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1. Introduction

All those who come into contact with children and families in their everyday work, including those that do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children.

Everyone working with children should thoroughly understand and follow the University's procedures for safeguarding the welfare of children in their area and know who to contact to express concerns about a child's welfare.

Members of staff should remember that an allegation/suspicion of child abuse or neglect may lead to a criminal investigation, so should not do anything that may jeopardise a police investigation.

This document has been produced by the UK Recruitment Team to provide guidance for University staff organising recruitment events on campus involving children under the age of 18, and sets out procedures to follow in line with current legislation. For the purposes of this document, a member of the University may be a member of staff or a student at the University employed at an event.

The UK Recruitment Team and related internal stakeholders are committed to sharing best practice by undertaking relevant training in relation to the safeguarding of children.

A [Teams site](#) has also been established to ensure that information is kept up to date. For access, please speak to a UK Recruitment Team Manager with the central team, see section 19.3 for contact details.

2. Context

The Child Protection Policy has been written to ensure the safety of children and staff involved in events in person and online involving children under the age of 18.

The Policy and associated procedures aim to:

- ensure the protection of children under the age of 18 who attend recruitment events on campus or online
- ensure that staff do not put themselves in a situation where allegations could be made against them
- sets out the procedures to follow where an incident or suspicion of abuse is report/suspected.

As such, it is vital that all staff involved in running activities should read and understand the documents. They are designed to protect those that are in a position of trust and those for whom they have responsibility.

In addition to support from Disclosure and Barring Service (DBS) and a Senior Education Welfare Officer in Newcastle City Council, this policy document have been written with advice from the following sources:

- [Department for Education – Working Together to Safeguard Children \(2023\)](#)
- [Department for Education - Keeping children safe in education 2025 \(2025\)](#)
- [NSPCC - 8 steps to safeguarding and child protection](#)
- [University College London - Safeguarding children: guidance for English Higher Education Institutions \(2017\)](#)
- [Safer Recruitment Consortium - Guidance for safer working practice for those working with children and young people in education settings \(2022\)](#)
- [NSPCC - Child protection records retention and storage guidelines \(2023\)](#)
- [Safeguarding in Schools - Safeguarding Pro Community](#)
- [Child sexual abuse material generated by AI](#)
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\)](#)

2.1 Definition of safeguarding

As identified by 'Keeping children safe in education' (DfE, 2025), safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

2.2 Role of the Designated Safeguarding Leads (DSL)

The Designated Safeguarding Leads are responsible for safeguarding and child protection at Newcastle University. The key role of the Designated Safeguarding Lead is to:

- manage referrals from University staff or any others from outside the institution;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training every 2 years;
- raise awareness of safeguarding and child protection amongst staff;
- ensure that child protection information is available to event participants;
- be aware of event attendees who have a social worker;

Named DSLs are available within section 19.3.

3. Principles

At Newcastle University we are committed to safeguarding children and young people, and we expect everyone who works at our institution to share this commitment.

The following general principles are those upon which University policies and procedures are based and which all staff should acknowledge and adhere to:

- 3.1** The safety and welfare of children is paramount, and it is the responsibility of all members of the University to help to prevent abuse and to act on any concerns as a priority.
- 3.2** The term “abuse” can take many forms: physical, emotional or bullying, sexual or neglect, and could be racist, homophobic or related to gender.
- 3.3** All suspicions or allegations of abuse or inappropriate behaviour will be taken seriously by Newcastle University and responded to appropriately. Staff at Newcastle University take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
- 3.4** Newcastle University has a number of Designated Safeguarding Leads in respect of its work with schools and colleges. These staff undertake child protection training on a regular basis as well as regular scenario update training.
- 3.5** The University’s recruitment and selection process for appropriate staff will take all reasonable steps to ensure that unsuitable people are prevented from working with children, and each appointment is conditional pending enhanced disclosure from the Disclosure and Barring Service.
- 3.6** University staff will always act in the best interest of the child.

4. Code of Behaviour and Good Practice for all staff

Child protection issues are to be regarded as a priority and staff are reminded that it is the welfare of the child which is of primary concern. It is best practice to have annual in-house training on Child Protection for those working regularly with children, and regular training from an external provider.

Child protection over-rides confidentiality, relationships with the family and agency hierarchy and objectives. Staff should not collude with a parent or child to keep concerns secret in areas of child protection

- 4.1** It is important to recognise issues of confidentiality. Staff should explain to a child that only people who need to know, in order to help, will be informed of the allegation – this is known as ‘extended confidentiality’. It is important that staff reassure the child that any disclosures or allegations will be taken seriously
- 4.2** If staff, in the course of their work at the University, have a child protection issue brought to their notice, observe an instance of abuse (or potential harm) themselves, or have cause for concern, they must treat this as a priority over other work and address the issue immediately
- 4.3** All members of the University have a duty to raise concerns, without prejudice to their own position, about behaviour by staff, managers, volunteers, students or others, which may be harmful to those in their care. The University will support those staff and students who, in good faith and without malicious intent, report suspicions of abuse or concerns about colleagues and their actions

It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened.
- 4.4** If staff have any reason to suspect, or are party to a specific allegation, they should listen and ask only the minimum of questions as sensitively as is possible in order to establish and clarify details. Do not ask any questions that suggest particular answers - see Section 9 for further details on how to deal with a disclosure.
- 4.5** If staff wish to seek guidance with regard to a specific incident or area of concern, advice can be sought from a DSL – see Section 19.3.
- 4.6** Staff should recognise that it is their duty to inform but not to investigate, this is the role of the Police and the appropriate Social Care Team.
- 4.7** It is recognised that staff may need support after receiving a disclosure from a child and the University will endeavour to provide such support as is required.

5. DBS checks

- 5.1** All staff undertaking sustained and unsupervised work with children or vulnerable adults receive a DBS check in advance of commencing any work.
- 5.2** In cases where staff or Student Ambassadors are engaged in non-sustained activities involving children or vulnerable adults, such as leading a campus tour, they may be asked to sign a disclaimer form, confirming they have no criminal convictions, in lieu of undergoing a DBS check
- 5.3** All UK Recruitment Team staff (including student ambassadors) must receive a DBS check in advance of commencing any work with children or young adults.
- The DBS Check must be at an Enhanced level and include both the DBS Child Barred List & Adult Barred List.
 - Only DBS checks performed by Newcastle University will be accepted. In the first instance, this should be performed by the relevant hiring department (UK Recruitment Team).
 - If an individual holds a DBS from a different University department (for example, a new student ambassador has a DBS Check from the medical school), SRT will either:
 - Liaise with the department who completed the check and ask for the following information:
 - Certificate level (must include Enhanced Check, DBS Children's Barred List & DBS Adult's Barred List)
 - Certificate number
 - Date of issue
 - Certificate outcome (i.e. 'Clear' or 'See Paper Document')
 - Complete a new DBS Check.
 - Ask the individual to present their paper certificate for SRT review.
- 5.4** All UK Recruitment Team staff (including student ambassadors) must maintain a DBS check that is no older than three years old.
- The UK Recruitment Team will retain a record of DBS checks that includes each staff member's certificate number and date of issue.
- 5.5** The outcome of each DBS Check will be reviewed by a DSL.
- If an outcome is 'Clear', no further action is taken.
 - If an outcome is 'See paper certificate', the staff member is asked to produce their paper certificate before employment is commenced/continued.
 - DSLs will make a decision about the employment, based upon the content of the certificate.
 - If an individual refuses to produce their certificate, DSLs will make a decision about the employment with support from University HR & People Services departments.

6. Training provision

- 6.1** Each DSL will receive relevant training every 2 years from an external provider (for example, NSPCC or Safeguarding Children Training and Consultancy Limited).
- 6.2** All members of UK Recruitment Team staff will receive training from an external provider every year (for example, NSPCC or equivalent).
- 6.3** All student ambassadors recruited by the UK Recruitment Team will receive annual Child Safeguarding training from an internal DSL.

- 6.4** All members of staff will receive regular training and updates from an internal DSL.
- 6.5** All members of staff will receive internal training which outlines the University's Prevent Duty every three years.

7. Forms and indicators of abuse

- 7.1** University staff should have an awareness of the forms that abuse can take and how to spot abuse.
- 7.2** An overview of the four categories of abuse (physical, emotional, sexual and neglect), are available within 'Keeping children safe in education 2025' (DfE, 2025). (Part 1 and Annex B). Also in Appendix 1 on this document.
- 7.3** 'Definitions and signs of child abuse' (NSPCC, 2020) categorises the forms of abuse into the following areas. This NSPCC document outlines the definition of each area and how to spot them. See Appendix 2 for more details.
- Physical abuse
 - Neglect
 - Sexual abuse
 - Child sexual exploitation
 - Harmful sexual behaviour
 - Emotional abuse
 - Domestic abuse
 - Bullying and cyberbullying
 - Female genital mutilation
 - Child trafficking
- 7.4** Information about Child Criminal Exploitation can be found in paragraphs 34-40 of KCSIE25 and Annex B pages 150-151.
- 7.5** Information about Child Sexual Exploitation can be found in paragraphs 38-40 of KCSIE25.
- 7.6** Information about County Lines can be found on pages 151-152 of KCSIE25.
- 7.7** Information about Domestic Abuse can be found on Part 1 paragraph 41 and Annex B pages 154-155 of KCSIE 25. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects (KCSIE25 paragraph 25)
- 7.8** Information about Honour-based Abuse and Female Genital Mutilation can be found on paragraph 42, pages 161-163 of KCSIE25.
- 7.9** Information about Counter Terrorism and Security Act 2015 (The Prevent Duty) and indicators of extremist ideology and radicalisation can be found on pages 156-158 of KCSIE24.

