours or timetable, they miss the protection and opportunities that education can provide and can become more vulnerable to harm. Learners/children who have a social worker, including looked-after learners/children, and previously looked-after learners/children, are especially vulnerable. YMCA Key College / Ykidz proactively supports learners/children in the provision environment and decision-making processes about reduced timetables and operate in the best interest of learners/children as outlined in local and national guidance.

For learners/children who, for a variety of reasons, find it difficult to regulate their behaviour or be in the provision environment, we work closely with the family and external agencies to ensure a personalised approach to meet their needs where appropriate and to be in provision as much as possible. Meetings are held regularly with parents and other agencies involved.

- **Learners/children who require mental health support.** YMCA Key College / Ykidz has an important role to play in supporting the well-being and mental health of our learners/children. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We seek advice from external agencies where appropriate.
- **Looked after learners/children and previously looked after learners/children.** YMCA Key College / Ykidz ensures that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:
 - Details of the child's social worker, and
 - The name and contact details of the relevant support officer in the authority that looks after the child
 - The name of the Personal Advisor appointed to support a child who has left care

When dealing with looked after learners/children and previously looked after learners/children, the provision will work with all local authority learners/children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these learners/children, who are a particularly vulnerable group.
- **Learners/children with special educational needs and disabilities (SEND) or health issues.** The provision recognises that these learners/children may face extra safeguarding challenges both online and offline. Additional barriers can also exist when recognising abuse, neglect, and exploitation. The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental

conditions such as autism or certain medical or physical health conditions. The provision will consider extra pastoral support and attention for these learners/children, along with ensuring any appropriate support for communication is in place.

- **Learners/children who are, or may be, lesbian, gay, bisexual, or gender questioning.** The YMCA Key College / Ykidz will take steps to reduce the additional barriers these learners/children face and create a culture where they can speak out or share their concerns with staff.

- **Private fostering**

In addition to the above the YMCA Key College / Ykidz recognises the additional vulnerability of learners/children in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. When such arrangements come to our attention, we will notify the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Learners/children (Private Arrangements for Fostering) Regulations 2005 and made in writing. See statutory guidance [Learners/children Act 1989: private fostering](#).

We can offer further support to our families by ensuring YMCA Key College / Ykidz is a place of welcome, where trust continues to be built for families to express any needs or concerns that can be acted upon quickly for the needs of the learners/children. Families can access further support through Early Help Assessment, sign posting to DCC services such as ESOL Classes (English for speakers of other languages), early support groups and Derby City Family Hubs. (We need to add in Additional family support here).

Teaching safeguarding

YMCA Key College / Ykidz’s core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the provision and our preventative education forms part of our approach to prepare our learners/children for life in modern Britain. We are committed to offering our learners/children age and developmentally appropriate education to ensure that learners/children are aware of personal safety, safeguarding risks, recognise when they are at risk and how and where to get help if they need it. Our approach is responsive to contextual, local, and national data, issues, and trends to ensure it is meeting the challenges that learners/children are facing. We recognise the new safeguarding risks caused by rapid technological developments and the need to support and educate learners/children about these. YMCA Key College / Ykidz is sensitive to our learners/children’s circumstances and recognises teaching will need to be tailored to the specific needs and vulnerabilities of individual learners/children, including those who have been victims of abuse and learners/children with special educational needs and disabilities.

The following areas are addressed within our curriculum:

- Bullying, including online
- Online safety
- Road, fire and water safety
- Physical health and well being
- Emotional wellbeing
- Relationships – families, caring/respectful friendships, respectful/healthy offline/online relationships, being and staying safe
- Personal safety – safe touch, kind hands, personal hygiene etc.

Online safety

Online safety and protecting learners/children from potentially harmful and inappropriate online material forms part of the whole provision approach to safeguarding. YMCA Key College / Ykidz has filtering and monitoring systems in place which include:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet safeguarding needs

YMCA Key College / Ykidz protects and educates learners/children and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

We follow the UK Council for Internet Safety Considerations that outline how content, contact and conduct could be addressed to protect and educate learners/children and staff.

