Safeguarding Policy

2026 - 2027

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SAFEGUARDING POLICY

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Introduction

The purpose of this policy is to ensure:

- There is a whole school approach to safeguarding which enables (insert school name) to be a safe place to learn and work.
- All staff understand their statutory safeguarding responsibilities and are confident to carry out their duties.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Children and young people who attend (insert school name) are protected from harm and appropriate action is taken so that pupils receive the right help at the right time.

This policy applies to all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors, or anyone working on behalf of (insert school name)

Legal Framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026 - draft consultation version, published for consultation in February 2026, and Working Together to Safeguard Children 2026. This policy will be reviewed again once the final version of KCSIE 2026 is published, before formal adoption for September 2026 implementation.

- The Rehabilitation of Offenders Act 1974
- Human Rights Act 1998
- The Data (Use and Access) Act 2025
- Section 175 of the Education Act (2002)
- Female Genital Mutilation Act 2003
- The school's duty under the Children Act 2004 to co-operate with other organisations and agencies [more information about this is available from the Information Commissioner's Office: ico.org.uk/for organisations]
- Safeguarding Vulnerable Groups Act 2006
- The School Staffing (England) Regulations 2009
- Equality Act 2010
- Public Sector Equality Duty
- Education Regulations (2014)
- Prevent Duty Guidance for England and Wales (2015)
- Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers (2024)
- Data Protection Act (2018)
- Guidance for safer working practice for those working with children and young people in education settings (2022)
- Teacher's Standards
- Behaviour in schools: Advice for headteachers and school staff (2024)
- Working together to improve school attendance (2026)

- Self-generated intimate images and/or videos (making or sharing nudes and semi-nudes)
- Early Years Foundation Stage (EYFS) Safeguarding reforms (2025)

Where a school has early years provision, including nursery or reception, the school will comply with the safeguarding and welfare requirements of the EYFS statutory framework alongside KCSIE Early years foundation stage (EYFS) statutory framework - GOV.UK

It is also in line with:

- Leeds Safeguarding Children's Partnership (LSCP) Safeguarding Procedures and Practices
- North Yorkshire Safeguarding Children Partnership
- What To Do If You Are Worried A Child Is Being Abused (2015)
- Recommendations from national and local Serious Case Reviews

This policy also complies with our funding agreement and articles of association.

Supporting Documents

- This policy should be read alongside our organisational policies, procedures, guidance, and other related documents. These include; RKLT Attendance Policy
- Attendance and Punctuality.
- Behaviour
- Bullying
- RKLT Complaints and Concerns Policy
- Data Protection Policy
- Designated teacher for looked-after and previously looked-after children.
- Equality
- Health and Safety
- Relationship and Sex Education.
- RKLT AI Policy
- SEND
- Staff Code of Conduct
- Disciplinary Policy
- Whistleblowing

Policy Statement

We believe that:

- Children and young people should never experience abuse of any kind and all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- Everyone working for (insert school name) has responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Who have previously been known to social care
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after.

Extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

We are committed to:

- A whole school approach to safeguarding, which underpins all aspects of school life.
- Safeguarding and promoting the welfare of all Pupils.
- Working with 'professional curiosity' and an attitude that 'it could happen here'.
- Practice that is child-centred, considering, at all times, what is in the best interests of the child.
- Having effective procedures in place which ensure pupils receive the right help, at the right time.
- Playing a pivotal role in local safeguarding arrangements.

- A ‘zero-tolerance’ approach to harmful sexual behaviours, and child on child abuse.
- Ensuring all staff receive appropriate safeguarding and child protection training which is regularly updated.
- Providing suitably trained and experienced, specialist staff, including a Designated Safeguarding Lead, within the school
- An age-appropriate, preventative, spiral curriculum that effectively prepares pupils for life in modern Britain.
- Reviewing policy, procedure, and practice regularly.

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Involving them in decisions which affect them.
- Building children’s resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables children to challenge extremist views.
- Appointing a nominated safeguarding lead for children and young people, a deputy, and a lead trustee/board member for safeguarding.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- Developing and implementing effective online safety and related procedures.
- Providing effective management for staff and volunteers through induction, supervision, support, training, and quality assurance measures so that all staff and volunteers know about, and follow, our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families through all our communication routes.
- Making sure that children, young people, and their families know where to go for help if they have a concern.
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying and harassment environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying and harassment that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Definitions

To this policy, we will use the following definitions:

Child:

As in the Children Acts 1989 and 2004, a child or young person is anyone who has not yet reached his/her 18th birthday. All Pupils in the Trust, including over 18s in Sixth Form, follow the remit of the Policy. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding:

This is the action that is taken to promote the welfare of children and protect them from harm.

This means:

- protecting children from abuse and maltreatment.
- preventing harm to children's health or development.
- ensuring children grow up with the provision of safe and effective care.
- taking action to enable all children and young people to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

Child protection:

This is part of the safeguarding process and refers to the activities undertaken that prevent children suffering, or being likely to suffer, significant harm. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding Partners:

Safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their need.

The three partners are:

- Local Authority
- Integrated Care Systems (ICS)
- The chief officer of police for a police area in LA area.

The three statutory safeguarding partners have decided to allow all schools and colleges in the local area to be fully engaged, involved, and included in safeguarding arrangements. As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

Please see Appendix 5 – (insert local authority children's services) – Safeguarding & Child Protection Policy for schools and colleges.

North Yorkshire - School-CP-Policy-2026-2027-FINAL-DRAFT-15-July-2026.docx

Leeds - Leeds Safeguarding & Child Protection Policy for Schools & Colleges

Abuse:
This is a form of maltreatment and may involve inflicting harm or failing to act to prevent harm.

Neglect:
This is a form of abuse and is the persistent failure to meet a child's basic Physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Identifying children and young people who are suffering or likely to suffer significant harm

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. We recognise that children may 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. Therefore, all staff know of the safeguarding issues that can put children at risk as well as the signs of abuse, harm, and neglect. Harm can also include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Indicators of abuse, and neglect and exploitation

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, teenage relationship or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, exposed to adultification or by another child or children.

1. Physical Abuse

Physical abuse 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/carer fabricates the symptoms of, or deliberately induces, illness in a child.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 and how they communicate. It may feature age or developmentally inappropriate expectations

being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate way, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Support for children who have been victim to sexual abuse can be found from the **Centre of Expertise on Child Sexual Abuse**, which includes advice on safety planning and communicating with children and parents

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve parents/carers 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).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who

have been moved (commonly referred to as trafficking) for the purpose of exploitation.

1. Child Sexual Exploitation (CSE)

We recognise that Child Sexual Exploitation (CSE) can happen in person or online. CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non- contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status, and affection. This is usually in exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year- olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

The DfE provides the following supportive information contained in: Child sexual exploitation: guide for practitioners

2. Child Criminal Exploitation (CCE)

We recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have

experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

3. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children may be exploited by organised crime groups operating locally or nationally and may be recruited online, through friendship groups, family associations or coercion.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- unexplainable and/or persistent absences from education.
- have been the victim or perpetrator of serious violence (e.g., knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
- owe a ‘debt bond’ to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

4. Child Financial Exploitation

Children may also be exploited financially. This can include money muling, online fraud, cryptocurrency-related scams and the misuse of bank accounts. Staff should be alert to unexplained financial activity or requests involving pupils' banking facilities.

5. Modern Slavery and the National Referral Mechanism:

Rossett Acre recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced, or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken to safeguard that child and/or other children. NRM guidance available here.
National referral mechanism guidance: adult (England and Wales) - GOV.UK

6. Extremism

To fulfil the Prevent duty, it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- Radicalisation (Prevent strategy)
  "The process by which a person comes to support terrorism and forms of extremism leading to terrorism."

- Extremism (Prevent strategy)
  "Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs."