8. Recognition of Abuse

- 8.1** It is not the place of Newcastle University employees to make a judgment about whether abuse has occurred. This is the remit of the appropriate Social Care Team.

Each employee must be aware of the various types of abuse and also the different cultural contexts of behaviour.

It is important to recognise that this policy and all subsequent guidance are based within UK culture and practice and English law

- 8.2** All staff Newcastle University are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to identify mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to a DSL (see section 19.3).

- 8.3** We recognise that in some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. While the University does not have a duty to notify the local authority of a private fostering arrangement, the child's school does have this arrangement.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

If University staff are made aware of such an arrangement while planning events, they should notify a DSL, who will make the school aware.

- 8.4** We recognise that when a child has a social worker and/or children with special educational needs or disabilities, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making event plans. For example, when planning a residential summer school for students in this position, we will request a care plan is in place for the duration of their stay.

- 8.5** The Marriage and Civil Partnership (Minimum Age) Act 2022 means that 16 and 17 year olds are no longer allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to a DSL.

9. What to do if abuse is alleged/ reported, or suspected

- 9.1** Staff are required to report any incident of abuse or cause for concern which arises in the course of their work with children. This must be done immediately to a DSL who will take appropriate action

All staff must be aware of Appendix 3, which details a decision-making flowchart for reporting abuse and concerns about a child or vulnerable adult.

The following list gives examples of incidents which are required to be reported but is not exhaustive. If:

- a child is accidentally hurt
- there is concern that a relationship is developing which may be an abuse of trust
- a member of staff is worried that a child is becoming attracted to them or a colleague; or a colleague is becoming attracted to someone in his/her care
- a child displays inappropriate sexually explicit behaviour or sexual awareness
- a member of staff believes a child has misinterpreted or misunderstood something that has happened or something that a colleague has done
- a member of staff notices any suspicious marks on a child or receive a report/hear of an allegation of abuse from a child regarding events outside Newcastle University
- a member of staff, or a colleague, has had to use reasonable physical restraint to prevent a child harming themselves, or another, or from causing significant damage to property
- an allegation or suspicion of abuse is made.
- a child displays inappropriate behaviour in an online environment
- a member of staff is concerned by the home environment displayed in an online environment

NB: If there is an immediate risk of significant harm and emergency medical treatment is required, this must be arranged following normal health and safety procedures

- 9.2** React in a calm and considered way, but show concern

- 9.3** If a child reports abuse directly, tell them that it is right for them to share this information and they are not responsible for what has happened

- 9.4** Take what the child has said seriously, and allow the child to continue at his/her own pace, without interrupting

- 9.5** Do not give assurances of confidentiality but explain that the information will need to be passed on to those that need to know – this is known as ‘extended confidentiality’. Tell the child what will happen next and offer re-assurance that the issue will be taken seriously.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. If an incident report form is escalated as per the flowchart in Appendix 3, we cannot guarantee to keep information confidential.

- 9.6** Keep questions to an absolute minimum, if at all - focus more on actively listening to what is being said so you can make a detailed and accurate written report afterwards. Do not ask any questions that suggest particular answers and allow the child to freely recall significant events. See Appendix 4 for further guidance on how to show a child you are listening.

- 9.7** Do not push the child to tell you more than they wish and do not react strongly to what they are saying

- 9.8** Make a comprehensive record of what is said and done as soon as possible, and before leaving work. You should transfer all notes to the Incident Report Form (Appendix 5) as soon as possible. Keep all original notes as they may be needed as evidence, and attach to the completed Incident Report Form for safe-keeping. Pass all notes to the DSL straight away.

- **Making notes/records**

The record should be:

- Legible
- Clear and Concise
- Free from jargon and abbreviations
- Precise – explain exactly what ‘timing’ words mean, just as ‘*always*’, ‘*frequently*’, ‘*never*’
- Separates fact from opinion
- Signed, dated and timed by all those contributing to the record

The record should include the following:

- A verbatim record of the child’s account of what occurred, in their own words, and should not include the assumptions or opinions of others.
- Evidence – what did you see/hear? Who said what/when/how?
- It should be noted that this record could be used later in a criminal trial and therefore needs to be as accurate as possible
- A description of any visible injury, which should be transferred to the ‘body map’ image included in the Incident Report Form (Appendix 5) NB: Children should *not* be examined by a member of the University and they should *not* be asked to show you any ‘hidden’ injury or marks
- Dates, time and places of the alleged incident, and of the conversation, and anyone else who was present
- Decisions reached with worker and DSL and next steps

Designated Safeguarding Leads should also consider the following when making notes:

- What is the exact nature of the concern and which ‘category’ of abuse does it suggest (see Appendix 6 for further details)
- State your professional opinion *if* supported by evidence

9.9 In cases of where nudes or semi-nudes have been shared, we follow guidance set out in the *UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi- nudes (March 2024)*:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

9.10 Designated Safeguarding Leads are responsible for making the decision about whether a referral should be made – Appendix 2 provides further information for DSL to consider before making a referral.

In *all* cases, whether a referral is made or not, all notes and records and decisions should be recorded as outlined above, and stored as outlined in Section 14.

10. Procedure for dealing with allegations or suspicions of abuse against a member of the university at work (including whistle blowing)

10.1. If a member of staff is concerned about the welfare of a child, and may be concerned that the child is being abused by a member of the University, the member of staff is required to report their

concerns to one of the DSL as outlined in Section 9. This procedure should be followed in respect of all cases in which it is alleged that a person who works with children has:

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

10.2. The DSL who received a report of an allegation must immediately inform the relevant HR Manager of the allegation and give guidance on the action that needs to be taken.

If the allegation is related to a DSL, another DSL should handle the allegation and inform the relevant HR Manager.

10.3. The DSL should consult with the appropriate Social Care Team and the Local Authority Designated Officer (LADO) as part of the initial consideration to establish whether the allegation warrants further investigation, and within one working day when an allegation is made against staff and only if it meets any of the criteria set out in Section 10.1. The University will take no immediate direct action about any allegation without the advice and agreement of appropriate external investigating agencies, except where such action is necessary to protect a child (e.g. the immediate removal from duties). The DSL will complete an Incident/Disclosure Report Form and attach all related notes (see Section 9.8).

DSL: please refer to 'Working Together to Safeguard Children – March 2018', for more information on allegations against staff.

10.4. The relevant HR Manager should meet with the employee accused to inform him/her that an allegation has been made, and to explain the course of action that will be taken, as soon as possible after consulting the LADO. They should *not* be given any details of what the allegation is, or who has made the allegation.

Where a strategy discussion is needed, or it is clear the Police or Social Care Team may need to be involved, that should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person. It should be made clear to the employee that any initial meeting is not an investigatory meeting or disciplinary hearing, and if they are a member of a union or professional association, s/he should be advised to seek support from that organisation. The employee that is the subject of any allegations should be kept informed of the progress of the case.

10.5. The University has a duty of care to their employees and should ensure that they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Suspension should be carefully considered and is not automatic. The DSL who 'instigated' the investigation should *not* be in contact with the member of staff throughout the process. It is essential that any allegation is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time, supports the person who is the subject of the allegation.

10.6. Parents or carers of a child or children involved should be told about any allegation made against a member of staff as soon as possible, in most circumstances, if they do not already know of it. The DSL should discuss how and by whom they should be informed with the Local Authority Designated Officer (LADO) and confirm that letting the parents know is appropriate. However, in circumstances where a child has been injured while in the organisation's care and medical treatment has been required, the parents or carers should be informed straight away by the DSL. Parents or carers should also be kept informed about the progress of the case, and told of any outcomes, including the outcome of any disciplinary process.

- 10.7.** Every effort should be made to maintain confidentiality whilst an allegation is being investigated/considered. Therefore the Line Manager of the member of staff which the allegation is made against will be notified only when necessary by the relevant HR Manager.

However, when an allegation is made against a member of staff currently working on an event, or due to work on an event with children under 18, this member of staff must be removed from these duties immediately and given an alternative role, until the matter has been resolved. Parents and carers should also be made aware of the requirement to maintain confidentiality whilst investigations are ongoing.

- 10.8.** All allegations should be investigated/considered even if the member of staff the allegation is against tenders his or her resignation. Similarly 'compromise agreements' by which a person agrees to resign, the University agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases.
- 10.9.** If an allegation is substantiated and on conclusion of the case the University dismisses the person, the University should consult the Local Authority Designated Officer about whether a referral to the Independent Safeguarding Authority and/or to a professional or regulatory body is required. If a referral is appropriate the report should be made within one month. A referral must always be made if the University thinks that the individual has harmed a child or poses a risk of harm to children.