The YMCA Mobile device policy incorporates the use of mobile and smart technology (see Key College mobile phone and smart technology policy). Security protection procedures through Cyber Essentials and Smoothwall & Senso Cloud are in place in order to safeguard the systems, staff and learners/children, and we review the effectiveness of these procedures to keep up with ever evolving cyber-crime technologies. The provision is also in regular communication with parents and carers and uses these communications to reinforce online safety.

To ensure that online safety is effective, especially as technology and the associated risks and harms evolve and change, YMCA Key College / Ykidz undertakes an annual review of our approach to online safety.

YMCA colleagues will not connect/engage with learners, young people, parents, or carers through any social media channels before, during or after a young person has engaged with any YMCA Provision. Where a pre-existing relationship exists, they must inform their line manager as soon as possible. Colleagues will not use personal devices during contact sessions. For YMCA Key College colleagues only, written permission can be given by the centre manager/head of service/director, in emergency circumstances. Colleagues will only use personal mobile devices in staff-only areas such as staff offices and break rooms or off site.

Systems for learners/children to report concerns and abuse

YMCA Key College / Ykidz recognises the importance of ensuring that all learners/children feel heard and understood. We have a culture of listening to learners/children and taking account of their wishes and feelings in any measures we may put in place to protect them. Whenever there are any concerns, the child's/learner's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

We understand the difficulties that learners/children may have in approaching staff about their circumstances and any concerns they may have. Some learners/children may feel unable to report their concerns or abuse, others may have additional barriers to telling someone or may not recognise what is happening is abusive.

YMCA Key College / Ykidz has an open and accepting attitude towards learners/children and promotes a positive and supportive environment as part of our responsibility for pastoral care. Our ethos promotes trusted relationships between learners/children and all staff which supports learners/children to tell staff about any concerns they may have.

learners/children, parents/carers, and all staff are free to talk about any concerns and see YMCA Key College / Ykidz as a safe place. Many learners/children can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the potential need for early help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take.

YMCA Key College / Ykidz has systems in place for learners/children to confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously.

Working with parents and carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of learners/children.

YMCA Key College / Ykidz will ensure that:

- We work with parents positively, openly, and honestly
- Parents are encouraged to discuss their issues or concerns about safety and welfare of learners/children, including any worries about a child’s emotional well-being or mental health. They will be listened to and taken seriously
- Parents/carers are aware there is safeguarding approach to ensure that learners/children are kept safe and well, and that Ykidz is part of Operation Encompass (Stopping Domestic Abuse Together/ SDAT)
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal), child-on-child abuse, emotional well-being/mental health, online safety, including sharing nudes and semi-nudes, harmful sexual behaviour, and terrorist/extremist material. We will also outline the support available to keep learners/children safe within YMCA Key College / Ykidz, locally and nationally
- Up to date and accurate information is kept about learners/children
 - names and contact persons with whom the child normally lives
 - those with parental responsibility
 - where reasonably possible, we hold more than one emergency contact number
 - if different from above, those authorised to collect the child from the setting
 - name and contact details of GP
 - any relevant court orders or any other factors which may impact on the safety and welfare of the child
- Information about our learners/children given to us by learners/children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child
- It is made clear to parents and carers that YMCA Key College / Ykidz has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the provision, or partner agencies. These will be kept securely, kept apart from the main child record and only accessible to key members of staff. Copies of these records will be securely sent to any education provider to which the child transfers and a confirmation of receipt obtained
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

Section 6: Responding to concerns about a child’s welfare

Key points to remember for any member of staff, volunteers or visitors whenever they have any concerns about a child’s/ learner’s welfare:

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will share information that might be critical to keeping a child safe. Early information sharing is vital in keeping learners/children safe, whether this is when problems first emerge, or when a child is already known to local authority learners/children’s social care
- Report your concern, including any possible [private fostering](#) arrangements, to the designated safeguarding lead or their deputy as soon as you can and by the end of the day at the latest.
- If you are unsure speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the provision that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family

- As soon as you are able, complete a record of the concerns on MyConcern with the DSL/DDSL. This should be on the same day and before the child is due to leave the provision premises
- Seek support for yourself if you are distressed or upset by what you have heard or seen

