

Safeguarding Child and Vulnerable Adult Procedure

Title:	Safeguarding Child and Vulnerable Adult Procedure		
Document owner:	Head of Student Experience and Inclusion (DSL)		
Reviewed/updated by:	Assistant Principal: Curriculum and Student Experience (DSL)		
Version:	4.0		
Review cycle:	Annual		
Date of update:	October 2026		
Next due:	October 2027		
Approval Level:	SLT	Y	
	Governing Body	Y via Board	
Date Approved:	22 October 2026		
Publication:	Intranet	Y	
	Website	Y	
	Students	Y	

Version	Author	Date	Section	Changes summary
1	Julie Atkins	November 2023	All	Updates to represent the Prevent duty guidance update
2	A. Campell	July 2024		Updates from KCSIE 2024
3	A. Campell	Sept 2025	All	Updates from KCSIE 2025 Craven College Commitment – Addition of AI generated material to the online safeguarding comment
4	Julie Atkins	October 2026	All	Placed on the new template. Refreshed content to be more user friendly. KCSiE 2026 update. Section on staff & student relationships meets the Office for Student (OfS) Condition E6.5 on harassment and sexual misconduct

1. Introduction and purpose

Craven College is committed to safeguarding and promoting the welfare of children and adults at risk. The College expects all staff, governors, volunteers, agency workers, contractors, employers, visitors and partner organisations to share this commitment. Safeguarding is everyone's responsibility and the College will act in the best interests of the child or adult at risk.

This procedure sets out the principles, responsibilities and arrangements that support a safe, inclusive and nurturing learning environment. It should be read alongside the College's safeguarding policy, staff code of conduct, safer recruitment arrangements and relevant local multi-agency procedures.

2. Scope

This procedure applies to all students and apprentices; all staff; governors; volunteers; agency and supply staff; contractors; visitors; employers providing work experience or apprenticeship placements; and any person or organisation acting for or on behalf of Craven College. It applies at all College sites, during off-site and online learning, on work placements, during educational visits and whenever College duties are being carried out.

3. Definitions

Term	Meaning
Child	Anyone under the age of 18.
Adult at risk	An adult who has needs for care and support, is experiencing or at risk of abuse or neglect, and is unable to protect themselves because of those needs.
Safeguarding children	Providing early help and support; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental or physical health or development; ensuring safe and effective care; and enabling the best outcomes.
Child protection	Action taken to protect a child who is suffering or is likely to suffer significant harm.
Contextual safeguarding	Considering risks in the wider community, peer groups, online spaces, intimate relationships and other environments beyond the family home.
Designated Safeguarding Lead (DSL)	The senior person with lead responsibility for safeguarding and child protection, supported by trained deputies.

4. Statutory and regulatory framework

- Education Act 2002, including section 175 duties.
- Children Act 1989 and Children Act 2004.
- Care Act 2014 and statutory safeguarding adults guidance.
- Keeping Children Safe in Education 2026 (KCSIE), in force from 1 September 2026.
- Working Together to Safeguard Children and associated local multi-agency arrangements.
- Counter-Terrorism and Security Act 2015, including the Prevent duty.
- Domestic Abuse Act 2021.
- Serious Crime Act 2015, including mandatory reporting of female genital mutilation by teachers.
- Marriage and Civil Partnership (Minimum Age) Act 2022.
- Sexual Offences Act 2003; Voyeurism (Offences) Act 2019; Rehabilitation of Offenders Act 1974.

- UK GDPR and Data Protection Act 2018, noting that data protection law does not prevent necessary and proportionate information sharing for safeguarding purposes.

5. Safeguarding principles

- Safeguarding is everyone's responsibility and concerns must be acted on immediately.
- The College will maintain a child-centred and person-centred approach, listening to the wishes and feelings of those affected while taking necessary protective action.
- No concern is too small to report. Staff must not assume another person will take action.
- Concerns may relate to harm within or outside the home, within College, in the community or online.
- The College will provide help and support as soon as problems emerge, working with families and safeguarding partners where appropriate.
- All decisions and actions will be recorded clearly, including the rationale and outcome.