11. Procedure for dealing with concerns of possible abuse identified as taking place outside the University

- 11.1.** If a member of staff is concerned about the welfare of a child, and may be concerned that the child is being abused by someone unconnected with the University, or by a member of the University in their private capacity, the member of staff is required to report their concerns to one of the DSL as outlined in Section 9. The DSL will follow the procedure as outlined in Section 10.3.

12. Procedure for dealing with allegations of abuse about a member of staff from an external organisation

- 12.1.** If an allegation of abuse is made about an employee from an external organisation, or a member of staff is concerned that abuse may have occurred/be occurring, the member of staff is required to inform a DSL as outlined in Section 9. The DSL will report the allegation to the external organisation and will notify Senior Management at the University of their action. The University expects the organisation to follow its own child protection policy and will require confirmation that appropriate action has been taken. Where the organisation does not have a suitable child protection policy/procedure, the DSL should follow the procedure as outlined in Section 10.3. Appropriate support should be offered to the child and liaison with their parents as appropriate.
- 12.2.** In addition, the DSL, in consultation with Senior Management, will consider whether it is permissible to allow the organisation to visit/work on campus during the investigation period and beyond.
- 12.3.** Where University facilities are hired by external organisations, and the University has no control over the conduct of individuals, the University is not liable for their actions. All external organisations requesting the use of University facilities for activities with children should be asked to sign a declaration. This will confirm that the organisation has obtained the appropriate checks on their staff and volunteers and have a child protection policy in place.

13. Procedure for dealing with allegations or suspicions of abuse by another child

- 13.1.** If an allegation of abuse is made about another child, or a member of staff is concerned that abuse may have occurred/be occurring, the member of staff is required to inform a DSL as outlined in Section 9. The DSL will follow the procedure as outlined in Section 10.3.

14. Record keeping and data protection

14.1 DBS Enhanced Disclosures

- Records of all staff, indicating all appropriate checks, should be retained in a secure place. Records are kept electronically within the DBS system and can only be accessed by a restricted login.
- The University does not receive a copy of the DBS Certificate for individuals. The record for each individual will confirm the check outcome as either:
 - 'Clear', or;
 - 'See paper certificate', along with confirmation that the certificate has been reviewed by a DSL.

- The University will not accept a DBS Certificate from another employer/voluntary organisation, even if individuals have signed up to the DBS Update Service to allow status checks to be made.
- Where an appointment is made following information received from the DBS and discussion with the individual concerned, a record must be kept of the decision to appoint and why, but not refer directly to the disclosure. Sight of the Certificate must be sought from the individual during any discussion in order to see the details of the disclosure.

14.2 Child Protection Disclosures

- Any information regarding Child Protection issues will be stored in a secure place – electronically and hard copies. Access will be limited to the DSL and the nominated HR Manager.
- Records will be kept for no longer than ten years from the date of an incident report.
- Information relating to any disclosures will be passed to the appropriate Social Care Team, the DBS Barring Service, the Police Authority or other relevant agency only. Concerns relating to child protection which have not been referred to an external body will be retained in a secure location by the DSL for a period of one year.

15. Monitoring and evaluation

15.1 All policies and procedures will be reviewed annually, in accordance with the latest guidelines and in consultation with the NSPCC.

15.2 All DSL will undergo externally-provided training every 3/4 years and make the necessary changes to all policies and procedures as a result.

16. Guidance for event organisers – before the event

16.1 Named contact for child safeguarding issues

A named contact should be identified to take responsibility for dealing with any Child Protection issues that arise during a particular event. In the case of Student Recruitment organised recruitment events (including Faculty-organised events), the contacts are listed in Section 19.3.

For all other events, the named contact would normally be the individual responsible for organising and running the event. It is the responsibility of the named contact to understand and implement the procedures and recommendations set out in this document.

16.2 Health, safety and risk assessment

A Risk Assessment document must be completed prior to each event on campus. This should set out potential hazards and the measures taken to ensure the safety of participants, and is available from the UK Recruitment Team. The event organiser is responsible for ensuring that all items in the document have been considered and acted upon as appropriate. Staff must note that all activities including children must have more than one adult/ staff member present, residential events should be staffed on a 1:10 ratio.

16.3 DBS checking of staff/student helpers

Disclosure and Barring Service (DBS) checks are designed primarily for people entering a new position of employment that will involve “substantial unsupervised access” to the under 18s or “vulnerable adults”. It is clearly appropriate in some cases for this to occur (for example, for Student Recruitment staff) but it is impractical to suggest that all members of University staff should be checked. Detailed guidelines on DBS checking are given at www.gov.uk/dbs-update-service.

In the case of all recruitment events, all Student Recruitment staff with substantial unsupervised access to children must be in receipt of DBS enhanced disclosure. For residential events, this must also include all student representatives. Academic colleagues do not need to go through this process, unless they will be in one-to-one contact with any child. General advice for University staff working with children under the age of 18 can be found in our Code of Practice for Academic Staff. This advice, together with information provided in this Policy, should offer protection for staff in the case of an allegation against an individual. In an online environment, where child protection advice differs slightly, extended guidance is available for those taking part in activity that is not sustained.

16.4 Recruitment and selection of student representatives to work at residential events

The following issues must be considered when recruiting student representatives for residential events:

- Define the role: for example, provide a written job description. Include that the role involves working with children under the age of 18
- Selection criteria: develop a person specification that includes a list of essential and desirable qualifications, skills and experience, and shortlist against this criteria
- Written applications: ask candidates to include personal details, past and current work/volunteering experience, including two referees, one of which should have known the candidate for five years or more
- Written declaration: request that candidates sign a statement prior to employment to self-certify that they have no past convictions, cautions or bind-overs and no pending cases that may affect their suitability to work with children
- Identification: ask for photographic evidence to confirm identity (passport or current driving licence)
- Assessment Centre: representatives from the organisation should meet with applicants in small groups to explore their attitudes towards working with children and look for appropriate responses to example scenarios (taken from real situations in previous summer schools).

16.5 Staff training and information

Designated Safeguarding Leads must ensure that members of staff and student representatives who come into contact with children at an event:

- are aware of the possibilities of abuse
- are familiar with the Child Protection Policy
- will receive annual training on all issues included in the Policy

All academic staff involved in running events at the University will be given access to the Code of Practice for Academic Staff and a copy of the Child Protection Policy prior to the start of the event.

16.6 Information for parents and carers

Parents/carers of children attending events at the University must be given access to the following documents prior to the event:

- Child Protection Statement
- Risk Assessment
- Child Protection Policy (upon request).

16.7 Guidance on technology safety

Where an event involves children's use of technology, (such as the internet), guidance should be given to children by event leaders or staff overseeing the session. Any risks associated with the use of technology must be clearly identified in the Risk Assessment document for the event, which must also detail measures taken to ensure the safety of children. This may involve using parental controls on any university owned devices and/or amending the code of conduct for students to ensure they're aware of risks.

Organisers wishing to take photographs or video footage at an event which involves children under 18 years, must first seek consent from the child's parent or carer. It is also good practice to ensure the information for parents, children and schools includes a statement clarifying that the University is not responsible for any photography/filming taken on individual mobile phones or digital cameras.

16.8 Information about each child

Full information should be gathered and recorded about the child at first point of contact, including name, address, gender, date of birth, name and contact details of parent/carers for consent purposes and any individual requirements pertaining to the event. For residential events, this will also include emergency contact details and detailed health and allergy information. A code of conduct, detailing all rules and regulations, must be signed by all children attending a residential event.

16.9 Focus groups and evaluation

If you are planning focus groups with participants, or are planning to gather evaluation which includes quotes you would like to accredit to individuals, it is best practice to gain parental consent for this.

16.10 DBS reference numbers

If you are attending a recruitment event or delivering a presentation in a school or college, you may be asked to provide your enhanced DBS disclosure reference number. All staff and Student Ambassadors should make a note of their reference number, and date of issue, prior to attending such an event.

Under no circumstances are staff in schools and colleges entitled to see a copy of an individual's DBS form; they should be informed of the University's practice for safe selection and recruitment and be assured that these meet Child Protection requirements.

Any further queries from the school should be passed to a Designated Safeguarding Lead (see Section 19.3).

16.11 Code of conduct for attendees at online event

A code of conduct should be distributed, in advance, to all attendees to an online event which outlines the Universities expectations around behaviour. The University and event leads must not hesitate to enforce guidelines and take appropriate action if these guidelines are broken. A template Code of Conduct is available from the UK Recruitment Team.

17. Guidance for event organisers – during the event

17.1 Guidelines for staff

In order that behaviour is not misinterpreted, staff should always work to the following guidelines:

- Conduct all conversations with children in a public place
- Avoid one-to-one situations with children at all times
- Avoid all physical contact with children unless restraint is necessary (If physical restraint is required for a child's own safety then the minimum force should be used for as short a time as possible. An Incident Report Form should be completed and the names of any witnesses recorded).
- Any behaviour that causes concern should be reported to a DSL as soon as possible.