Staff must always **immediately** inform the designated safeguarding lead or their deputy if there are any:

- Concerns that a child is presenting signs or symptoms of abuse, exploitation, or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item⁵ or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in provision attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to learners/children is living in a household with learners/children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so-called ‘honour-based’ abuse, including forced marriage, marriage, or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

There will also be occasions when you suspect that a child/learner may be at risk, but you have no ‘real’ evidence or that the child may need support with their mental health. The child’s/learner’s behaviour, play and or appearance may have changed, their attendance at provision may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child/learner the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

It is not the responsibility of YMCA Key College / Ykidz staff to determine the truth of any disclosure or allegation; this is the responsibility of local authority, police, or learners/children's social care. **All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.**

Ensure you record these early concerns using MyConcern

Remember: If you are unsure, you should always have a discussion with the designated safeguarding lead or their deputy

If information is disclosed to you

⁵ Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner). *(See behaviour policies for Key College and YKids)*

It takes a lot of courage for a learner, child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem, blamed or ashamed for making a report. Reports, particularly those about sexual violence and harassment, if possible, should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases.

If a learner/child or adult talks to you about any risks to a child's safety or well-being you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the learner/child (or their parent/carer):

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child (or their parent/carer) may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Do not be afraid of silences – remember how hard this must be for the child or adult
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- At an appropriate time tell the child or adult that to help them you must pass the information on
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused
- Tell the learner/child or adult what will happen next. The learner/child or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day
- Report verbally to the designated safeguarding lead
- Write up your conversation as soon as possible and inform the designated safeguarding lead
- Seek support if you feel distressed. This may be sometime after the disclosure

Role of the designated safeguarding lead and their deputy

Whenever the designated safeguarding lead or their deputy receives information regarding concerns about a learner/child, including via police domestic abuse notifications via Operation Encompass they will:

- Review information received and assess if any urgent actions are needed
- Assess any urgent medical needs of the child/learner
- Check what is known about the learner/child when they arrived (or not) at provision, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority learners/children's services
- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant provision staff who have a specific need to know i.e., class/form teacher and relevant support staff
- Where appropriate use relevant national, local, and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
 - YMCA Key College / Ykidz-based records, assessments, and chronologies, including any contextual factors/placed based risks
 - DDSCP multi-agency guidance, tools and briefing notes which cover a broad range of safeguarding issues, see DDSCP safeguarding learners/children procedures and [documents library](#)

- National guidance and assessment tools e.g. [Stop it now](#) (sexual behaviours), [Contextual safeguarding](#) tools, [Sharing nudes and semi-nudes: advice for education settings working with learners/children and young people \(2024\)](#)
- Not directly approaching a child or parent/carer about an incident when the provision have received a domestic abuse notification and instead make general enquiries with the child about how they are
- Following the [Derby and Derbyshire Safeguarding Learners/children Procedures](#) and using the DDSCP [Threshold document](#) to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via YMCA Key College / Ykidz pastoral systems, early help assessment and referral to statutory services such as local authority learners/children's services
- Considering whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm, see below
- If unsure about the action to take, including if a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency
- If the concerns are about radicalisation or violent extremism, contacting the local authority Prevent team for advice and where appropriate making a referral to the police Prevent Team
- Where the child has complex needs or where there are child protection concerns, referring as appropriate to Local Authority learners/children's Services providing a copy of the early help assessment, action plan and any other relevant assessments
- Notify the appropriate Local Authority learners/children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Learners/children (Private Arrangements for Fostering) Regulations 2005 and made in writing⁶
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment
- In all cases where learners/children are believed to be at risk of exploitation, complete and submit an [Information Sharing Form for Professionals - Operation Liberty](#) to raise concerns and share information

Notifying parents/carers

YMCA Key College / Ykidz will normally seek to discuss any needs or concerns about a child with their parents or carers. Where an early help assessment would benefit the learner/child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the designated safeguarding lead or deputy will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children's social care.

Pastoral/provision-based support

In all cases the provision will consider what support could be offered within the setting via pastoral support processes. This can be daily/weekly well-being checks or direct 1:1 work. Pastoral support will be kept under constant review to ensure that it is effective.