7. Female Genital Mutilation (FGM)

Female genital mutilation is a procedure where the female genitals are deliberately cut, injured, or changed, but there's no medical reason for this to be done.

8. Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of abuse, neglect, or exploitation. This can have a lasting impact throughout childhood, adolescence and into adulthood.

9. Child-on-child abuse

Including Sexual Violence and Harassment, making or sharing nudes and semi-nudes and/or videos, including AI-generated and deepfake content.

Rossett Acre recognises that children can abuse their peers, that this can manifest itself in many ways and may reflect gender issues.
Staff should recognise that harmful sexual behaviour exists on a continuum and that misogyny can intersect with sexual harassment, sexual violence, coercion and abuse. Concerns must never be dismissed as banter, part of growing up, or boys being boys.

Leaders and governors will use behaviour, bullying, online safety and safeguarding data to identify patterns of misogyny, harassment, discriminatory language and harmful attitudes.

Sexual violence and sexual harassment involving children at the school is a form of child-on-child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable nor will it be tolerated. Rossett Acre takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

Upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years custodial sentence and being placed on the sex offenders' register.

Where there are concerns or allegations of child-on-child abuse, the procedures and guidance for staff if they suspect abuse of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

10. Serious violence

All staff should be aware of indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
Serious violence may also include knife crime.
All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

11. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Seeing, hearing or experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
Where police are called to an incident of domestic abuse and there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day with an Operation Encompass alert either electronically or via telephone. These must always be recorded on CPOMS and followed up with children

Advice is available at:

- NSPCC- UK domestic-abuse Signs Symptoms
- Refuge: What is abuse?
- SafeLives: young people and domestic abuse
- National Domestic Abuse Helpline, 24 hours a day on 0808 2000 247

12. Extra Familial Harm

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines.

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume

that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

13. The trio of vulnerabilities

This is made up of three issues: domestic abuse, mental ill-health, and substance misuse. These issues can co- exist in families where significant harm to children has occurred. Where this co-occurrence happens, it is an indicator of increased risk of harm to children.

14. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
Additional advice can be found at: Cyber Choices, NPCC- When to call the Police and National Cyber Security Centre. Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

15. Artificial Intelligence (AI)

The Trust recognises that Artificial Intelligence (AI) technologies are increasingly used by children and young people both in and outside of school. Whilst these technologies can provide educational benefits, they may also present safeguarding risks.
Staff should be aware that AI may be used to:

- Generate or manipulate images, audio or video content, including deepfakes.
- Create, share or distribute harmful, abusive, misleading or inappropriate content.
- Facilitate bullying, harassment, discrimination or child-on-child abuse.
- Support criminal, exploitative or fraudulent activity.
- Expose children to misinformation, disinformation or harmful advice.

Children may also engage with AI-powered chatbots, virtual companions or other generative AI tools. Staff should remain alert to any safeguarding concerns arising from a child's use of such technologies, including issues relating to mental health, exploitation, online safety or social isolation.

Any safeguarding concerns involving AI-generated or AI-assisted content will be managed in accordance with this policy, the school's online safety procedures and the RKLT Artificial Intelligence Policy. Concerns should be reported to the Designated Safeguarding Lead in the same way as any other safeguarding concern.

AI technologies may be used to generate, alter or distribute nude or semi-nude images of children, including deepfakes, and such material will be treated as a safeguarding concern in the same way as any other form of child sexual abuse imagery or harmful image sharing

The link to the Trust AI policy can be found here RKLT AI Policy

Children potentially at greater risk of harm

All children should be protected but some groups of children are potentially at greater risk of harm.

1. Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.
The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational, outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

2. Children who are absent from education

Children being absent for prolonged periods, having unexplainable and/or persistent absences from education and/or on repeat occasions, can be a warning sign of safeguarding issues including neglect, child sexual exploitation and child criminal exploitation. As outlined in the DfE statutory guidance, **Working Together to improve school attendance 2024**, schools must work with Local Authority Children's Services, where absence indicates safeguarding concerns

3. Children living in temporary accommodation

Children living in temporary accommodation may experience disruption to education, attendance, health, emotional wellbeing and safeguarding support.

Where notification is received from a local authority housing authority that a pupil has been placed in temporary accommodation, the school will work proactively with the child, family and partner agencies to identify and reduce barriers to attendance, engagement, wellbeing and educational achievement.

The DSL and attendance lead will consider whether additional safeguarding, pastoral or Family Help support is required.

4. Children missing from education

This can be a vital warning sign for a range of safeguarding issues and the response of the school will support identifying abuse to help prevent the risk of the child going missing in the future. A child's absence may be unexplainable and persistent which would necessitate professional curiosity to better understand the reasons for this. A school making a referral to the Local Authority must follow the DfE's statutory guidance on Children Missing in Education

5. Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school.
Elective Home Education (EHE) Local Offer | North Yorkshire Council
Home education | Leeds.gov.uk

6. Children requiring mental health support

Mental health problems can, in some cases, become safeguarding concerns and should be considered within the school's child protection response, not solely as wellbeing issues.

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. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The senior mental health lead for the school is Kate Woodcock. They will access training and resources to develop the whole-school approach to mental health and wellbeing.

7. Looked after children and previously looked after children

The most common reason for children becoming looked after is because of abuse and/or neglect. The school will hold the information in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

The school recognises that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

We have a designated teacher, Kate Woodcock, who is responsible for promoting the educational achievement of looked after children and previously looked after in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with the virtual school headteacher to promote the educational achievement of looked-after, previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.
- The virtual school headteacher's responsibility also includes those children within the school who are working with a social worker and children in kinship care.

8. Children attending Alternative Provision

Where there is a necessity for a school to place a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The DSL should ensure that regular communication is maintained, including quality assurance visits and contact with the child's family.

Schools must ensure they are fully compliant with the guidance set out by the DfE in their **Alternative Provision** information for schools. This includes the requirement for written confirmation from the provider that full safer recruitment steps have been taken on all members of staff employed by the organisation, such as those new to the alternative provision.

There must be a clear knowledge of the location of each child who attends an alternative provision. This should include names and addresses for the provision and lead proprietor, including subcontracted provision and satellite sites. All alternative provision placements must be reviewed at least termly, to ensure that children are attending, their needs are met, and the setting is meeting their needs. It is the responsibility of the school to ensure that placements that have the potential to put a child at risk are immediately reviewed and terminated, if concerns have failed to be addressed.

The school will not place a pupil in Alternative Provision unless safeguarding arrangements, staffing checks, site arrangements, attendance reporting, emergency contacts and escalation routes have been confirmed in writing.

9. Children who are gay, lesbian, bisexual or gender questioning

A child or young person identifying as LGBTQ+ is not in itself an inherent risk for harm, however this may lead to targeting by other children, such as bullying. Following the Cass review, schools should adopt a cautious approach,

encouraging families to seek clinical help and advice. DSL's should be conscious that such children may have complex mental health or psychosocial needs that need to be addressed, and support put in place. School professionals should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children when deciding how to proceed.

Gender Questioning Children - non-statutory guidance

Any request for support relating to social transition will be considered carefully on a case-by-case basis. The school will not initiate social transition. Decisions will be made by senior leaders and the DSL, taking account of the child's wishes and feelings, safeguarding needs, parental views unless this would create a specific safeguarding risk, equality duties, human rights duties, and relevant clinical or professional advice where appropriate. Decisions, rationale, actions and review points will be clearly recorded

Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility.

1. All School Leaders, Staff and Volunteers should:

All staff will read Part One of KCSIE 2026 in full. Staff working directly with children should also be familiar with Annex A (Further information), and designated safeguarding leads / deputies should read Annex B (Role of the DSL).

- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Be aware of systems within the school which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; RKLT's Code of Conduct, the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education.
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse.
- Be aware of the process for making referrals to children's social care where there are concerns about a child's welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Staff should also understand the local community-based Family Help / Family Help process and threshold criteria, including pathways for targeted Family Help, section 17 (children in need), section 47 (reasonable cause to

suspect significant harm), section 31 (care / supervision orders) and section 20 (duty to accommodate).

- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- **Always** speak with the DSL where there are concerns about a child.
- Speak to a member of the SLT and / or take advice from local children's social care if the DSL is not available.
- Understand that, whilst anyone can make a referral to a local safeguarding partnership, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- Use the relevant local authority professional resolution procedure here and in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.
- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
- Be aware of the school emergency procedures including fire evacuation, lock-down and invacuation.

Reporting Concerns or Allegations

- Refer concerns to the Headteacher/Principal where there are concerns about another staff member,
- Refer concerns to the chair of governors, Director of HR or LADO where there are concerns about the Headteacher or principal.
- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures. The NSPCC whistleblowing helpline is available as an alternative route for. staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk.

Staff should be aware of the local Family Help / Family Help process, local threshold document and multi-agency arrangements, and be particularly alert to the potential need for support for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

- Staff should also report concerns about a child carrying, using, or expressing an intention to use a weapon, and should recognise that child-on-child violence can present safeguarding risks for both the child harmed and the child displaying the behaviour.
- is frequently missing/goes missing from education, care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in custody or is affected by parental offending.
- has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school, or is in alternative provision or a pupil referral unit.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of "honour" based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

- Not assume a colleague or another professional will act and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must** not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.

- Speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if**, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must report this to the police.

- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Therefore, all staff must have an awareness and understanding of the provisions in place (filtering and monitoring systems), manage them effectively and know how to escalate concerns when identified.

Concerns should always lead to help for the child at some point.

2. The Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team. Our DSL is:

Name	Role	Contact
Kate Woodcock	Headteacher	01423 561579

The DSL takes lead responsibility for child protection and wider safeguarding. They are supported by:

Name	Role	Contact
Gail Bland	(DDSL)	01423 561579
Anna Ingle	(DDSL)	01423 561579
Alice Littlefair	(DDSL)	01423 561579

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

The full responsibilities of the DSL and are set out in their job description, which is included in **Appendix 1.**

3. The Headteacher/Principal

They should ensure that:

- They receive appropriate safeguarding and child protection training, which is regularly updated.
- This policy is communicated to all stakeholders, including to parents when their child joins the school, and via the school website.
- The policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented, and followed by all staff.
- The DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.

- Staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- All staff undertake appropriate safeguarding and child protection training and update this regularly.
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate and liaise with the LADO and partner agencies.

4. The Governing Board

All governors will read Keeping Children Safe in Education 2026, with particular attention to the strategic safeguarding responsibilities of the governing body. The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate (see Appendix 3).

The Local Governing Body link governor for Safeguarding is:

Name	Role	Contact
Helen Rant	Link Governor for Safeguarding	01423 561579

Further details of the role of the governing body are in Appendix 2.

Training

To fulfil their safeguarding duty effectively, all governors, staff and volunteers receive regular, relevant, and comprehensive training, relevant to their role that meets the minimum statutory requirements. Training is part of induction but is also aligned and integrated to the wider CPL schedule. Through induction, and the training schedule, all staff and volunteers are provided with opportunities to learn how to recognise and respond to concerns about child abuse. This may include online compliance, face-to face, and 'little and often' through briefings, bulletins and scenarios

We have a team of specialist staff, including the Designated Safeguarding Lead (DSL). Staff and volunteers who have these specialist responsibilities linked to safeguarding are given training matched to their role.
Training and guidance on safer recruitment is provided for those responsible for recruiting and selecting staff and volunteers.

Training Record 2026/27

Whole School Compulsory training in relation to Trust role	**Designated Safeguarding Lead** Kate Woodcock Training may include	**Headteacher** Kate Woodcock (All whole school covered)
• KCSiE 2026 • Guide to Safer Working Practice • (insert school name) Safeguarding Policy • Annual Certificate in Safeguarding Children Level 1 & 2 • Prevent awareness • Child Sexual Exploitation (every two years) • Child Criminal Exploitation (every two years) • Online and E-Safety for Schools	3-day Designated training (Leeds, North Yorkshire or NSPCC) 1 day refresher (Leeds, North Yorkshire) Prevent briefing Artificial Intelligence Fabricated Illness Mental Health First Aider Leading Supervision Safer Recruitment Operation Encompass ACT Awareness	Headteacher 1 day update Safer Recruitment Operation Encompass ACT Awareness

1. Safer Recruitment

Rigorous practices are in place that ensure all staff and volunteers are suitable to work with children and young people.

Rossett Acre pays full regard to DfE guidance Keeping Children Safe in Education 2026; the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement (Amendment) Regulations 2018 under S75 of the Childcare Act 2006.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult. This should include schools carrying out a section 128 check for Local Governing Board Members and Trustees, to ensure that the individual is not disqualified from working in this capacity.

We follow all elements of KCSiE on checking volunteers and contractors on checking host families for educational visits and work experience providers. Where appropriate, contractors may present a valid DBS certificate obtained through a registered umbrella body. The school will verify the suitability of contractors in accordance with KCSiE 2026 and undertake any additional checks considered necessary

It is vital that schools create a culture of safe recruitment and, as part of that, adopt our written recruitment and selection policies and procedures that help deter, reject, or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, completion of online searches at shortlisting, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. Schools can also make use of the DfE's 'check a teacher's record' to make prohibition, direction, restriction and children's barred list checks. The school will take a planned approach to recruitment and ensure it takes

appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file.

At Rossett Acre staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Trust or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

The procedure for safer recruitment and DBS checks is contained in guidance documents available on our careers page: Red Kite Learning Trust - Current Vacancies and our People online Portal (POP).

Single Central Record

Rossett Acre has a single central record detailing a range of checks carried out on all staff (including supply staff, and teacher trainees on salaried routes) who work at the school and, additionally, all members of the proprietary body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity.
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration, and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents, and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file.
- Following changes to regulated activity requirements, volunteers undertaking regulated activity with children must be subject to an enhanced DBS check including children's barred list information before commencing that activity.
- An Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools.

- Schools will satisfy themselves that any contracted staff are DBS checked where appropriate. The level of safeguarding checks undertaken for visitors, contractors and external providers will be proportionate to their role, frequency of attendance, and level of contact with children. A DBS check is not required in every circumstance, and decisions will be informed by risk assessment and KCSiE 2026.
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work.
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer.
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made.
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable.

It is also good practice, as part of the due diligence on shortlisted candidates, for the school to carry out an online search. This will help identify any issues or incidents that have happened and are publicly available. The school can then explore them with the applicant at interview.

We will also ensure all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations.

Safer Recruitment Training Record

The school ensures that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. The following staff have received that training:

Member of Staff	Role	Training Complete	Renewal
Kate Woodcock	HT & DSL	28.08.25	August 2027
Anna Ingle	DHT & DDSL	September 2026	September 2028
Kirsty Macnair	School Business and Operations Manager	31.07.25	July 2027

Safer Working Practice

"All staff have a responsibility to be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction and in regular staff training sessions. This includes the school's child protection policy and staff behaviour policy (sometimes called code of conduct) of which this document will become a part." (Guidance for safer working practice for those working with children and young people in education settings)

This guidance was updated in February 2022 via the Safer Recruitment Consortium and can be accessed here.

Rossett Acre follows the RKLT Code of Conduct. The school adopts and makes all staff and volunteers aware on induction of the Guidance for Safer Working Practice for those working with Children and Young People in Education Settings. In addition the information provided by the NSPCC to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils are safe and that all Rossett Acre staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2. Site and Premises

Rossett Acre has put in place appropriate arrangements to ensure the security of the site. These will include certificates and details of all statutory examinations, testing and remedial work:

- health and safety policy including risk assessments and arrangements.
- asbestos register and management plan.
- fire risk assessment and management plan.
- statutory maintenance and testing certificates.
- a legionella risk assessment and management plan.
- inspection logs and registers.