17.2 Health and Safety, and administering first aid

All health and safety information, including emergency contact details, detailed health and allergy information and details of individual requirements, should be held by appropriate staff at all events, and easily accessible by all relevant staff and student helpers.

If first aid is required this should be done by a trained first aider. If physical contact is necessary, steps should be taken to ensure that another person is present. However, health and safety and the need for medical treatment must be a priority

In the event of any accident, even if first aid is not required, an Accident Report Form (available online from the Health and Safety Office https://newcastle.sharepoint.com/hub/orghas/Pages/safety_reporting.aspx) should be completed and the names of any witnesses recorded.

17.3 Student helpers

At the start of every recruitment event involving the use of student helpers, identification should always be verified by the event organiser using Smart Cards, or another form of photographic identification. This is to ensure that those in attendance are those that were expected and as such, have appropriate DBS disclosure.

17.4 Child-on-child abuse, bullying and/or bad/difficult behaviour

The University takes a zero-tolerance approach to child-on-child abuse, and it should never be passed off as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. See sections 7 & 8 for more information on how to identify child-on-child abuse.

At the beginning of each event, the event lead should give clear guidance on the following:

- The University will not tolerate bullying and/or discrimination of any sort.
- Children should be given the name of an individual that they can go to if they have any concerns relating to bullying.
- If child-on-child abuse is reported, the event lead must record this and report it to a DSL and the school teacher present at the event. If there is no school teacher present, the incident should be reported to a DSL.
- In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi- nudes (March 2024); and Child sexual abuse material generated by artificial intelligence (June 2025) (NCA/CEOP/IWF).

KCISE25 paragraphs 30-33.

17.5 University Accommodation

Event organisers should ensure:

- In Halls of Residence, a staff: child ratio of one responsible adult to every 10 children must be established
- A Security member of staff should be on duty at all times in Halls of Residence.
- Floors/flats must be single-gender occupancy. In the case of gender-questioning (previous term is transgender) and non-binary students, they are to be asked which gender accommodation they would prefer and private bathroom facilities must be provided.
- Trained supervisors of both genders and a range of cultural backgrounds (or briefed on cultural sensitivities) are available on each floor to ensure appropriate conduct
- Security staff should be made aware that no child is to leave the Halls unaccompanied without prior permission, or leave the Halls of Residence after the designated time. For residential events, this is 10.30pm.

No visits should be made to a child's accommodation by individual members of staff. If a visit is necessary, the staff member should be accompanied by another member of staff. If the situation is urgent, another child should be present and/or the door to the child's room should be left open.

17.6 What to do if a child goes missing during an event

- One-day campus events

Where children are attending an event within a school group, the teacher accompanying the children will be informed and be responsible for locating the child, and keeping event staff informed. Where a child is attending individually, personal phone numbers will be collected prior to the event and used in this instance. If a child cannot be located through this phone call, the school will be informed and asked to inform the child's emergency contact.

- Residential events

Mobile phone numbers and full emergency contact details will be collected for each child prior to the event. Children also sign a code of conduct agreeing to abide by a formal curfew and sign-in/sign-out procedure for health and safety purposes. During the event, all children are accompanied by Student Representatives/staff between sessions and have regular meeting points throughout each day with their designated Representatives. In instances where a child goes missing, an initial call will be made to their personal mobile, followed by a room check by appropriate staff and search of the immediate area. If the child is still missing, staff must call their parent/carer/emergency contact as a priority.

- Online events

If a student fails to turn up for an online event that they have registered for via school/college then their associated teacher should be notified. If a student has signed up for an event individually, then no further action is taken.

- Online mentoring and sustained engagement

If a student doesn't attend an engagement which is sustained, such as mentoring, then every effort should be made to raise this with teacher/parent or guardian assuming that this activity has been established via school/college.

17.7 Late collection of children

The University accepts responsibility and has a duty of care for children once they arrive at an event, and until the advertised event finish time. The parents/carer/school has responsibility for the child as they travel to the event, and for their return journey.

On occasion, it is necessary for children to leave an event through ill health, for behavioural reasons or for pre-arranged appointments. In these circumstances, the University will cease to hold responsibility prior to the scheduled end of the event and this should be clearly communicated to parents/carers in advance of the event taking place. In the event of a child leaving an event early/returning to an event, every effort should be made to ensure clear collection/drop-off plans are made with event staff and parents/carers/schools, and that these plans are communicated to all appropriate staff and student representatives

18. Online safeguarding (including Social Media)- filtering and monitoring

18.1 Named Contact(s) for Child Safeguarding Issues

For each online recruitment event, in line with the standard Child Protection policy, one or more designated members of staff who have specific responsibility for the safeguarding of pupils/participants will be identified. All staff involved in online events will have had instruction and clear communication as to who to report concerns to.

18.2 Code of Conduct/Practice

The Codes of Conduct/Practice set out what is expected from each participant at any event. These are specific to each event. Codes of Conduct will be specific for each online event and will take recommendation from the host platform regarding monitoring, escalation and documentation of concerns that may arise. These will also detail the correct procedures for both staff to follow where a breach of this agreement has been made.

For more information, refer to the individual Codes of Conduct/Practice developed for each event.

18.3 Online Platforms

All online activity should take place on University approved platforms only. These will have been risk assessed and approved by Head of Department or Unit before commencement of the event.

Security of online events is a priority and steps must be taken to ensure the protection the platform/system has the following capabilities in order to protect staff and participants alike;

- Access for the intended participants i.e., password protection.
- Advanced security features to protect (including full names, contact details and email addresses). This information should be requested only if necessary and should be kept to a minimum.
- There are tools in place in which to monitor and remove participants should the member of staff deem it necessary.
- Be able to control when necessary for participants to use or have their videos/microphones on.
- Adequate monitoring facilities in order to adhere to safeguarding guidelines.

18.4 Risk Assessment

A Risk Assessment document should be prepared and reviewed for each event. Lead members of staff are responsible for identifying any potential risks involved in an activity, and ensuring that steps are taken to minimise or remove them. A sample risk assessment detailing risks associated with online activity is available within the Child Safeguarding Teams account as a guide.

For more information, refer to the individual Risk Assessment document for each event, available from the event organiser.

18.5 Additional Controls

As per any other event, all University staff involved in the development and delivery of online events receive appropriate training in Child Protection and Health and Safety as detailed below.

Staff involved in recruitment events classed as **sustained activity online** should be checked by the Disclosure & Barring Service (DBS) via an Enhanced DBS Check, as well as undergo the usual training as delivered by the SRT.

In addition to this, the following should be adhered to at all times;

- Staff organising an event should ensure there is adequate training for the supervision of online events. It is fundamental that all staff using the platform are aware of how to report offensive and/or abusive content.
- There should be a minimum of two members of staff for each online event:
 - One to lead
 - One to monitor interactive elements such as chat and Q&A
 - If an event is expected to host a large number of participants (over 50), more staff are required.
- Staff should be employed by the Newcastle University and use an institutional email address. Under no circumstances should a personal email account be used
- Whilst online sessions do not need to be recorded, participants must be made aware that no 1-2-1 situations can occur and the event lead will take appropriate action to avoid this. For example, enabling a waiting room on Zoom to ensure that no participants are able to enter on their own. Ensure any staff on video are in a neutral area and that nothing personal/inappropriate can be seen
- Ensure any staff on video are in a neutral area and that nothing personal/inappropriate can be seen .
- In advance, circulate a Code of Conduct (detailed in Section 1) for participants to complete. At the beginning of each event/session, outline a clear set of guidelines for participants at the beginning of the event
- If a disclosure/concern is made, the process detailed in appendix 8 should be followed
- Any participant under-16 should have parental/guardian approval
- Under no circumstance should a member of staff be in a private 1-2-1 video call/chat with a participant. If they find themselves in this situation, for example due to a technical fault, they must remove themselves immediately.
- No personal information should be shared by participants, unless there is a clear need for further discussion. Please refer to appendix 10.
- Newcastle University follows the '[Use of IT Facilities policy](#)' to monitor and log usage of its IT facilities

18.6 Social media

The use of social media prior to, during, or following an event should only be used where appropriate. Members of staff (including student representatives) should not communicate with young people via their personal social media accounts. To facilitate this, the following should be followed for all events & activities:

- Staff (including student ambassadors) do not share their personal social media account information.
- Staff take steps to avoid being found by children on social media, by selecting strict privacy settings, using a different display name and choosing an appropriate display picture.
- Staff (including student ambassadors) do not request participant social media account information.
- Staff are advised to adjust their personal social media accounts, so that they have control over who can see their account information online. For example, Instagram accounts should be set up so that account owners have control over who receives their posts.
- Personal accounts should not be used to send University content & communications.
- Concerns about social media content involving pupils, such as cyberbullying, self-harm, abuse or exploitation, should be raised in accordance with section 9.