Early help support and assessment (emerging needs)

Where a learner/child is likely to require co-ordinated support from a range of early help services, or where there are concerns for a learners/child's well-being or needs are not clear, not known or not being met, the designated safeguarding lead or their deputy will support the completion of an early help assessment (EHA) and if needed, co-ordinate a team around the family (TAF).

Whenever a learner/child and their family are supported via an early help assessment, YMCA Key College / Ykidz will keep this under constant review and should the child's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services.

⁶ See statutory guidance [Learners/learners/learners/learners/learners/learners/learners/learners/children Act 1989: private fostering](#)

For more information about the early help assessment process see Derby and Derbyshire Safeguarding children; [Providing early help](#) procedure.

Referral to local authority children’s social care (intensive and specialist support)

Concerns about a child’s welfare will be referred to local authority children’s social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding children; [Making a referral to Learners/learners/learners/learners/learners/learners/learners/learners/children’s Social Care](#) procedure.

If at any point there is a risk of immediate serious harm to a child, an immediate referral should be made to local authority children’s social care and/or if appropriate, the police

Anybody can make the referral

Where it is believed that there are urgent child protection concerns, the designated safeguarding lead or deputy will make a referral to local authority learners/children’s social care by phone and follow this up in ‘writing’ via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn’t been taken, any staff member can refer their concerns directly to local authority children’s social care; however, they should inform the designated safeguarding lead or deputy as soon as possible.

Female genital mutilation (FGM)

If the referral is about a ‘known’ case of female genital mutilation (FGM), in addition to a referral to local authority children’s social care, the individual teacher also has a mandatory reporting duty; see [Mandatory Reporting of Female Genital Mutilation; procedural information](#) (2015). Under this duty, ‘known’ cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to local authority children’s social care and the professional who identifies FGM and/or receives the disclosure should make the report by the close of the next working day.

Action following referral

The designated safeguarding lead, their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases YMCA Key College / Ykidz will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children’s social care should make a decision within one working day of the referral being made about what course of action they are taking and let the provision know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference.
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate [Derby and Derbyshire Child Protection Conference Professional Dissent Process](#)
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the provision or if there are unexplained absences from provision, immediately inform the child’s social worker/key worker in local authority children’s social care

- If after the referral the child’s situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child’s situation improves. See Derby and Derbyshire [Multi-Agency Dispute Resolution and Escalation Policy](#)

Confidentiality and sharing information

YMCA Key College / Ykidz recognises the importance of information sharing between themselves and local agencies to effectively safeguard our learners/children. The setting operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024), Information Commissioner’s Office [A 10 step guide to sharing information to safeguard children](#) (2023) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

All staff will be mindful of the seven golden rules to sharing information and [Data Protection Act](#) (2018) and [UK General Data Protection Regulation](#) (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping learners/children safe and promoting their welfare.

Provision staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children’s social care.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of learners/children

All information sharing outside of ‘business as usual’, should be recorded on the appropriate logs

Staff should only discuss concerns with the designated safeguarding lead or deputy (or the most senior person on the premises if they are unavailable), head or chair of governors/trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children’s social care under alternative, appropriate, lawful basis⁷. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Record keeping

All concerns, discussions and decisions made, including the rationale for those decisions, should be recorded in writing using the provision’s agreed processes. This includes instances where referrals were or were not made to another agency, such as local authority children’s social care or the Prevent programme etc. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputy.

Records of concerns documentation, referrals and other written safeguarding information are kept on Myconcern separate from the learners educational files.

Records will include:

- A clear and comprehensive summary of the concern

⁷ See [Information Sharing Advice for practitioners providing safeguarding services for learners/learners/learners/learners/learners/learners/learners/learners/children, young people, parents and carers](#), Why data protection legislation does not prevent information sharing, pages 9 -11

- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made

When a learner/child leaves the provision, the designated safeguarding lead will ensure a copy of these records will be sent securely as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term) to provision/school or other education setting to which the child transfers and a confirmation of receipt obtained. The file transfer will be separate to the main pupil file. This will allow the new provider to continue supporting the learner/child and have the support in place for when the learner/child arrives. **Where a safeguarding file has been automatically transferred, a copy of the receipt will be printed out, dated and signed. This is stored securely.**

The designated safeguarding lead will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving e.g. learners/children who have or who have had a social worker and those receiving support through the Channel programme.