- details and contact information for responsive maintenance and emergency services contractors.

3. Curriculum

The curriculum plays an important, preventative role in safeguarding. At Rossett Acre there is an inclusive, effective Relationships, Sex, Health Education (RSHE) programme in place, which is underpinned by the school's values, standards, and statutory guidance. Pupils are encouraged, enabled, and inspired to be happy, healthy, safe and confident young people now and, in the future. The approach prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

An age-appropriate, preventative, spiral curriculum teaches pupils how to keep themselves and others safe. This encompasses harmful and inappropriate online content, contact, conduct and commerce. Pupils are taught about the issues surrounding consensual and non-consensual making or sharing nudes and semi-nudes, including AI-generated content such as deepfakes, as part of our PSHE education and computing programmes. Teaching covers the following in relation to self-generated intimate images and/or videos:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive.
- Issues of legality.
- The risk of damage to people's feelings and reputation.
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images.

The curriculum is also tailored to the specific needs and vulnerabilities of individual children, including those children who are victims of abuse and those with Special Educational Needs and/or Disabilities (SEND).

Pupils understand what is unacceptable and how they can disclose information, even if it is not about them.

The RSHE curriculum can be found on the Rossett Acre website.

4. School procedures to ensure children are safe at school and home

All Staff, volunteers, visitors and governors must follow the procedures set out below in the event of a safeguarding issue. All schools are required to have clear procedures on reporting concerns for visitors, made clear on arrival. This may include the use of electronic inventory, posters, providing a safeguarding information pamphlet or a briefing given by a receptionist.

Reporting concerns

1. **If you are concerned a child is suffering or likely to suffer harm, or in immediate danger.**

Act on your concerns immediately:

- Report your concerns to the DSL.
- Anyone can make a referral to children's social care and/or the police immediately if they believe a child is suffering or likely to suffer from harm, or in immediate danger.
- Tell the DSL as soon as possible if you make a referral directly.

2. If a disclosure is made

Disclosures or information may be received from a child, parents, or other members of the public. If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.
- Such information cannot remain confidential, and you must immediately communicate what you have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.
- School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

3. If you discover that FGM has taken place, or a child is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on **a pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

4. If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Family Help

- If Family Help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter- agency assessment as appropriate. Staff may be required to support other agencies and professionals in a Family Help assessment, in some cases acting as the lead practitioner.

- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

- Practitioners should be alert to the potential need for Family Help for a child who demonstrates triggers. A complete list of children at risk and whom would benefit from Family Help can be found in Working Together to Safeguarding Children 2026, *(*Chapter 3, section 1) Working together to safeguard children 2026

    - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse
    - Has a parent whom has mental health issues and/or has been subject to domestic abuse
    - Is misusing drugs or alcohol themselves
    - Is a young carer
    - Is recently bereaved
    - Is suffering from mental ill health
    - At risk of being drawn into anti social or criminal behaviour, including gangs

- Has returned home to their family from care or is a privately fostered child
- Has a parent or carer in custody
- Is missing education, or persistently absent from school,
- Has been repeatedly removed from the classroom, is on a part-time timetable, has experienced multiple suspensions and is at risk of, or has been permanently excluded.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly, you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- The DSL must ensure that in addition to keeping records of concerns, discussions and decisions, a rationale for any action or non-action should be clearly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

1. If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.

- See or hear something that may be terrorist-related.

2. If you have a mental health concern

- 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 will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by speaking with the DSL.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

3. Allegations of abuse made against other pupils

- We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. All staff working with children are advised to maintain ‘professional curiosity’ and an attitude of ‘it could happen here’.
- Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

    - Is serious, and potentially a criminal offence.
    - Could put pupils in the school at risk.
    - Is violent.
    - Involves pupils being forced to use drugs or alcohol.
    - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos, including making or sharing nudes and semi-nudes
- If a pupil makes an allegation of abuse against another pupil:

    - You must record the allegation and tell the DSL, but do not investigate it.
    - The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
    - The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
    - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

- We will minimise the risk of child-on-child abuse by:

    - Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Self-generated intimate images and/or videos

Your responsibilities when responding to an incident.

If you are made aware of an incident involving making or sharing nudes and semi-nudes, including AI-generated content such as deepfakes, you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.
- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response.
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.

- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

- If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

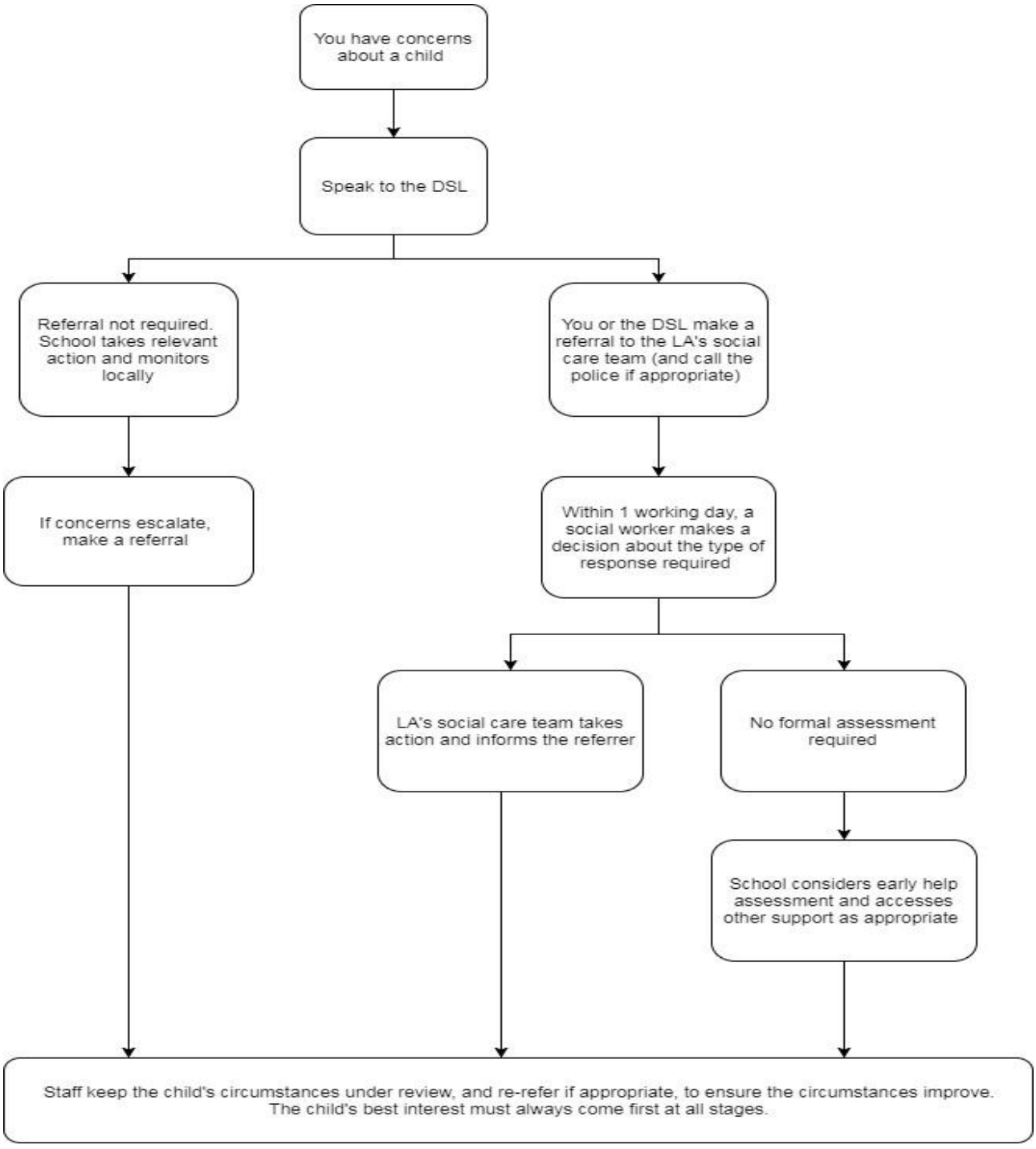
Referring to the police

- If it is necessary to refer an incident to the police, this will be done through contacting a police community support officer or dialling 101

Recording incidents

- All incidents related to making or sharing nudes and semi-nudes, including decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of self-generated intimate images and/or videos sexting.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Responding to concerns

1. Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm **to any child, including where there is already an open case to Children's Social Care**, (e.g., Looked after Child).