If you require further information regarding the use of social media, please contact one of the DSLs as outlined in Section 19.3.

18.7 Online mentoring/tutoring

This section outlines steps that should be taken to ensure protection of staff and participants when longer term online mentoring may occur.

All members of staff/student ambassadors must be fully DBS checked to work with young people over an extended or sustained period of time, as per Newcastle University's DBS policy. Staff and participants should receive thorough training in advance of undertaking online mentoring as well as confirming their understanding of a Code of Conduct.

All information shared must purely relate to the purpose of the online mentoring and must not deviate. No personal contact information should be shared at any point. Moderation staff will monitor regularly and act responsibly when it comes to taking any action necessary to protect both staff and participant.

18.8 Child sexual abuse material generated by artificial intelligence

There is the potential for Artificial Intelligence to be misused to create and share child sexual abuse material (CSAM), referred to as AI-CSAM. Under UK law, AI-CSAM is illegal.

AI can be used to create highly realistic, manipulated images and videos of a child or young person. This can be done by altering existing photos or videos or creating entirely AI-generated sexual abuse content.

Do not share, download, print or save the content, even for reporting purposes.

All child sexual abuse material should be reported to a DSL immediately. The DSL will follow child safeguarding procedures and report the incident to the police.

See Appendix 11 for further information.

18.9 Reporting concerns for online activity

Further information on reporting concerns can be found at the bottom of this document in appendix 8.

19. Contacts

19.1 Useful Contacts

Organisations/ Legislation	Contact Details	Notes
Newcastle Safeguarding Children Partnership	https://newcastlesafeguardingchildren.org.uk/	Information of the procedures and resources relating to Newcastle
The Department of Education	www.gov.uk/childrens-services/safeguarding-children	Safeguarding information from the Department of Education
The Disclosure and Barring Service (DBS)	www.gov.uk/government/organisations/disclosure-and-barring-service	The DBS merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

NSPCC	Tel: 0808 800 5000 E-mail: help@nspcc.org.uk Web: www.nspcc.org.uk Post: NSPCC Helpline, Weston House, 42 Curtain Road, London, EC2A 3NH.	Information on child protection and working with children
ChildLine	Tel: 0800 11 11 Web: www.childline.org.uk	Free and confidential service for children provided by the NSPCC

19.2 Social Care Teams

For information, advice and guidance, or to make a referral, please contact the appropriate Social Care Team.

Newcastle	
Initial Response Service The first point of contact for anyone who is worried about a child's safety or welfare.	0191 277 2500
Newcastle Emergency Duty Team For social work emergencies outside office hours	0191 278 7878 (ask for Emergency Duty Social Worker)
Newcastle Children Standards and Safeguarding Unit	0191 277 4636

Bradford	
Children's Social Care Initial Contact Point	01274 437 500
Social Services Emergency Duty Team	01274 431 010
Calderdale	
First Response Team	01422 393 336
Emergency Duty Team	01422 288000
Cumbria	
Carlisle And Eden Areas Children's Services Teams 1 & 2	01228 227 018
Allerdale And Copeland Area Children's Services Team 1	01900 706 325
Allerdale And Copeland Area Children's Services Team 2	01900 706 435
Barrow-In-Furness And South Lakeland Areas Children's Services	01229 408 100
Social Care Out Of Hours Team (Safeguarding Hub)	0333 240 1727
Durham	
Initial Response Service (24 Hours)	03000 267 979 (option 3)
Local Authority Designated Officer	03000 268 835
Darlington	
Children's Initial Advice Team	01325 406 252
Out of Hours Emergency Duty Team	01642 524 552
Gateshead	
Children's Services (8.30am – 5.00pm Monday to Friday)	0191 433 2653
Emergency Duty Team	0191 477 0844
Hartlepool	

Hartlepool and Stockton-on-Tees Children's Hub	01429 284 284 01642 130 080
Emergency Duty Team	01642 524 552
Kirklees	
Kirklees Duty And Assessment Service	01484 414 960
Emergency Duty Service	01484 414 933
Leeds	
Children's Social Work Services	0113 222 4403
Emergency Duty Team	0113 535 0600
Middlesbrough	
Middlesbrough Multi-Agency Children's Hub	01642 726 004
Out Of Hours Emergency Duty Team	01642 524 552
North Tyneside	
Front Door	03452 000 109
Emergency Duty Team	0191 200 6800
Northumberland	
24/7 Onecall telephone	01670 536 400
Local Authority Designated Officer	01670 623 979
North Yorkshire	
Children's Social Care And Out Of Hours Support	0300 131 2 131
Redcar & Cleveland	
Redcar and Cleveland Multi-Agency Children's Hub	01642 130 700
Out Of Hours Emergency Duty Team	01642 524 552
Local Authority Designated Officer	01642 130 700
Stockton	
First Contact Team (Children's Hub)	01642 130 080
Emergency Social Work Services	01642 524 552
South Tyneside	
Social Care Team	0191 424 5010
Emergency Duty Team	0191 456 2093
Sunderland	
Together for Children	0191 520 5560
Emergency Out Of Hours Team	0191 520 5552
Local Authority Designated Officer (office hours only)	0191 561 3901
Wakefield	
Social Care Direct And Out Of Hours	03458 503 503

19.3 Designated Safeguarding Leads contacts

For advice and information from a Designated Safeguarding Lead, or if you have any questions or concerns about the information contained in the Child Protection Policy, please contact the relevant member of staff below:

Central UK Recruitment Team	Sarah Cowey	Head of UK Recruitment 0191 208 6094 Sarah.Cowey@newcastle.ac.uk
	Jack Chamberlain	Student Recruitment Manager 0191 208 6094 Jack.Chamberlain@newcastle.ac.uk
	Dawn Dowling	Student Recruitment Manager 0191 208 6094 Dawn.dowling@ncl.ac.uk
	Stacey Duggan	Student Recruitment Manager 0191 208 6094 stacey.duggan2@newcastle.ac.uk
	Mary Kelly	Student Recruitment Manager 0191 208 6094 Mary.kelly2@newcastle.ac.uk
Faculty of Medical Sciences UK Recruitment Team	Felicity Hunter	Head of Student Recruitment & Marketing Faculty of Medical Sciences 0191 208 5464 felicity.hunter@newcastle.ac.uk
	Matt Larkin	Student Recruitment Manager (Faculty of Medical Sciences) 0191 208 6603 Matt.Larkin@newcastle.ac.uk
	Ashleigh Watson	Student Recruitment and Marketing Manager ashleigh.watson@newcastle.ac.uk
Humanities and Social Sciences - UK Recruitment Team	TBC	
Science, Agriculture and Engineering Faculty - UK Recruitment Team	Laura Jones	Outreach Manager laura.jones8@newcastle.ac.uk
Partnerships	Louise Harrison	Project Manager North East Raising Aspirations Partnership 0191 208 3102 louise.harrison@ncl.ac.uk
	Sasha Quigg	Outreach Delivery Manager North East Uni Connect Partnership 0191 208 3171

		Sasha.quigg@newcastle.ac.uk
	Lucy McMahon	Operations Project Manager North East Uni Connect Partnership 0191 208 3538 Lucy.McMahon@newcastle.ac.uk
	Sarah Beech	Senior Project Manager Realising Opportunities sarah.beech@newcastle.ac.uk

Appendix I Indicators of abuse and neglect (KCSIE Part 1 paragraphs 24-28 and Annex B)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