The designated safeguarding lead and their deputies will be informed when a child’s safeguarding/child protection file is received.

Support for those involved in a safeguarding/child protection issue

Child neglect, abuse and exploitation are devastating for learners/children and can also result in distress and anxiety for staff who become involved. We will support the learners/children and their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Nominating a ‘case manager’ where a member of staff is the subject of an allegation made by a child
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- Co-operating fully with relevant statutory agencies

Section 7: Child-on-child abuse, including sexual violence and harassment

All staff working in or on behalf of the YMCA Key College / Ykidz maintain an attitude of ‘*it could happen here*’ – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputy

YMCA Key College / Ykidz recognises that learners/children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners/children. [DDSCP Child-on-Child Abuse Strategy](#)

The setting will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of YMCA Key College / Ykidz and / or online. In addition, we also recognise that learners/children

who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

What is child-on-child abuse?

- [Keeping Learners/children Safe in Education](#) (2025) defines child-on-child abuse as most likely to include but not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - Abuse within intimate personal relationships between learners/children (sometimes known as ‘teenage relationship abuse’)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos
 - Upskirting⁸, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum, and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two learners/children or through a group of learners/children abusing a single child or group of learners/children
- Sometimes vulnerable learners/children are targeted. For example:
 - Those living with domestic abuse or with intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling, or friend
 - Black and minority ethnic learners/children are under identified as victims but are over identified as perpetrators
 - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
 - Evidence also shows that learners/children with disabilities, and lesbian, gay, bisexual, or gender questioning learners/children are at greater risk
- It is influenced by the nature of the environments in which learners/children/young people spend their time - home, provision, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

⁸ [The Voyeurism \(Offences\) Act \(2019\)](#) – upskirting is a criminal offence and anyone of any gender can be a victim

There is a whole provision approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole provision approach to safeguarding. YMCA Key College / Ykidz will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners/children for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of YMCA Key College / Ykidz life.

YMCA Key College / Ykidz provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where learners/children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education and online safety, and other curriculum opportunities. This may include targeted work with learners/children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of *'it could happen here'* and all inappropriate behaviour will be addressed.

The setting deals with a wide continuum of learners/children's behaviour on a day-to-day basis and most cases will be dealt with via provision-based processes.

Systems for learners/children to report abuse

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that learners/children may not find it easy to tell staff about the abuse, that certain learners/children may have additional barriers to telling someone and learners/children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or deputy

Action on concerns

Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the provision will be treated just as seriously as that which has occurred within the education environment.

Staff must discuss the concerns and seek advice from the designated safeguarding lead.

When an allegation is made by a child against another child, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow the process outlined in Section 6. Responding to concerns about a child's welfare.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or

attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other learners/children /or adults involved? Has a crime been committed and/or have any harmful sexual behaviours been displayed?

- What is the child’s age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the learners/children involved? Do they live in the same household or setting, attend the same provision, classes, or transport?
- What are the relative chronological and developmental ages of the learners/children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g., other learners/children in provision, adult students, provision staff, in the child’s household (particularly siblings or other learners/children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other learners/children involved/impacted. Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any situations they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on the premises (including any before or after provision activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared rooms, the provision premises and transport should be considered immediately.