6. Roles and responsibilities

6.1 Governing Body

- Ensures effective safeguarding arrangements are in place, implemented and reviewed at least annually.
- Appoints a safeguarding link governor to provide strategic challenge and assurance without managing individual cases.
- Receives assurance on safer recruitment, staff and governor training, safeguarding themes, attendance, online safety, filtering and monitoring, and support for the DSL.
- Ensures all governors read KCSIE 2026 and complete appropriate safeguarding training.
- Ensures the College has procedures for concerns or allegations about staff, including low-level concerns, and appropriate whistleblowing arrangements.

6.2 Principal and Chief Executive Officer

- Ensures this policy and associated procedures are implemented and adequately resourced.
- Works with the DSL and Governing Body to promote a strong safeguarding culture.
- Acts on allegations where the procedure assigns responsibility to the Principal and Chief Executive Officer.

6.3 Designated Safeguarding Lead

- Leads safeguarding and child protection across the College and reports to the Governing Body.
- Oversees referrals and works with children's social care, adult social care, police, health services, Prevent partners and other agencies.
- Keeps safeguarding knowledge current, ensures appropriate staff training and raises awareness among staff, students and parents or carers.
- Ensures safeguarding records are secure, complete and transferred promptly when a learner moves setting.
- Is aware of children with a social worker and promotes their educational outcomes.
- Works with senior leaders, IT and the data protection lead to ensure filtering and monitoring arrangements are appropriate, functional and effective.
- Coordinates the annual review of filtering and monitoring and reports assurance to senior leaders and governors.

6.4 Deputy DSLs and Safeguarding Team

Trained deputy DSLs support the DSL and have sufficient status, time, training and resources to carry out the role. Current names, duty arrangements and referral details must be published on the staff intranet, student information pages and safeguarding notices. Craven College has 4 deputy DSLs (2 at Skipton and 2 at Ripon).

6.5 All staff and volunteers

- Read Part One of KCSIE 2026 in full. This applies to all staff, including those who do not work directly with children.
- Complete safeguarding training at induction and required updates and understand the College reporting route.
- Remain vigilant to indicators of abuse, neglect, exploitation, poor attendance, mental health concerns and online harm.
- Listen, reassure and report. Staff must not investigate, promise confidentiality or delay a referral.
- Maintain professional boundaries and report concerns about adults working with learners, including low-level concerns.

6.6 Students and apprentices

Students are expected to contribute to a safe and respectful environment, follow College policies, report concerns and engage with support offered. The College will provide accessible routes for self-referral and information about support.

6.7 Employers and placement providers

The College will make employers and placement providers aware of their safeguarding duties, expected conduct, reporting arrangements and any agreed supervision or vetting requirements. Concerns must be reported promptly to the College DSL or safeguarding team.

7. Responding to a disclosure or concern

- Respond calmly and listen carefully. Take the person seriously and do not stop them speaking.
- Explain that you cannot promise complete confidentiality because information may need to be shared to keep someone safe.
- Do not investigate or ask leading questions. Use open questions only where necessary to clarify basic facts.
- Explain what will happen next and, where possible, keep the person informed.
- Consider immediate safety. If there is imminent danger or a medical emergency, call 999 and inform the safeguarding team without delay.
- Make a factual, contemporaneous record using the College safeguarding concern reporting route. Record the person's own words where possible, actions taken, decisions, rationale and outcomes.
- Report to the DSL, deputy DSL or safeguarding team immediately. Do not wait until the end of the day.
- Do not contact parents or carers about a child protection concern without advice from the DSL or safeguarding team.
- Continue to report if concerns remain or new information emerges, even after an initial referral.

8. Specific safeguarding concerns

8.1 Abuse, neglect and exploitation

Staff must understand that abuse, neglect and exploitation can occur together and may be perpetrated by adults or children, by individuals or organised networks, in person or through technology. Indicators are not proof, but changes in behaviour, attendance, appearance, relationships, online activity, emotional wellbeing or unexplained possessions should be considered and reported.