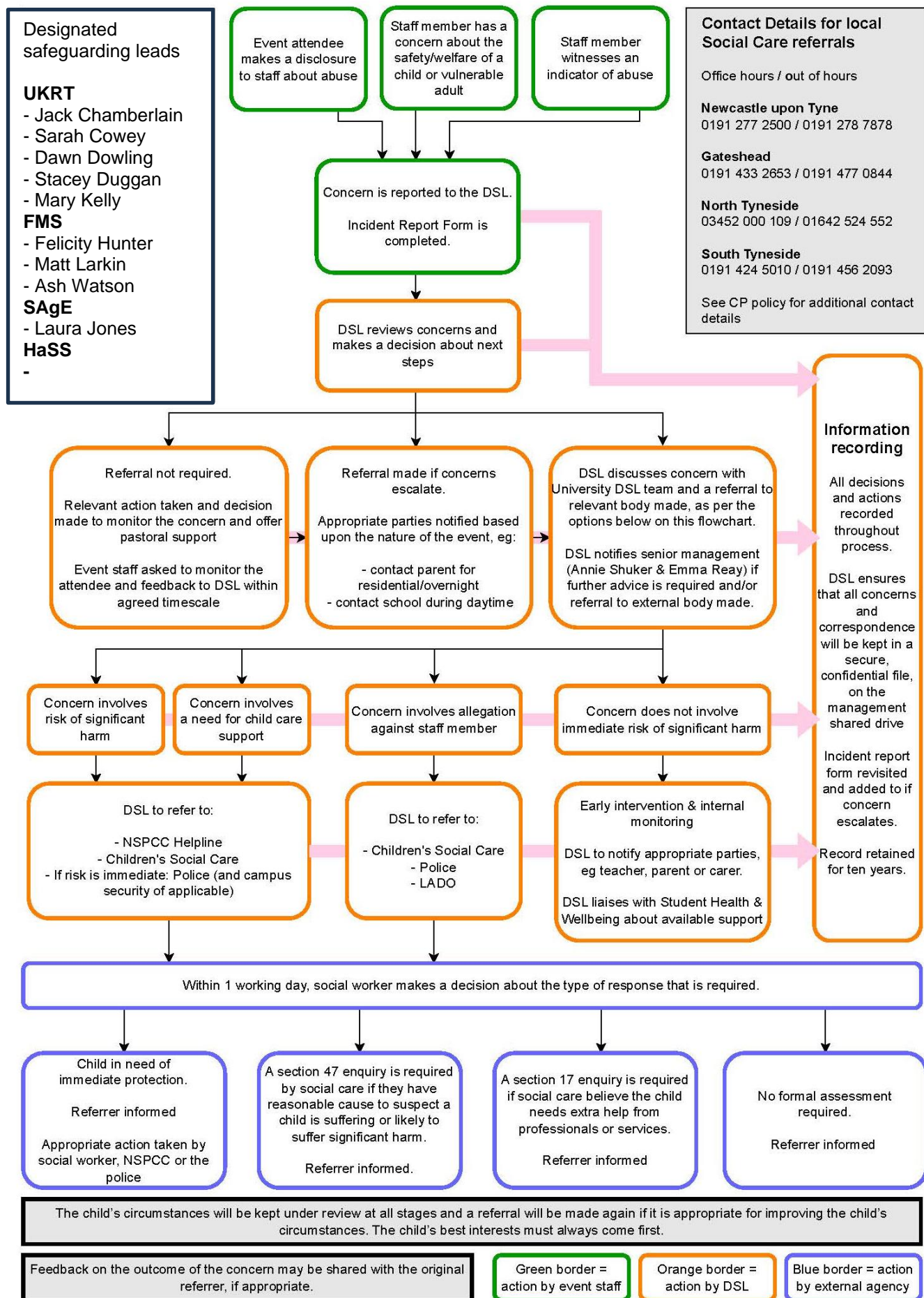
Appendix II Definitions and signs of child abuse (NSPCC, 2020)

Guidance for professionals who work with children on how to recognise the signs of child abuse. All staff should read this factsheet in advance of working with children or vulnerable adults.

Available via the following URL:

- <https://learning.nspcc.org.uk/research-resources/briefings/definitions-signs-child-abuse>

Appendix III Making a Child Protection Decision Flowchart



NSPCC
'Learning'

Let children know you're listening

A **safeguarding resource** to help you show children and young people that, whatever they want to share, you're ready to listen.
There are three simple directions to remember...

➤ Show you care, help them **open up**

Give them your full attention and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases like "you've shown such courage today" help.

➤ Take your time, **slow down**

Respect pauses and don't interrupt them – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.

➤ Show you understand, **reflect back**


Make it clear you're interested in what they're telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.



+ Find out more

For more training and resources to help protect children visit
nspcc.org.uk/listen

Appendix V Incident Disclosure Report Form

 Newcastle University	INCIDENT/DISCLOSURE REPORT FORM	
DETAILS OF DISCLOSURE		
Date of disclosure:	Time of disclosure:	
Where did the disclosure occur?		
DETAILS OF CHILD or VULNERABLE ADULT		
Surname:	Address:	
Forename(s):		
Gender:	Home telephone number:	
DOB:	Mobile telephone number:	
Religion:	Ethnic Origin:	
	First language:	
Address of parent/carer:	Name and Address of GP:	
Telephone number (if different from above):		
Are they aware of the disclosure/referral?	Telephone number:	
Briefly describe the circumstances of the disclosure (continue on a separate sheet if necessary):		

Explanation given by the child/vulnerable adult including any **key phrases** they used.
(Make sure you record exactly what was said by them and details of any questions/remarks from yourself):

Facts established during the disclosure:

Name and contact details of all witness:

YOUR NAME AND CONTACT DETAILS

Name of the person completing this form:

Position:

Are you a Designated Safeguarding Lead?

Contact number:

YES/NO (delete as appropriate)

Initial action taken, when and by whom:

If a referral is made, is the child/vulnerable adult aware of the referral?

Your observations, including information on body language, any visible marks (indicate on body map, attached), emotional state of child/vulnerable adult and your professional judgement:

EXTERNAL AGENCIES CONTACTED (for completion by a Designated Safeguarding Lead only)

Name and address of Agency:

Name of person spoken to:

Position:

Contact number:

Details of advice received:

Name and address of Agency:

Name of person spoken to:

Position:

Contact number:

Details of advice received:

Name and address of Agency:

Name of person spoken to:

Position:

Contact number:

Details of advice received:

Please submit this form to a Designated Safeguarding Lead who will then retain this on confidential file.

Signature: Print name: Date:

If an incident occurs online, please refer to the Online Child Safeguarding Annex.