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact West Yorkshire Police on 999.
- If they should report a crime that does not need an emergency response by calling 101.
- If there is an urgent safeguarding concern and they should call
  - Leeds Duty and Advice on 0113 376 0336 (Option 2).
  - North Yorkshire 0300 131 2131. When prompted, say "children's social care"
- Any urgent medical needs of the child.
- Whether to make an enquiry to Duty and Advice to establish if the child is or has been subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g., Local Safeguarding Children's Partners Safeguarding Arrangements.
- The child's wishes and any fears or concerns they may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant.
- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an Family Help assessment and/or make a referral for other services.

2. Responding to Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.

- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child has a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.
- Where possible, share all reports with parents prior to meetings.
- Where in disagreement with a decision made e.g., not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the Local Safeguarding Partnership procedures.
- Where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or their manager in Children's Social Care e.g., any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

3. Monitoring

School will monitor any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g., mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

4. Consent

- It is good practice that agencies work in partnership with parents and carers, and they are informed of your concerns with consent obtained for referrals.
- Consent is always required for referrals to services such as Family Help, without it, the services available to the family may be limited.
- Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.
- Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- If you are concerned about a child in Leeds, please follow the guidance on Concerned about a child here. For concerns about children in North Yorkshire, please follow NYSCP. The guidance page for Leeds for Family Help is here. Guidance for North Yorkshire can be found here Family Help | North Yorkshire Council

5. Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

6. Recording concerns

Where there is a concern about a child a record must be made and passed to a DSL immediately. All records should be objective and include:

- statements, facts, and observable things (what was seen/heard).
- diagram indicating position, size, and colour of any injuries (not photograph).
- words child uses, (not translated into 'proper' words).
- non-verbal behaviours.
- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

School will record:

- Information about the child: name, address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents (and keep original notes).
- Significant contacts with carers/other agencies/professionals.
- All concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed, to include the name

and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

We will retain records as follows:

- Records will be kept in line with our records retention schedule.
- All sensitive and child protection records will be kept confidential and secure. They will only be available to those who have a right or professional need to see them. The school uses CPOMS to record safeguarding information.
- Non-confidential records will be made easily accessible and available.
- When a child moves to another school any child protection files will be transferred promptly, securely and separate from the main pupil file. The school will also speak to the DSL of the receiving school to provide information that will enable the necessary preparation to ensure the safety of the child.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing for practitioners can be accessed here.

The school notes that in Keeping Children Safe in Education (2026) The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.

The DfE Data Protection guidance supports school staff, governors and trustees to clearly understand and how to comply with data protection law. This includes implementation of data policy and processes, knowing what staff and pupil data to keep and following good practices for preventing personal data breaches. Data protection in schools - Guidance

If in any doubt about sharing information staff should speak to the DSL.

7. Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

8. Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors or Director of HR or LADO.

9. Low-level concerns

The term low-level concerns covers behaviours that **DO NOT** meet the **harm threshold** but still cause concern. KCSIE 2026 definition:

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' - that an adult working in or on behalf of the school or 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

It is important to remember that these concerns exist on a large spectrum where two low-level concerns may look very different but are still covered under that same guidance. Low level concerns will be recorded confidentially by the Headteacher or nominated Senior Leader. This would typically be completed following investigatory work regarding the member of staff. Low-level concerns will be reviewed periodically by the Headteacher/Principal and HR to identify patterns, repeat concerns or escalation to the harm threshold

Online Safety and Social Media

The use of 'Information and Communication Technologies (ICT)' has great benefits for the development of students' learning. With these advantages, however, come risks, including:

- Child sexual exploitation
- Identity theft including phishing.

- spam
- 'Cyber' bullying
- Viruses
- Artificial Intelligence

It is the aim of this section of the policy to minimise these risks for:

- Students
- Staff and others involved with the daily activities of the Trust.
- The influence of the dark net

Online safety

Issues relating to online safety can be categorized into 4 areas of risk:

Content:
Being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact:
Being subjected to harmful online interaction with other users; for example: peer to peer, pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct:
Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual making or sharing nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

Commerce:
Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The risk posed to children online also includes access to misinformation, Disinformation (including fake news) and conspiracy theories. Specific approaches are highlighted through organisations such as Educate Against Hate, that schools can utilise to tackle such concerns.

This policy is concerned with significantly unsafe use of ICT, not minor infringements. Just as safe use of ICT is commonly known as Online Safety, unsafe use of ICT is an Online Safety incident.

An Online Safety incident:

- uses some form of technology.
- causes or could have caused significant offence, harm, or distress.
- may or may not be deliberate.
- may not have occurred within school or on school equipment.

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Examples of Online Safety incidents (not exclusive) include:

- a student or member of staff viewing pornography on a school computing device.
- a student bullying someone from another school with text messages.
- a student bullying a fellow student using instant messaging services.
- a student placing distressing posts about a member of the school community on social networking
- sites like Facebook.
- a student publishing their own address details on the Internet.
- a student publishing revealing images of her or himself on a social networking site.
- a student sharing a phone video of a member of staff in a lesson with other students.
- a member of staff suspecting a student of being groomed through their use of internet chat services.
- a student modifying a photo of a member of staff and distributing it leading to offence.

Staff Responsibilities

Online Safety Coordinator/DSL

Each school will identify an 'Online Safety Coordinator'; all members of the school community will be made aware of who holds this post. It is the role of the Online Safety Coordinator to:

- Keep abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet.
- Provide regular training which explains online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Support staff in handling incidents.
- Support the education of students and staff in the safe use of ICT.

RKLT IT Services

Maintain services in support of the safe use of ICT. Typically to include;

- Internet and email filtering and logging.
- Management tools to monitor ICT use.
- Logging of network access.
- Appropriate level of IT security to guard against malicious use.

Other staff

- Know what is safe use of ICT.
- Understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Model safe use of ICT within the school community and beyond.
- Be alert to unsafe use of ICT, by students & staff within school and beyond.
- Manage & report incidents as appropriate.

- Educate students where required by the curriculum.

Student Responsibilities

- Must adhere to an Acceptable Use Policy
- Must report incidents as they occur through the most appropriate member of staff, e.g., current teacher, form tutor, Online Safety Coordinator, DSL or SLT.

Parent Responsibilities

- Understand the Acceptable Use Policy and encourage their child to use ICT safely.
- Accept any sanctions that are applied when a student breaches the policy.

Education in Safe Use of ICT

Staff

- In addition to the Child Protection training, all staff will be trained in the safe use of ICT both for themselves and for students they supervise; the training will be regular and kept up-dated.
- Certain members of staff will have a higher level of expertise and clearly defined responsibilities.
- All new staff will receive an individual copy of the Safeguarding and Child Protection Policy, making a signed declaration this has been received, which includes information on each school's acceptable use policy, as part of their induction.
- The training will raise awareness of their individual responsibilities for the safeguarding of children within the context of Online Safety and will cover what to do in the event of misuse of technology by any member of the school community.

Students

- Each school will provide opportunities through ICT, Assemblies and other curriculum and non-curriculum times as appropriate.
- The ICT curriculum will include relevant legislation such as Data Protection and intellectual property laws.
- Students will be taught about copyright and respecting other people's information, images, and related topics.
- Students will be made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.
- Students will be taught the dangers of releasing personal information through the use of social networking platforms and instant messaging / chat facilities.
- Students will also be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e., parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

Managing Technology

The Internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internal networks are logged to allow any inappropriate use to be identified and followed up.