8.2 Child sexual exploitation and child criminal exploitation

Exploitation may involve coercion, deception, an imbalance of power, violence or threats. It can occur even where activity appears consensual and may be facilitated online. Indicators may include missing episodes, unexplained gifts, association with older individuals or groups, substance misuse, changes in emotional wellbeing, poor attendance, secretive online behaviour or involvement in moving drugs or money. Concerns must be referred to the safeguarding team, with consideration of police, social care and National Referral

Mechanism routes where appropriate.

8.3 County lines and serious violence

County lines involves organised criminal networks using telephone or online “deal lines” to move drugs and exploit children and adults at risk. Missing episodes, debt, intimidation, weapon-related threats, unexplained travel and changes in peer groups may indicate risk. Serious physical assault, serious harm or threats involving a weapon must be treated as safeguarding concerns and escalated urgently.

8.4 Domestic abuse

Domestic abuse includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological or emotional abuse between personally connected people. Children who see, hear or experience the effects of domestic abuse are victims in their own right. Concerns must be reported to the safeguarding team.

8.5 Female genital mutilation and honour-based abuse

All concerns about female genital mutilation, forced marriage or so-called honour-based abuse must be referred urgently to the DSL. Teachers have a **personal legal duty** to report to the police where, in the course of their professional work, they discover that FGM appears to have been carried out on a girl under 18. Immediate risk must be reported through 999.

8.6 Forced marriage

A forced marriage is one in which violence, threats or another form of coercion is used to cause a person to marry without full and free consent. No person under 18 can legally marry or enter a civil partnership in England and Wales. Staff must **not** contact family members or attempt mediation and must seek urgent advice from the DSL.

8.7 Mental health, vulnerability and early intervention

Mental health concerns may be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. Staff are not expected to diagnose conditions but must notice and report concerning behaviour or changes. KCSIE 2026 reinforces early identification, family help and timely support for children and young people whose circumstances increase vulnerability.

8.8 Students with SEND and medical conditions

Children and young people with special educational needs, disabilities or medical conditions can face additional safeguarding barriers. Staff must avoid attributing changes in mood, behaviour or injury solely to a condition; consider communication needs; recognise increased risks of isolation and bullying; and provide suitable ways to report concerns. A medical incident does not automatically require a safeguarding referral, but referral is required where it indicates possible neglect, abuse or exploitation, including repeated failure to provide essential medication or relevant information.

8.9 Children with a social worker, children in care and care-experienced learners

The College will recognise increased safeguarding and educational vulnerability, share information appropriately, contribute to statutory meetings and plans, monitor attendance and progress, and provide coordinated pastoral and curriculum support.

8.10 Attendance and children missing education

Poor, irregular or unexplained attendance can be a sign of abuse, neglect, exploitation, mental health difficulty, forced marriage, FGM, serious violence or other harm. Curriculum and support teams must follow the College attendance procedure, act promptly on absence, share safeguarding intelligence and pay particular attention to vulnerable learners. Governors will scrutinise attendance information as part of

safeguarding assurance.

8.11 Prevent duty and radicalisation

The College will have due regard to the need to prevent people from being drawn into terrorism, while supporting lawful freedom of expression and balanced discussion. Staff will receive training to recognise risk and report concerns to the DSL. The DSL will consider proportionate support and referral, including Channel, in line with current guidance and local arrangements.

9. Child-on-child abuse, harassment and violence

Craven College has a zero-tolerance approach to child-on-child abuse. The absence of reports does not mean abuse is not happening. Staff must challenge inappropriate behaviour, avoid dismissing it as banter or part of growing up, and report all concerns to the safeguarding team. This can include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Physical abuse, serious assault, threats of serious harm and threats involving weapons.
- Sexual violence and sexual harassment, online or offline.
- Abuse within intimate personal relationships between children.
- Consensual or non-consensual sharing of nude or semi-nude images or videos.
- Upskirting, initiation or hazing rituals, coercion, exploitation and harmful sexual behaviour.
- Misogyny, misandry and harmful behaviours facilitated through technology.

Reports will be handled in a child-centred way. The College will consider immediate safety, the wishes of the victim, the needs and age of all children involved, any power imbalance, the risk of recurrence, ongoing education arrangements and referral to statutory agencies. Support will be offered to the victim, the alleged perpetrator and other affected learners without prejudging the outcome of any investigation.