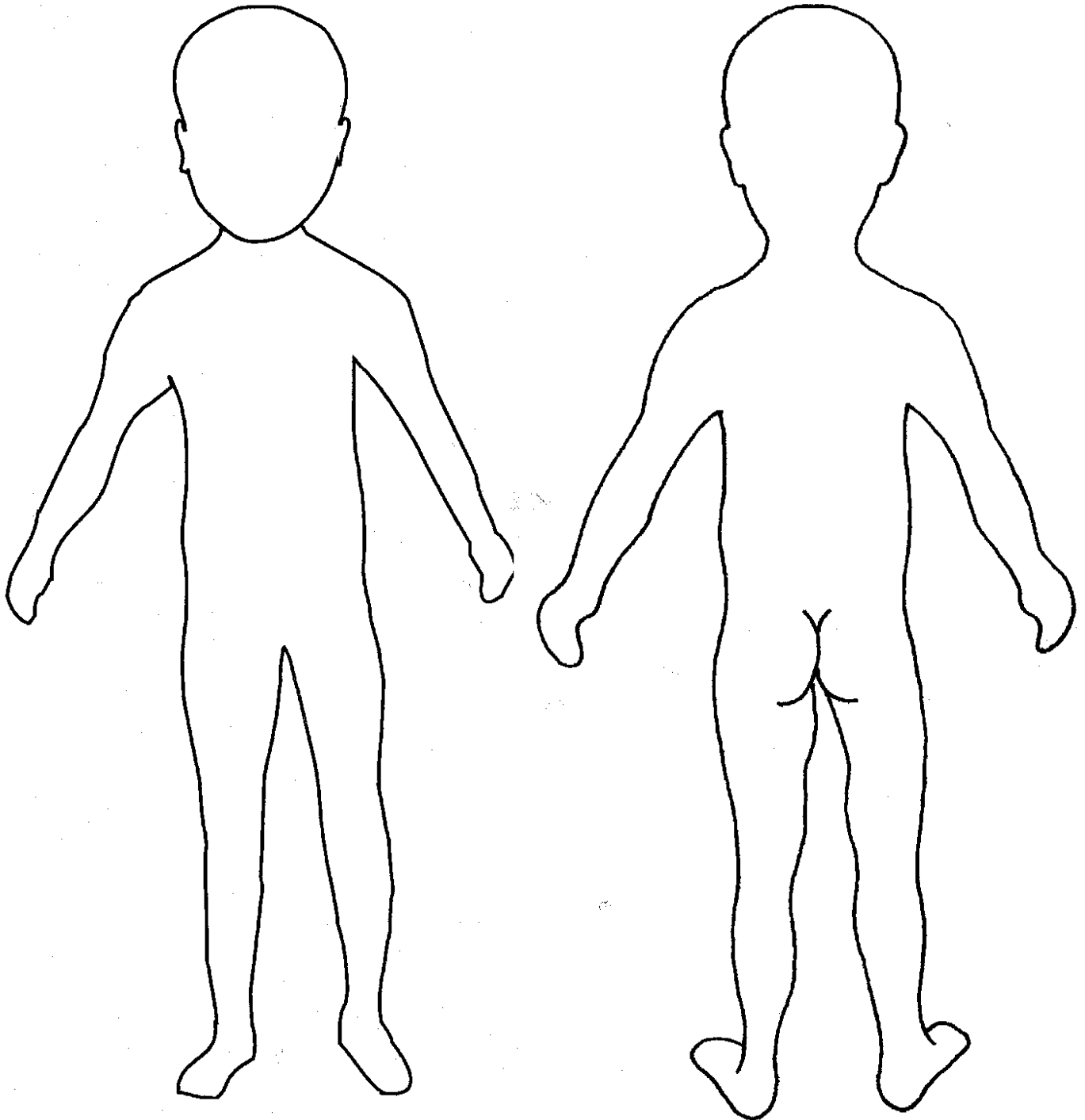
Body Map

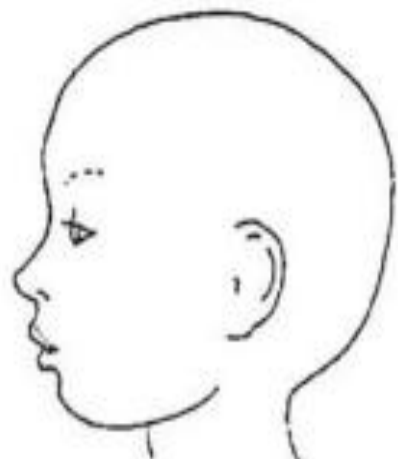
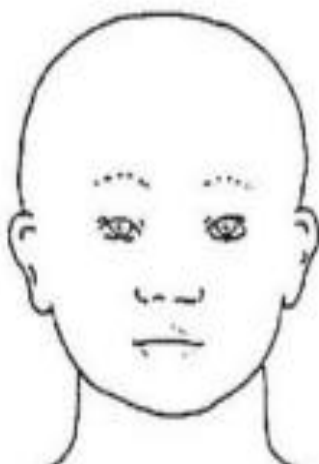
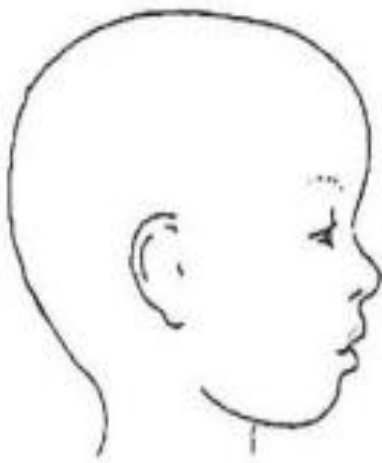
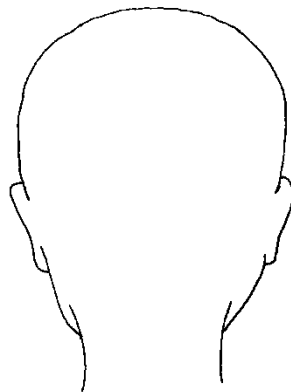
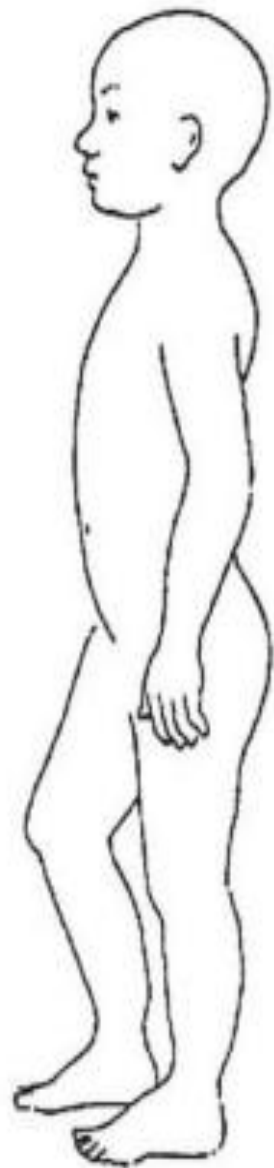
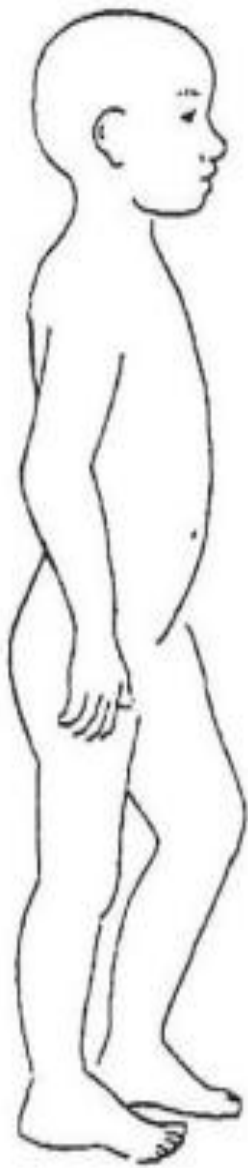
(This must be completed at time of observation)

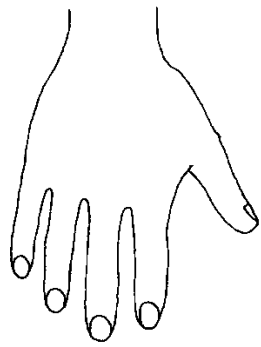
Name of Child: _____ Date of Birth: _____

Name of Staff: _____ Agency: _____

Date and time of observation: _____





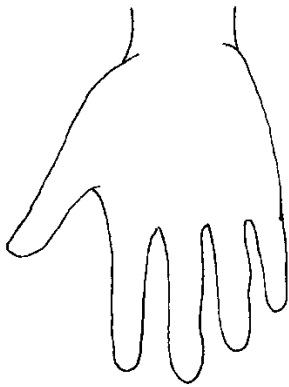


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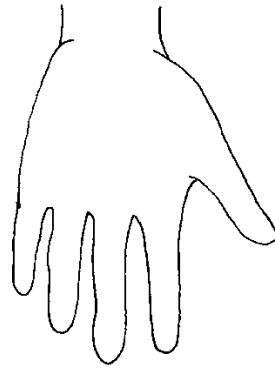


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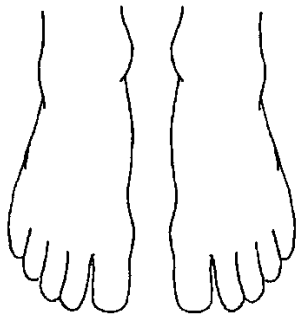


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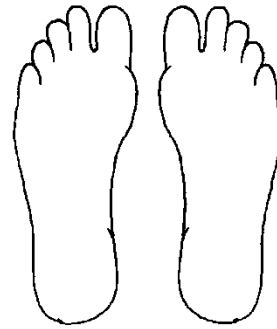
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OUTER

Appendix VI The Children Act (1989)

This is the key piece of legislation governing child protection in England and Wales. The Children's Act (2004) supplemented the 1989 Act and reinforced the message that all organisations working with children have a duty in helping safeguard and promote the welfare of children.

Principles

1. **'Paramount'** – the child's welfare is paramount, i.e. the most important consideration
2. **Parental Responsibility** – parents have a duty to care for their child and meet their needs
3. **Partnership** – professionals and families are to work together for the welfare of children
4. **Participation** – children's wishes and feelings should be ascertained so that they contribute appropriately
5. **Prevention and Provision of Service** – services may be necessary to safeguard and promote the welfare of a **'Child in Need'**
6. **Protection** – a child must be protected from serious harm. The Local Authority has a duty to investigate any report that a child is suffering, or likely to suffer, **'Significant Harm'**

Section 17 – Child in Need

Under the Children Act (1989) a child is considered to be in need if:

- He or she is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development without provision of services from the Local Authority;
- His or her health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or
- He or she is a disabled child

Section 47 – Child at Risk of Significant/In Need of Protection

Places a statutory duty on the local authority:

Where a local authority have *reasonable cause to suspect* that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take action to safeguard or promote the child's welfare.

Significant Harm

- Harm means ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health means physical or mental health;
- Ill-treatment includes physical and sexual abuse and forms of ill treatment which are not physical

s. 31 (9) Children Act (1989) as amended by the Adoption and Children Act 2002

Appendix VII Making a Referral

When contemplating making a referral to children's social care, Designated Safeguarding Leads should consider the following:

- Do you have sufficient information about the child if a referral is to be made?
- What other information do you need to make an informed decision and how should you go about obtaining it?
- Is there reason to have concerns about the child's immediate safety?
- Are there issues of consent and/or confidentiality in respect of sharing information (common law duty of confidence, Human Rights Act 1998, GDPR 2018)?
- Who else should you share the information with, and when and how should this be done?
- Have you and/or other staff written a report of the concerns, ensuring this accurately reflects anything a child has said and distinguishes clearly between fact and opinion?
- Have you taken account of the child's right to know what action, if any, will be taken? Have you ascertained their wishes and feelings?
- Have you provided for the child's immediate support needs? Have you considered any support needs of the person reporting the concerns?