Infrastructure

RKLT IT Services will monitor access and use of the school network including internet services, so activity is monitored and recorded. Email and internet activity can be monitored and explored further if required.
Each school will be aware of its responsibility when monitoring staff and student communication under current legislation and take into account:

- General Data Protection Regulation (GDPR) 2018
- Department for Education (DfE) Digital and Technology Standards, National Cyber Security Centre (NCSC), Child Exploitation and Online Protection Command (CEOP), South West Grid for Learning (SWGfL) and UK Safer Internet Centre (UKSIC)
- The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000,
- Regulation of Investigatory Powers Act 2000,
- Human Rights Act 1998

And with regard to cyber bullying or other harmful communication:

- Protection from Harassment Act 1997
- Criminal Justice & Public Order Act 1994
- Malicious Communications Act 1988
- Communications Act 2003
- Defamation Act 2013

Filtering and Monitoring standards

The DfE standards will be applied across each school and will be reviewed at least annually. The self-assessment tool will be used by Trust and school leaders to use digital technology to keep children safe online, prevent cyber incidents and upgrade and maintain technology in cost-effective ways

RKLT IT Services will use management systems for controlling and monitoring school or Trust owned devices. The school also reserves the right to inspect any device authorised for use for school activity.

Managing the Internet

- Access to the Internet will be monitored. A filtering and monitoring system is in place and its effectiveness is regularly reviewed.
- Schools should ensure that appropriate action has been taken to meet the cyber security standards, including management of the risk of Generative

Artificial Intelligence by ensuring strict protocols are in place to safeguard systems, staff and students

- Staff will make every effort to preview sites and applications before recommending them to students; it is recognised that internet sites and applications are beyond the control of the Trust.
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.
- All users should make all reasonable attempts to observe copyright of materials from electronic resources.
- Users must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise its intended audience.
- Users must not reveal personal information/images about members of the school community (including names) acquired through school life on any social networking site or blog without seeking the subject's permission. Information published on the internet prior to the adoption of this policy may remain where not causing an issue, however staff should declare any material in the public domain (to the Designated Safeguarding Lead) which will be inspected for suitability.
- If staff are asking students to download apps or sign-up to sites for activities such as blogging, permission must be sought from the relevant Senior Leader in conjunction with RKLT IT Services.

Communication

Students, Parents, Staff and Governors are made aware of the Safeguarding and Child Protection Policy through a variety of means:

- Online Safety will be introduced to the students at the start of each school year.
- Online Safety messages will be embedded across the curriculum whenever the Internet and/or related technologies are used including Assemblies and other non-curriculum time.
- Online Safety posters will be prominently displayed.
- Online Safety updates will be displayed via the following methods;
- School website.
- Any school learning platform.

Specific Online Safety Issues

Further advice available here

Digital images & video

- Digital images are easy to capture, reproduce and publish and, therefore, misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

- With the written consent of parents (on behalf of students) and staff, the school permits the appropriate taking of images by staff and students. Staff should only take photographs or videos of students with the express

permission of student and parent. This is normally obtained from parents on entry to each school and a list of the students whose parents have objected to this is kept by the Data Officer. It is preferred that school equipment is used for this, but in any case, images must be transferred within a reasonable time scale and solely to the school's network or hosted services controlled by the school and deleted from the original device. Staff must not share or store images of students on their own Personal Mobile Device (PMD) or personal social media networks.

- Students must be advised when using personal digital equipment, especially during field trips, that images and video should only be taken and shared with the subjects' consent. Students should also be advised that complaints against this condition will be considered a serious breach of this policy and risk having the device confiscated until it can be inspected, in their presence, by the Online Safety co-ordinator, DSL or a member of the Senior Leadership Team.

- Permission to use images and video of all staff is sought on induction and a copy is to be stored in the relevant personnel file within each local school.

Publishing Student's Images and Work

On a student's entry to the school, all Parents/carers are asked to give permission to use their student's work/photos in the following ways:

- on the school web site.
- on the school's learning platform.
- in the school prospectus and other printed publications that the school may produce for promotional purposes.
- recorded/ transmitted on a video or webcam.
- in display material that may be used in the school's communal areas.
- in display material that may be used in external areas, i.e., exhibition promoting the school.
- general media appearances, e.g., local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically).

This consent form is considered valid for the entire period that the child attends each school unless there is a change in the child's circumstances where consent could be an issue, e.g., divorce of parents, custody issues, etc. Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by all interested parties in order for it to be deemed valid. Students' full names will not be published alongside their image by the school and vice versa. E-mail and postal addresses of students will not be published. Often, the press wishes to publish full names for members of teams. In these cases, the member of staff supervising will ensure that appropriate permission is sought. Before posting student work on the Internet, the member of staff responsible must check that permission has been given for work to be displayed.

Video Conferencing

- All students are supervised by a member of staff when video conferencing – unless permission is given by the E Safety Coordinator or a member of SLT.
- Any conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.
- No part of any video conference with end-points outside of the school is to be recorded in any medium without the written consent of those taking part.

Additional points to consider

- Participants in conferences offered by 3rd party organisations may not be DBS checked and therefore supervision is required.
- Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

Personal Mobile Devices (PMDs) including iPads, phones and other PMDs provided by school

- Use, storage and access to mobile phones and personal devices during the school day by children is governed by the school Behaviour Policy and/or Mobile Phone Policy.
- Schools allow staff to bring in PMDs for their own use. Under no circumstances does the school allow a member of staff to use an identifiable PMD/personal email account to contact a student.
- Staff are advised not to contact a parent/carer using their PMD but there may be circumstances concerning a duty of care to students which override this.
- Students are allowed to bring PMDs to school.
- The school is not responsible for the loss, damage or theft of any personal PMD.
- The sending of inappropriate (as determined by any involved party) text messages between any member of the school community is not allowed.
- Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- Where the school provides mobile technologies such as iPads, phones, laptops for offsite visits and trips, these devices must be used.
- Where members of staff use PMDs to access school services such as email or the intranet, they should not download personal information such as lists of student names to their phone.
- Where members of staff use PMDs to access school services, password protection is mandatory in case of theft or loss. Any staff losing a PMD which is configured for school data services must report the loss to IT Services as soon as practical. The Trust strongly advises staff to install the school's Mobile Device Management software onto the PMD if they have configured their device to school services.

iPad Schemes

Authorised use of mobile devices under this scheme will be covered by the iPad Learning Agreement.

Further Guidance

Websites offering help and advice:

- http://www.anti-bullyingalliance.org.uk
- http://www.itgovernance.co.uk/
- http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml
- http://www.thinkuknow.co.uk
- Child Protection and Safeguarding - online safety documents | Leeds for Learning
- http://www.ceop.gov.uk/
- http://www.getsafeonline.org/
- http://www.kidsmart.org.uk/
- http://www.microsoft.com/athome/security/children/default.mspx
- http://www.digizen.co.uk/
- http://www.nextgenerationlearning.org.uk/safeguarding

Wearable Recording Devices and Smart Glasses

The Trust recognises that advances in technology have led to the availability of wearable devices capable of recording, photographing, livestreaming and transmitting audio or video content, including camera-enabled smart glasses. In order to protect children's privacy, dignity, personal data and safeguarding, camera-enabled wearable recording devices are prohibited for pupils and staff members whilst on school premises or engaged in school activities.

Visitors, contractors, volunteers and parents must not use or wear camera-enabled smart glasses or similar recording devices on school premises unless explicitly authorised by the Headteacher or their delegate.

Any concerns regarding the use of such technology must be reported immediately to the Designated Safeguarding Lead. Each RKLT school will provide clear expectations for children, staff and visitors within its Behaviour Policy, Visitor Procedures and Staff Code of Conduct.