10. Online safety, artificial intelligence and filtering and monitoring

Online safety is integral to safeguarding. Learners may be exposed to content, contact, conduct and commercial risks on College systems, personal devices and external platforms. Education, staff training, acceptable-use expectations, professional boundaries and effective technical controls will work together to reduce risk.

10.1 Artificial intelligence and digitally manipulated content

AI-generated imagery, deepfakes and cloned or fabricated content may be used to bully, groom, exploit, impersonate or cause reputational harm.

Digitally altered or AI-generated nude or semi-nude images involving children are safeguarding concerns and must be reported immediately.

Staff must not create additional copies, forward harmful images or conduct their own investigation. They must preserve relevant information only in accordance with safeguarding and police advice.

Policies, induction, curriculum content and staff training will address emerging AI risks, including deepfakes, nudification tools, sextortion, harmful chatbots and AI-enabled grooming.

10.2 Filtering and monitoring

Senior leaders are responsible for procuring and overseeing appropriate filtering and monitoring systems and documenting decisions about what is blocked or allowed.

The DSL, senior leaders, IT and the data protection lead will understand the systems, receive and review reports, and maintain risk management plans for vulnerable learners.

The effectiveness of filtering and monitoring will be reviewed at least annually, with leadership and governor oversight and assurance reported to the Governing Body.

College devices used away from site and remote access arrangements will be included where technically applicable.

11. Gender-questioning children and young people

The College will take a safeguarding-led, child-centred and individual approach to children and young people who are questioning their gender. Staff will consider vulnerability, bullying, online influence, mental health, family circumstances, privacy, dignity and the learner's wishes, while following current law and statutory guidance. Any facilities or premises arrangements will be risk assessed and kept under review. This section must be read with the College equality, behaviour, anti-bullying and premises arrangements and updated if national guidance changes.

12. Safer recruitment, volunteers and external workers

The College will follow KCSIE safer recruitment requirements, maintain an accurate single central record and ensure appropriate identity, right-to-work, qualification, prohibition and Disclosure and Barring Service checks. At least one appropriately trained person will be involved in relevant recruitment processes.

The College will not rely on supervision as an automatic exemption from enhanced DBS checks with children's barred list information. Volunteer duties will be assessed individually to determine whether they constitute regulated activity and which checks are legally permitted and required. External organisations must provide appropriate safeguarding assurances before working with learners.

13. Staff / Student Relationships

It is expressly forbidden for staff to engage in any romantic, sexual, or intimate relationship with any student including adult students and learners of any age, both full and/or part time. Any personal relationships of an intimate/sexual nature between staff and students, who are under 18, is an offence under section 15 of The Sexual Offences Act 2003, even if the relationship is consensual. All such relationships are also a breach of the staff code of conduct.

Staff should also be aware that any development of a personal relationship with a student under the age of 18 could be considered to be 'grooming' which is also illegal. For this reason, Craven College will consider any personal relationship with a student under the age of 18 as gross misconduct and take action accordingly.

Any member of staff who suspects that there is a personal relationship between a member of staff, and a student who is under 18, should report this directly as per the table in 13.3.

13.1 Concerns and allegations about adults working with learners

Allegations that may meet the harm threshold

A concern may meet the harm threshold where a person working in the college (including volunteers, supply staff and contractors) has:

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

This includes behaviour that may have happened outside College posing a transferable risk to children). Such concerns must be reported without delay through the College procedure below in 13.2 and will be referred to the Local Authority Designated Officer (LADO).

Low-level concerns

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ (i.e., they believe it could be a concern) – that an adult working in or on behalf of the college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with students
- Having favourites
- Taking photographs of students a personal device
- Engaging with a child on a one-to-one basis in a secluded area behind a closed door
- Humiliating students
- Using inappropriate language

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, to that which is intended to enable abuse.