Mandatory reporting of genital mutilation: procedural information (January 2020)

There is a specific legal duty on persons who are employed to carry out teaching work in schools and other institutions regarding FGM:

- If you are a relevant professional and a girl discloses to you that she has had FGM (whether she uses the term 'female genital mutilation' or any other term or description, e.g. 'cut') then the duty applies: it must be reported to the police.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities

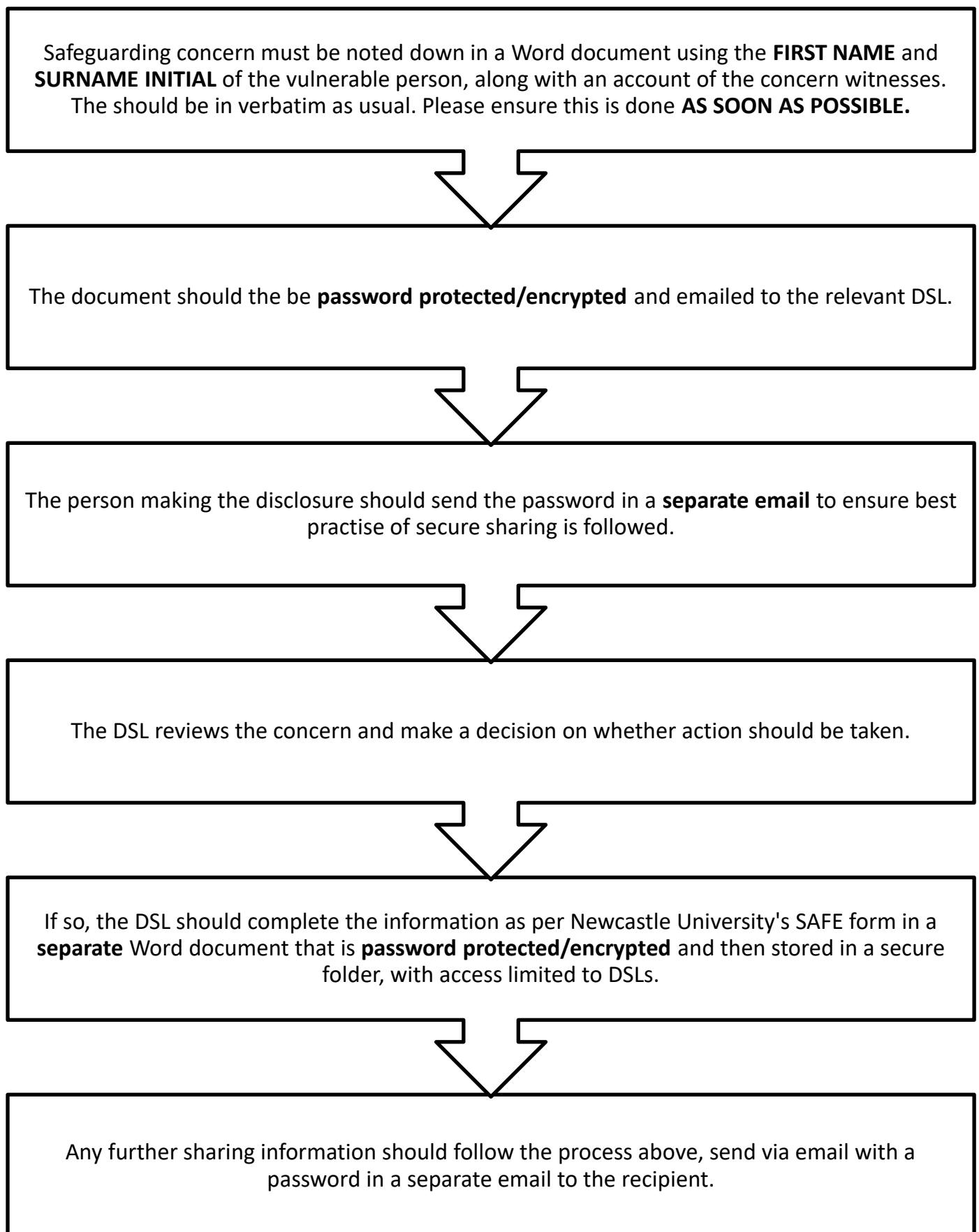
It is recommended that you make a report orally by calling 101, the single non-emergency number.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

In most cases reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

The staff member should read the [mandatory reporting guidance](#) and [what information is needed to report](#).

Appendix VIII Making an online referral



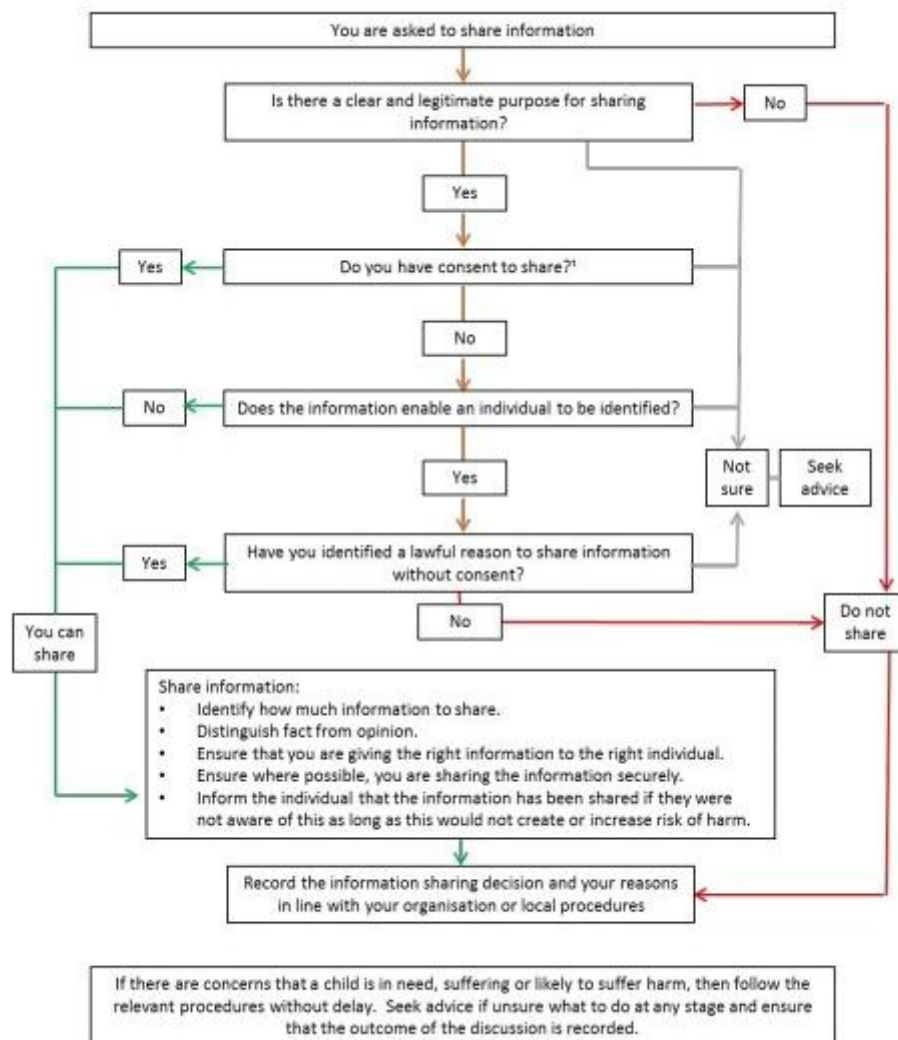
Appendix IX Keeping children safe in education: summary of changes (NSPCC, 2025)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment. This key document was used to produce the UK Recruitment Child Protection Policy

Available via the following URL:

<https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>

Appendix X Flowchart of when and how to share information during online events



1. Consent must be unambiguous, freely given and may be withdrawn at any time

You can find further information via the following link:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf

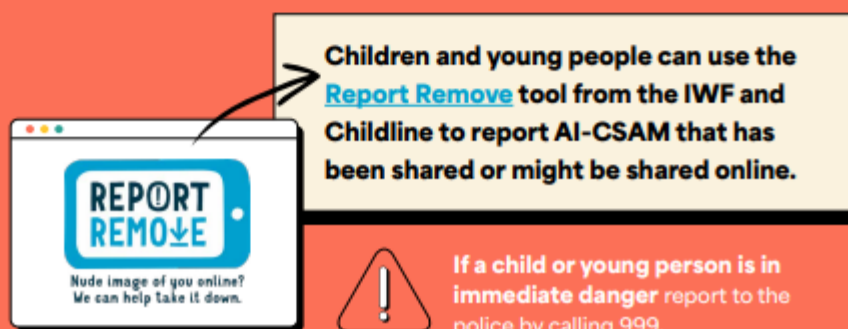
Responding to an incident



Any incident involving AI-CSAM should be treated with the same level of care, urgency and safeguarding response as any other incidence involving child sexual abuse material.

1. **Report it** to your DSL or equivalent.
2. **Follow the child protection and safeguarding policies** and procedures in your setting.
3. **Do not share, download or save the content** – even for reporting purposes. The decision to view any imagery should be based on the professional judgement of the DSL (or equivalent). The DSL should never copy, print, share, store or save them; this is illegal. For further information, please see UK Government's Guidance 'Sharing nudes and semi-nudes: How to respond to an incident'
4. **Encourage the young person not to delete anything** that could be used as evidence, such as messages, images, videos, usernames and URL links.
5. **Report it to the site, app or network** hosting it.
6. **Report it to the Police.** Call 101, or 999 if you believe the child or young person is in immediate danger.
7. **Consider wellbeing support.** As with any form of CSA, victims may need support to manage the emotional and psychological impact. Make victims of AI-CSAM aware of support in your setting and locally.

For further guidance on responding to incidents and reporting to statutory services, (including the police) visit: [sharing nudes and semi-nudes: advice for education settings working with children and young people.](#)



You can find further information via the following link:

<https://www.iwf.org.uk/media/ceel0u4z/ai-guidance-england-final.pdf>