Procedures for Handling and Reporting Incidents

Student Online Safety incidents

Many incidents of misbehaviour involving ICT do not lead to actual or potential significant offence, harm or distress. These should be dealt with by our normal discipline procedures. Where the member of staff involved believes the event to be an Online Safety incident, they will follow this procedure:

- Log the incident via email to the Online Safety Coordinator. This fulfils the duty to inform the Online Safety coordinator. This is a neutral log – not a punishment – however follow school procedures with regards to issues that merit further sanction.
- Staff must not investigate an Online Safety incident and should not ask students to forward inappropriate or illegal content.

- If the incident constituted misbehaviour the member of staff must follow standard school procedures.
- The Online Safety co-ordinator investigates and decides whether further action should be taken.
- Further action may include sanctions or education and may involve parents. In extreme cases, it may be necessary to involve outside agencies such as the Police or the local authority.
- The Online Safety Co-ordinator will inform staff as appropriate.
- The unauthorised use of wearable recording devices, including smart glasses, may be treated as a serious breach of behaviour, safeguarding or data protection expectations.

Staff Online Safety incidents

- If a member of staff suspects another member of staff has breached this policy, they should report their concerns to the Designated Safeguarding Lead. This will be investigated to see if further action is needed and report to the Headteacher/CEO. Any internal disciplinary action taken will conform to the Expectations, Code of Conduct and Disciplinary Policy. If a criminal offence has been committed, the details will be passed on to the appropriate authorities.

Social Media

This section of the policy is in place to minimise the risks to our Trust through use of social media.

- This policy deals with the use of all forms of social media, including Facebook, LinkedIn, “X” (formerly known as Twitter), Google+, Instagram, WhatsApp and Snapchat and all other social networking sites, internet postings, blogs and chat apps. It applies to use of social media for business purposes as well as personal use that may affect our Trust in any way.
- This policy covers all employees, officers, consultants, trustees, governors, contractors, volunteers, casual workers, and agency workers.
- This policy ensures the Trust maintains its duty to safeguard children, the reputation of the Trust and those who work for it and the wider community.
- This policy does not form part of any employee's contract of employment, and we may amend it at any time.
- Personal use of social media during working hours is not permitted.
- You must avoid making any social media communications that could damage our business interests or reputation, even indirectly.
- You must not use social media to defame or disparage the Trust, Rossett Acre, our staff, students, parents/carers or any third party; to harass, bully or unlawfully discriminate against students, parents/carers, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties.
- You must not express opinions on our behalf via social media, unless expressly authorised to do so.
- You must not post comments about sensitive business-related topics, such as school performance, or do anything to jeopardise confidential information and intellectual property.

- You must not accept students or their parent/carers as friends or use social media to send any personal messages to them directly or indirectly – personal communication could be considered inappropriate and unprofessional and may put you and/or your colleagues vulnerable to allegations.
- You are strongly advised not to be friends (on or offline) with recent students (the potential for colleagues at the school to be compromised in terms of content and open to accusations makes the risk not worth taking) and colleagues at the school are also strongly advised not to be friends with students at other schools (on or offline) as this is likely to make them vulnerable to allegations and may be open to investigation by the school or police. Where a colleague is considering not following this advice, they are required to discuss the matter, and the implications with the Headteacher or DSL.
- You must not share any personal information with any student (including personal contact details, personal website addresses/social networking site details) and ensure good safeguarding practice.
- Caution is advised when inviting work colleagues to be “friends‟ in personal social networking sites. Social networking sites blur the line between work and personal lives, and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the work place.
- You must not post or share photographs of students under any circumstances.
- Any misuse of social media should be reported to the Online Safety co-ordinator, DSL or member of SLT.

Guidelines for responsible personal use of social media

- You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal e-mail address.
- You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the trust and your personal interests.
- Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of your employer. You should also ensure that your profile and any content you post are consistent with the professional image you present to the community and colleagues.
- If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with your line manager. All communication via social networking sites should be made with the awareness that anything said, shown or received could be made available, intentionally or otherwise, to an audience wider than that originally intended.
- You are strongly advised, in your own interests, to take steps to ensure as far as possible that your on-line personal data is not accessible to anybody who you do not want to access it. For example, you are strongly advised to

regularly check the security and privacy settings of any social networking site you subscribe to and set these to maximum and, where relevant, use strong passwords and change them regularly.
- If you see social media content that disparages or reflects poorly on the Trust, you should contact the local Headteacher or CEO for non school based staff.

Business use of social media

- There are many legitimate uses of social media within the curriculum and to support student learning – for example, school and faculty-based "X" (formerly known as Twitter). There are also many possibilities for using social media to enhance and develop students' learning.
- There must be a strong pedagogical or business reason for creating official school social media sites. Staff must not create sites unnecessarily or for trivial reasons which could expose the Trust to unwelcome publicity or cause reputational damage. As a guideline, we would expect accounts to be limited to one faculty account. Staff should remember that the greater the number of accounts the greater the risk of those accounts being "hacked".
- When using social media for educational purposes, the following practices must be observed:
- Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and ideally should be linked to an official school email account.
- The URL and identity of the site should be notified to IT Services and a member of SLT before any account is activated.
- The current password or login details for all social media accounts must be provided to a member of SLT who will retain a record of such information.
- The content of any school-sanctioned social media site should be solely professional and should reflect well on the school.
- **Staff must ensure that the school has consent to use, post or publish a photograph or video image of the student.**
- **Staff must ensure that they do not identify a student using their full name. Only first/forenames or initials may be used.**
- Care must be taken that any links to external sites from the account are appropriate and safe.
- Any inappropriate comments on or abuse of school-sanctioned social media should immediately be removed and reported to a member of the SLT.
- Staff should not engage with any direct messaging of students through social media where the message is not public.
- Staff should not seek to view/link up with view student accounts. For example, in the case of "X" (formerly known as Twitter), staff should not "follow back" those who follow, share or like School comments/posts.

Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being

complied with and for legitimate business purposes and you consent to such monitoring by your use of such resources and systems. The Trust safeguarding policy is annually reviewed, in accordance with the new release of Keeping Children Safe in Education.

Local Safeguarding Children Partner Safeguarding Arrangements

Rossett Acre will follow North Yorkshire's multi-agency procedures. They have been developed as a framework for services working in child safeguarding within North or West Yorkshire. They reflect relevant legislation, guidance and the local context. Professionals that are or may be involved in the protection of children need to have a working knowledge of these procedures and to refer to relevant sections as required which can be found here

Rossett Acre will follow the relevant local authority practice guidance. This has been agreed as a framework for multi-agency working in child protection across Leeds or North Yorkshire**.** It reflects the relevant national legislation, current guidance and local context. Professionals that are or may be involved in the safeguarding of children need to have a working knowledge of these documents and to refer to relevant sections as needed. This can be found here

Complaints

Wherever a complaint indicates that a child's safety or wellbeing is at risk, RKLT has a duty to report this immediately to the relevant Local Authority. Any action taken will follow the procedures set out in this policy.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Other complaints

When concerns are raised, they will be dealt with promptly through a fair, transparent process and without prejudice. Details of RKLT's Complaints Policy can be found here.
Insert revised complaints policy

Whistleblowing

The Trust is committed to achieving the highest possible standards of service and ethical standards and this policy will enable you to raise your concerns of serious wrongdoing without fear of reprisal. The Whistleblowing Policy covers concerns about wrongdoing within the Trust.

Monitoring and review

This policy will be reviewed annually by Chris Parkhouse, RKLT Safeguarding Lead. At every review, it will be approved by the Board of Trustee. **Include policy**

Appendix 1 – DSL Job description

Appendix 1 – DSL Job description

Each school will have at least one named DSL. Schools may choose to appoint Deputy DSL's, based on size, phase and context of the school. The following will also apply to them.