Concerns and self-referrals will be recorded and reviewed for patterns. The term “low-level” does not mean insignificant. Appendix 2 of the Staff Code of Conduct outlines the procedure for dealing with low level concerns

Historical concerns

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse should be reported as per the table below as there is a requirement to inform the police. HR should also be informed if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been, had they not resigned as this is a legal duty and failure to refer when the criteria are met is a criminal offence. HR will refer the concerned member of staff to the Disclosure and Barring Service (DBS) and to the Teachers Regulation Authority (TRA), as appropriate.

13.2 Reporting routes

It is the responsibility of the person that the concern is reported to determine whether the concern is one that meets the harm threshold or is a low level concern.

Concern relates to	Report to
Member of staff, volunteer, agency worker or contractor	Principal and Chief Executive (DSL)
Designated Safeguarding Lead	Principal and Chief Executive
Principal and Chief Executive	Chair of Governors via the Director of Governance
Governor or Chair of Governors	Director of Governance and an appropriate independent governor, following local authority advice.

14. Managing safeguarding allegations or risks involving students

Where a student is alleged to have caused serious harm, is under investigation for a serious offence, has disclosed relevant criminal justice involvement or may present a significant risk, the safeguarding team will undertake a proportionate risk assessment, seek information lawfully and coordinate with police, social care, curriculum teams and support services. Measures must be necessary, reviewed and documented, and must support continued education wherever safe and practicable.

Any temporary restriction on attendance or access, including a planned learning break, must be authorised under the relevant College procedure, communicated in writing, kept under review and accompanied by arrangements for education, welfare contact and safeguarding support. It must not be used as an informal disciplinary sanction.

15. Information sharing, confidentiality and record keeping

- Safeguarding information will be shared on a necessary, proportionate and need-to-know basis. Consent will be sought where appropriate, but lack of consent will not prevent sharing where necessary to protect a child or adult at risk.
- Every concern, discussion, decision, rationale, action and outcome will be recorded promptly on the approved College system.
- Records will be factual, secure, chronological, access-controlled and kept separately from general academic records.
- Photographs of injuries must not be taken or stored unless specifically directed by police or another statutory safeguarding agency. Body maps may be used in accordance with College procedure.
- When a learner moves setting, relevant safeguarding information will be transferred securely and promptly, separately from the main student record, with confirmation of receipt.

16. Whistleblowing

Staff must raise concerns about unsafe safeguarding practice, failures to act or attempts to conceal information through the College whistleblowing procedure. Where staff feel unable to raise the matter internally, they may contact the NSPCC Whistleblowing Advice Line. Immediate danger must be reported to emergency services.

17. Training, induction, safeguarding culture and relationships

- All staff will receive safeguarding and child protection training at induction and regular updates appropriate to their role.
- All staff must read Part One of KCSIE 2026 in full and confirm that they understand the College's safeguarding systems and reporting arrangements.
- Governors will receive safeguarding training and updates sufficient to provide effective challenge and assurance.
- Staff with designated roles will receive specialist training at the frequency set by statutory guidance and local partnership arrangements.
- The College will use curriculum, tutorials, induction and communications to help learners recognise abuse, exploitation, unhealthy relationships, online harm and routes to support.
- Staff must not put themselves in a position where their behaviour could be overstepping appropriate professional boundaries, and/or risk triggering complaints of unacceptable behaviour or a conflict of interest, even where such an outcome was not intended.

18. Monitoring, assurance and review

The DSL will monitor implementation through safeguarding case audits, training compliance, safer

recruitment assurance, attendance and vulnerability information, online safety and filtering and monitoring reviews, learner and staff feedback, multi-agency learning and relevant external audit. Themes, actions and assurance will be reported to the Senior Leadership Team and Governing Body while maintaining confidentiality.

This policy will be reviewed at least annually and sooner where legislation, statutory guidance, local safeguarding arrangements, audit findings or significant incidents require change.