All decisions will be made in the best interests of the learners/children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority learners/children’s social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate, such as:

- [Keeping Learners/children Safe in Education](#) (2025) part five
- [Sharing nudes and semi-nudes: advice for education settings working with learners/children and young people](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)
- [DDSCP Safeguarding Learners/children Procedures](#), in particular Learners/children who present a risk of harm to others and Safeguarding learners/children from online harms procedures <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the designated safeguarding lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The alleged perpetrator/s
- All the other learners/children (and if appropriate adult students and staff) at the provision especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever local authority children’s social care and/or the police are involved, YMCA Key College / Ykidz will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded in the child’s safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans recorded in writing.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children’s social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children’s social care as outlined in the Derby and Derbyshire multi-agency safeguarding [procedures](#), in particular [Learners/children who Present a Risk of Harm to Others](#) and [Safeguarding learners/children from online harms](#) procedures.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other learners/children and staff. See Section 6. Responding to concerns about a child’s welfare - record keeping.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children’s social care and where appropriate, the police

Section 8: Safer recruitment and selection of staff

YMCA Key College / Ykidz uses best practice and has adopted robust recruitment procedures as outlined in [Keeping Children Safe in Education](#) (2025) to deter and prevent people who are not suitable to work with learners/children from applying, securing employment or volunteering opportunities in the provision. We apply all appropriate measures for our staff, including volunteers, agency, and third-party staff (supply staff), trustees, and contractors. This forms a vital part of the whole YMCA Key College / Ykidz approach to safeguarding and is an essential part of creating a safe environment for our learners/children.

Those involved with the recruitment and employment of our staff have received appropriate safer recruitment training and at least one person who conducts an interview has completed safer recruitment training.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding learners/children at every stage of the process from advertising, job descriptions/person specifications, application forms, shortlisting, employment history and references, selection, and pre-appointment vetting checks.

Everyone who works in YMCA Key College / Ykidz, including volunteers and provision trustees will have appropriate Disclosure and Barring (DBS) and relevant qualifications. Trustees/managers will also require section 128 checks.

Other checks that may be necessary for staff, volunteers, and others:

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff in YMCA Key College / Ykidz and further checks deemed appropriate to ensure suitability

- **Agency and third-party staff (supply staff)** - the provision will obtain written notification from any agency or third-party organisation provider that they have carried out checks on an individual who will be working at the provision that we would otherwise perform.
- **Contractors** - where YMCA Key College / Ykidz uses contractors to provide services the contact will set out their safeguarding requirements.
- **Volunteers** - YMCA Key College / Ykidz will ensure volunteers are appropriately supervised as outlined in [statutory guidance](#) on supervising the activities of workers and volunteers with learners/children. In addition, risk assessments will be undertaken, and professional judgment/ experience used when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity. The details of the risk assessment will be recorded.

YMCA Key College / Ykidz maintains a single central record of pre-appointment checks consistent with [Keeping Learners/children Safe in Education \(2025\)](#).

See the YMCA recruitment and selection policy.

Visitors

YMCA Key College / Ykidz premises provide a safe learning environment with secure access. We recognise there are different types of visitors, those in a professional capacity, learners/children’s relatives or others visiting for provision activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.

We recognise the importance of allowing access for local authority learners/children’s social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. All visitors, unless they have a YMCA lanyard will be issued a red visitor lanyard.

External speakers/visitors

YMCA Key College / Ykidz may ask external speakers or visitors to work with learners/children or provide assemblies on subjects such as online safety, relationships/relationships and health education. On these occasions there will be an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor. Within Key College an external visitor speaker requests form must be completed and signed off by the centre manager and a member of the designated safeguarding team prior to any visit taking place. When on site all visitors and external speakers will be always supervised, with use of personal mobile phones prohibited.

Use of YMCA Key College / Ykidz premises for non-YMCA Key College / Ykidz activities

Our YMCA Key College / Ykidz safeguarding arrangements will apply to all activities provided by the provision under the direct supervision of our staff. Where activities are provided by another body, the trustees/proprietor will seek assurance that the provider has appropriate safeguarding/child protection policies and procedures in place. This includes arrangements to liaise with the provision where appropriate. This applies regardless of whether or not the learners/children who attend any of these services or activities are learners/children on the provision roll/attend the college.

Section 9: What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within the provision

As part of our whole YMCA Key College / Ykidz approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of learners/children.

All concerns and or allegations about adults working in or on behalf of YMCA Key College / Ykidz will be reported, recorded, and dealt with promptly and appropriately.

This includes whenever YMCA Key College / Ykidz receives an allegation relating to an incident that happened when an individual or organisation was using their provision premises for the purposes of running activities for learners/learners/learners/learners/learners/learners/learners/learners/children.