19. Related College policies and procedures

- Safeguarding Child and Vulnerable Adult Policy.
- Staff Code of Conduct.
- Safer Recruitment and Selection Policy.
- Whistleblowing Policy.
- Data Protection Policy.
- Attendance Policy.
- Online Safety, Acceptable Use, Filtering and Monitoring and Cyber Security arrangements.
- Student Positive Behaviour Policy and Student Disciplinary procedures.
- Equality, Diversity and Inclusion Policy.
- SEND Policy.
- Work Experience, Apprenticeship and Educational Visits procedures.
- Sexual Harassment Misconduct and Sexual Violence Policy and Procedure

20. Equality impact assessment

This policy has been assessed for equality impact. Safeguarding practice must be fair, accessible and responsive to individual circumstances. The College will take account of communication needs, disability, age, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, care experience and socio-economic disadvantage. Protective action will be based on assessed risk and the best interests of the child or adult at risk, not assumptions or stereotypes.

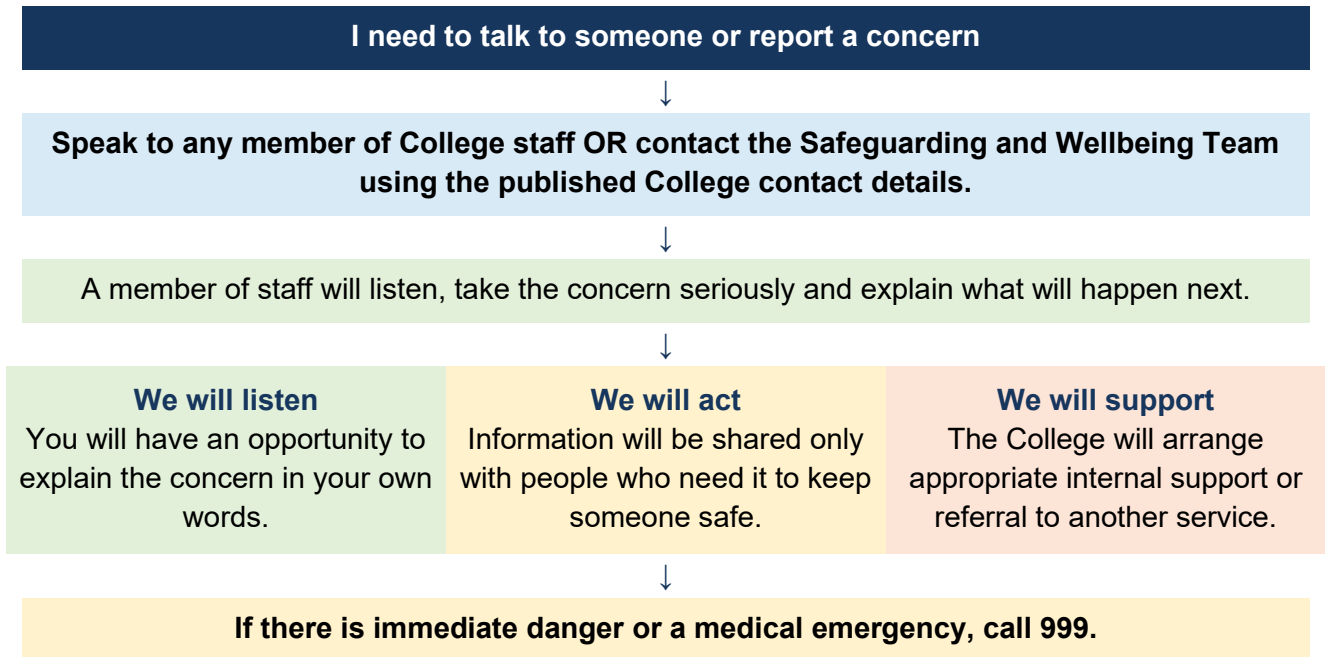
Appendix 1: Types and indicators of abuse

Type	Possible indicators
Physical abuse	Unexplained or inconsistent injuries; bruises, burns or marks; repeated accidents; fearfulness; changes in behaviour or engagement.
Emotional abuse	Withdrawal; low self-esteem; distress; aggression; sleep or appetite changes; persistent humiliation, intimidation, isolation or exposure to abuse.
Sexual abuse	Age-inappropriate sexualised behaviour or language; pain or injury; pregnancy or infection; self-harm; withdrawal; online sexual coercion or exploitation.
Neglect	Poor hygiene or clothing; hunger or weight loss; untreated health needs; repeated lack of medication; inadequate supervision; persistent poor attendance.
Financial abuse	Unexplained lack of money; theft, fraud or coercion; misuse of benefits or accounts; pressure to hand over wages, benefits or possessions.
Discriminatory abuse	Derogatory remarks, harassment, exclusion or inferior treatment linked to a protected characteristic; failure to provide communication support.
Modern slavery	Restricted movement; fear of authorities; signs of coercion or debt; exploitation for labour or crime; malnourishment; isolation; lack of control over documents or money.

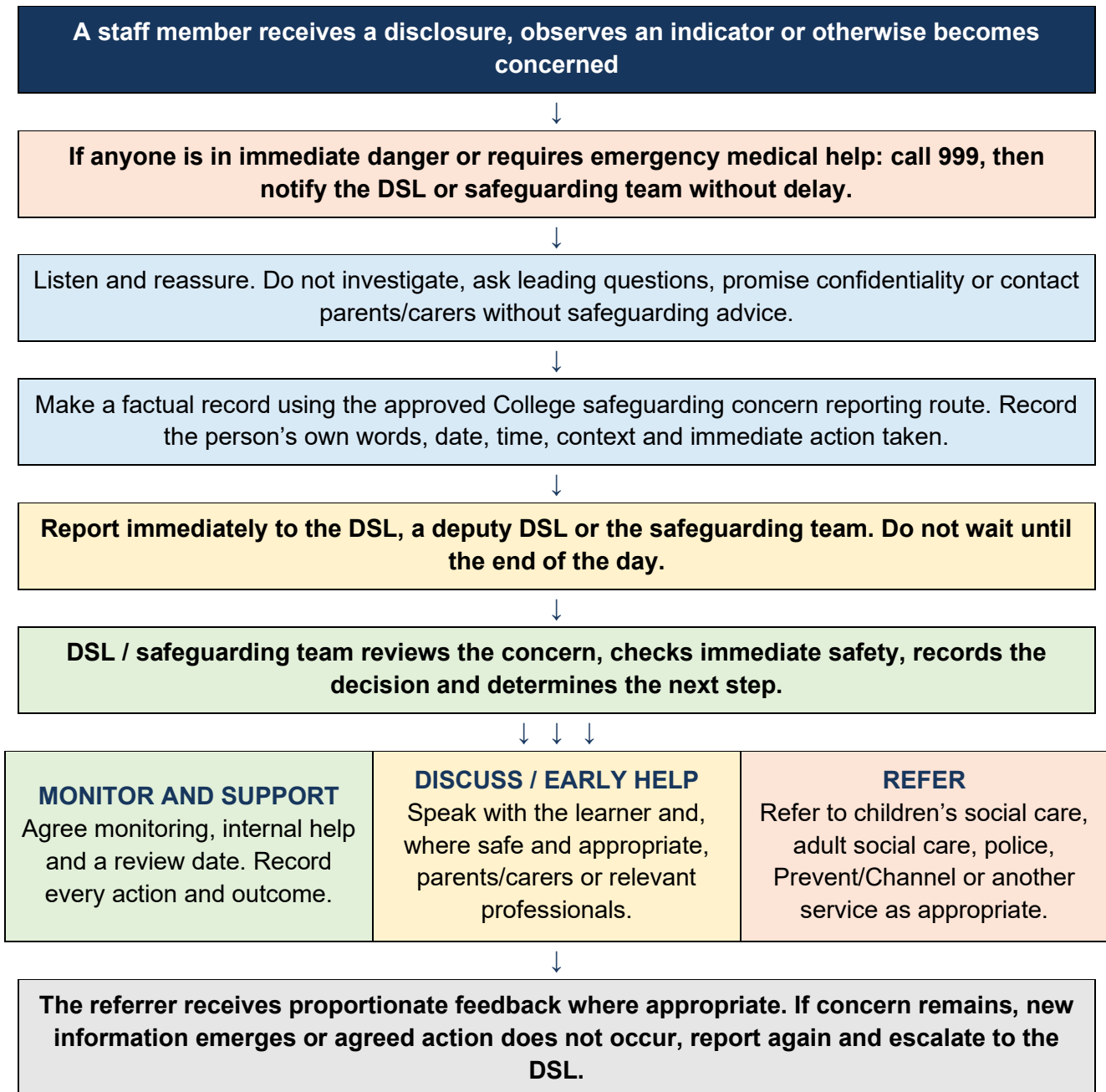
Appendix 2: KCSIE 2026 implementation checklist