By doing so everyone in the YMCA Key College / Ykidz will:

- Create and embed a culture of openness, trust, and transparency
- Help to identify concerning, problematic, or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that YMCA Key College / Ykidz staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the provision

The YMCA Key College / Ykidz recognise there are two levels of allegation/concern

1. Allegations that **may** meet the harms threshold
2. Allegations/concerns that **do not** meet the harms threshold, also known as ‘low level concerns’

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Learners/children [Allegations against Staff, Carers and Volunteers](#) procedure.

1. Allegations that may meet the harms threshold

This is where an allegation might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with learners/children in a provision. Where it is alleged that anyone working in the establishment, including supply staff, contractors and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a learner/child and/or;
- Possibly committed a criminal offence against or related to a learner/child and/or;
- Behaved towards a child or learners/children in a way that indicates he or she may pose a risk of harm to learners/children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with learners/children.

This includes any behaviour that may have happened outside YMCA Key College / Ykidz and is known as transferable risk.

If you have concerns about another staff member

Staff who are concerned about the conduct of a colleague (including supply staff, contractors, and volunteers) must remember that the welfare of the child is paramount.

In line with our Whistleblowing policy, if staff have a safeguarding concern or an allegation of harming or posing a risk of harm to learners/children made about another member of staff then this should be reported without delay to their manager who should then report to People’s services. Where there are concerns/allegations about the Director, Head of service or Manager, these should be reported to People’s services. In a situation where there is a conflict of interest in reporting the matter to Peoples services this should be reported directly to the Local Authority Designated Officer (LADO).

- The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated.
- The allegation will be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (eg police) should be informed, and the provision will act upon their advice. Any telephone reports to the LADO will be followed up in writing within 48 hours.
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.
- If appropriate YMCA Derbyshire will make a referral to the Disclosure and Barring Service.

Looking after the welfare of the child

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, local authority children's social care should be contacted and where appropriate the police. It is the designated safeguarding lead's responsibility to ensure the child is not at risk and refer cases of suspected abuse to children's social care.

2. Concerns that do not meet the harm threshold

Allegation/concerns that do not meet the harms threshold are referred to as 'low-level concerns'. A low-level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold as outlined above.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of YMCA Key College / Ykidz may have acted in a way that is:

- Inconsistent with the staff behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the YMCA Key College / Ykidz staff code of conduct.

Staff should share low-level concerns in confidence with the Designated Safeguarding Lead. Low-level concerns about the Head of Early Years and Childcare Development or Head of Training and education should be reported to the Director of Lifelong Learning.

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

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns.

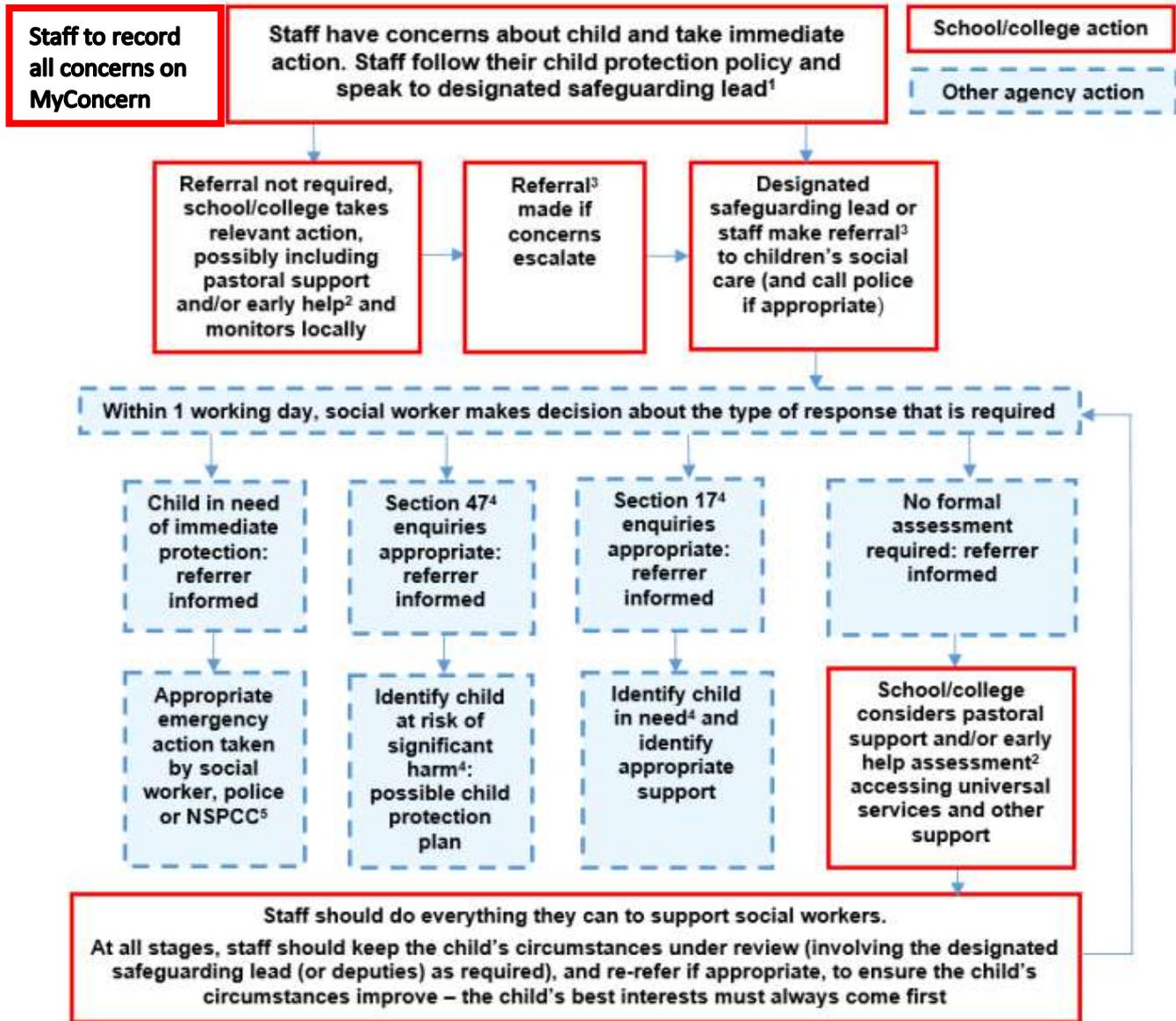
Concerns about safeguarding practices within the YMCA Key College / Ykidz

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the YMCA Key College / Ykidz safeguarding regime. These concerns will be taken seriously by the senior leadership team.

For information about how to raise concerns with the senior leadership team or other channels see staff code of conduct and whistleblowing policy.

Appendices

1. Safeguarding flowchart



Staff who have concerns about their colleagues should follow the YMCA Whistleblowing policy and report these concerns as soon as possible. These concerns may be reported to the Local Authority Designated Officer (LADO) and/or Ofsted.

Edited from [Keeping Learners/childrenSafe in Education](#) (2025), DfE, page 24

2. The seven golden rules to sharing information (including personal information)

- 1. All learners/children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework⁹ to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
- 2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child¹⁰ and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
- 3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis¹¹ to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm¹², consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.
- 4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding learners/children professional, the data protection/information governance lead (e.g., Data Protection Officer¹³), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.
- 5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**
- 6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.
- 7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the

⁹ Where processing or sharing personal data, you must follow [the Information Commissioner's Code of Practice for Data Sharing](#) which should be read alongside the [ICO's guide to GDPR](#)

¹⁰ Engagement with a child where it is appropriate to be based on their level of assessed competency. See [NSPCC Learning Gillick competence and Fraser guidelines](#)

¹¹ [A guide to lawful basis](#)

¹² See [Information Sharing: advice for practitioners providing safeguarding services to learners/learners/learners/learners/learners/learners/learners/learners/children, young people, parents and carers](#) (2024) page 9 for further advice on appropriate lawful basis or use the [IOC Lawful basis interactive guidance tool](#)

¹³ [Data Protection Officers](#), IOC

requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.