Requirement	Lead	Evidence	Frequency
All staff read Part One in full	DSL / HR	Signed confirmation and training records	At induction and annually
AI and deepfake risks included in policy, training and curriculum	DSL / IT / Curriculum	Updated materials and incident response arrangements	At least annually
Filtering and monitoring effectiveness reviewed	DSL / IT / DPO / Governor	Annual report and action log	At least annually
Child-on-child abuse arrangements reflect harassment, violence, weapons, misogyny, misandry and technology-facilitated harm	DSL	Policy, training and case audit	Annual review
Volunteer roles assessed for regulated activity and appropriate DBS/barred-list checks	HR / DSL	Risk assessment and single central record evidence	Before appointment
Attendance and safeguarding data scrutinised, particularly for vulnerable learners	Curriculum / DSL / Governors	Dashboard, case review and minutes	Regular reporting cycle
Gender-questioning and premises arrangements reviewed and risk assessed	DSL / EDI / Estates	Policy review and individual risk assessments	As required and annually
Mental health and vulnerability indicators integrated into early support	DSL / Student Services	Referral pathways and case audit	Ongoing

Appendix 3: Student self-referral flowchart



Appendix 4: Staff flowchart for reporting a safeguarding concern



Appendix 5: Quick reference guide for responding to a safeguarding disclosure

1. Listen

Respond calmly and sensitively. Allow the person to speak and do not ask them to stop or come back later.



2. Clarify confidentiality

Explain that you cannot keep the information completely confidential and may need to share it to keep someone safe.



3. Do not investigate

Use open questions only where essential to clarify basic facts. Do not ask leading questions or seek proof.



4. Explain next steps

Tell the person who the concern will be shared with and, where possible, keep the person informed.



5. Consider immediate safety

Check whether the person will be safe in College, when leaving College and when returning home. Call 999 for immediate danger or emergency medical need.



6. Record promptly

Use the approved College reporting route. Be factual, use the person's own words and record actions, decisions, rationale and outcomes.



7. Report immediately

Contact the DSL, a deputy DSL or the safeguarding team without delay. Do not discuss the concern more widely.



8. Do not contact parents/carers independently

Seek advice from the DSL or safeguarding team before making contact, because contact may increase risk or compromise enquiries.



9. Continue to act

If concern remains after reporting, contact the safeguarding team again. Report any new information immediately.

Appendix 5: Contact details for DSLs and Deputy DSLs

ROLE/ORGANISATION	NAME & CONTACT DETAILS	
Designated safeguarding lead (DSL) (Students)	Wesley McGlinchey wmcglinchey@craven-college.ac.uk 01756 243 362	Julie Atkins jatkins@craven-college.ac.uk 01756 243388
Deputy DSL (Students)	Annette Campbell acampbell@craven-college.ac.uk 01756 243 331	Rosemary Simpson rsimpson@craven-college.ac.uk 01756 791411
Safeguarding team	staysafe@craven-college.ac.uk 01756 791411	
Local authority designated officer (LADO)	lado@northyorks.gov.uk 01609 798 005	
Aviation Academy	Nikki Chestnutt nchestnutt@craven-college.ac.uk 0113 8315262 0113 391 0919	
Ripon Evolve	Bev Scaife bskaife@craven-college.ac.uk 01765 608 999 01765 233 124	
Chair of Governors	Alison Birkinshaw abirkinshaw@craven-college.ac.uk	
Director of Governance	Susan Francis sfrancis@craven-college.ac.uk 01756 243 586	
SEND Manager	Rafina Din rdin@craven-college.ac.uk 01756 243 458	
Principal & CEO (DSL for staff)	Anita Lall alall@craven-college.ac.uk 01756 243 396	
Safeguarding Governor	Majid Bokhari mbokhari@craven-college.ac.uk	