Purpose of the role

- To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place for the school.
- To always promote the safety and welfare of children and young people.

i. Expectations

The DSL should:
a. Be a senior member of staff from the school's leadership team*
b. Have the appropriate status and authority within the school to carry out the duties of the post.
c. Have the role explicitly set out in their job description.
d. Have the time, funding, training, resources, and support to: • Advise and support other staff on child welfare, safeguarding and child protection matters. • Take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so. • Contribute to the assessment of children.

The Deputy DSL does **not need to be a member of the leadership team.*

2. Main responsibilities

a. Take lead responsibility for safeguarding and child protection (including online safety).
b. Provide advice and staff on child welfare, safeguarding and child protection matters.
c. Liaise closely with children's social care and other services and safeguarding partners.
d. Report regularly to Local Governing Board on issues relating to safeguarding and child protection, to ensure that child protection is seen an ongoing priority issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.
e. The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

3. Working with others

a.	**The DSL will liaise with:**
i.	The headteacher – to inform them of issues, especially enquiries under section 47 of the children Act 1989 and police investigation.
ii.	The 'case manager' and the designated officer(s) at the LA – for child protection concerns involving a staff member.
iii.	The senior mental health lead and, where available, mental health support team – where safeguarding concerns are linked to mental health.
iv.	Staff – on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral by liaising with relevant agencies; and as a source of safeguarding support, advice, and expertise for all staff.
v.	Safeguarding partners and act as a point of contact.

b.	**They will also work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:**
i.	Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
ii.	Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.
c.	**They will also:**
i.	Act as source of support, advice, and expertise for all staff.
ii.	Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
iii.	Take part in strategy discussion and inter-agency meetings.
iv.	Contribute to the assessment of children.

4. Raising awareness

a.	Ensure each member of staff has access to, understands the school's policy and procedures.
b.	Ensure the policy is reviewed annually and procedures are updated regularly, working with the governing body.

c. Make sure the policy is made public and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.
d. Link with safeguarding arrangements to make sure staff are aware of training opportunities and latest policies.
e. Share information with staff about the welfare safeguarding and child protection issues that pupils who have, or have had, a social worker are experiencing.

5. Manage referrals

The DSL will refer cases:
a. Of suspected abuse and neglect to the local authority children's social care as required.
b. To the Channel programme where there is a radicalisation concern.
c. Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
d. Where a crime may have been committed to the Police as required.

6. Information sharing and managing the child protection file

The DSL is responsible for ensuring:
a. The child protection files are kept up to date.
b. Information is kept confidential and stored securely. They should also make sure files are only accessed by those who need to see them, and that any information sharing happens in line with the guidance set out in KCSIE.
c. Records include: • A clear and comprehensive summary of the concern. • Details of how the concern was followed up and resolved. • A note of any action taken, decisions reached and the outcome.
d. When children leave the school the child protection file is transferred to the new school as soon as possible.

7. Training, knowledge, and skills

a. Undertake training, at least every two years, to provide them with the knowledge and skills to carry out the role. This should include the LSCP referral pathway.
b. Undertake Prevent awareness training.

c. The DSL and deputies should refresh their knowledge regularly to understand any developments relevant to their roles. This could include:

- E-bulletins e.g., LSCP One Minute Guides.
- Meeting other DSLs.
- Reading up on safeguarding developments.

d. Work closely with the RKLT Safeguarding Lead to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.

8. Availability

a. The DSL, or a deputy, should always be available during school hours in term time for staff to discuss any safeguarding concerns. This means:

- Staff must know how to contact them.
- They should normally be available in person.
- In some "exceptional" circumstances it might be acceptable for them to be available via phone or a similar medium.
-

b. Out of term time you may wish to devise a rota to have some availability.

9. Support

a. Each DSL will have access to:

i. Regular supervision.

ii. Team meetings and management meetings as arranged.

iii. Training relevant to role, context, and phase.

iv. Regular contact with Trust Safeguard Lead.

v. DSL conference every term.

b. DSL's will be given the time, funding, and resources to fulfil their duties.

Appendix 2 – The Role of Governance for Safeguarding

Trustees retain overall accountability for safeguarding arrangements across Red Kite Learning Trust. Local Governing Boards provide local challenge, support and assurance regarding the implementation and effectiveness of safeguarding arrangements within their individual academies. Operational responsibility for safeguarding rests with the Headteacher/Principal and Designated Safeguarding Lead**.**

Part A: Responsibilities of the Board of Trustees

The Board of Trustees holds the Trust's statutory responsibility for safeguarding and child protection and will ensure that:

- The Trust has effective safeguarding and child protection policies which comply with statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children.
- Safeguarding arrangements across all Trust schools are effective, monitored and reviewed regularly.
- There is a Trustee with strategic responsibility for safeguarding.
- Trust-wide safeguarding systems, training, policies and procedures are implemented consistently across all academies.
- Appropriate filtering and monitoring systems are in place and reviewed regularly across the Trust.
- The Trust has suitable arrangements for safer recruitment, vetting, induction and management of staff.
- Appropriate procedures exist for managing allegations against staff, volunteers, senior leaders and Headteachers.
- The Trust complies with all statutory safeguarding duties and reporting requirements.
- Appropriate resources, staffing, training and support are available to enable schools to discharge their safeguarding responsibilities effectively.
- Regular safeguarding assurance reports are received and scrutinised.
- Identified safeguarding risks, trends and areas for development are acted upon.
- Any deficiencies in safeguarding arrangements are remedied without delay.
- An annual review of safeguarding effectiveness is undertaken across the Trust.
- The Trust Safeguarding Policy is reviewed and approved annually.

Part B: Responsibilities of Local Governing Boards

Local Governing Boards provide local scrutiny, challenge and assurance regarding safeguarding arrangements within their academy and will:

- Promote a strong safeguarding culture in the school.
- Monitor the implementation of Trust safeguarding policies and procedures.
- When possible, to nominate a named safeguarding governor.

- Receive regular reports from the Headteacher and DSL regarding safeguarding activity, trends and outcomes.
- Seek assurance that safeguarding concerns are managed appropriately and in line with Trust policy.
- Monitor attendance, behaviour, suspensions, exclusions, bullying, child protection and online safety information to identify safeguarding trends.
- Seek assurance that pupils know how to report concerns and access support.
- Ensure safeguarding, behaviour and attendance policies are implemented effectively.
- Receive reports regarding filtering and monitoring arrangements and seek assurance that systems remain effective.
- Ensure appropriate scrutiny of safeguarding training compliance.
- Monitor the effectiveness of arrangements for vulnerable groups, including:
    - Children in Need
    - Children subject to Child Protection Plans
    - Children Looked After and Previously Looked After
    - Children with SEND
    - Children attending Alternative Provision
    - Children missing or absent from education
- Escalate concerns regarding safeguarding practice or compliance to the Trust where required.
- Contribute to safeguarding reviews, audits and inspections.
- Provide appropriate challenge to school leaders regarding safeguarding performance, compliance and culture.

Appendix 3 – RKLT Filtering and Monitoring 2026 – 2027

RKLT School:	(insert school name)
Senior Leader responsible:	Name and role: (insert staff name)
Filter provider:	Talk Straight/Schools Broadband

The filtering provider is a member of Internet Watch Foundation (IWF).	Y~~/N~~
The filtering provider is signed up to Counter-Terrorism Internet Referral Unit list (CTIRU).	Y~~/N~~
The filtering provider is blocking access to illegal content including child sexual abuse material (CSAM).	Y~~/N~~
The filtering system is operational.	Y~~/N~~
The filtering system is up to date. This includes an annual Trust-level review of AI tools, access permissions, account security, unmanaged devices and cyber incidents.	Y~~/N~~
The filtering system is applied to all users, including guest accounts.	Y~~/N~~
The filtering system is applied to all school owned devices. (Yes, provided devices are on school premises)	Y~~/N~~
The filtering system is applied to all devices using the school broadband connection.	Y~~/N~~
The filtering system filters all internet feeds, including any backup connections.	Y~~/N~~
The filtering system is age and ability appropriate for the users and be suitable for educational settings.	Y~~/N~~
The filtering system can handle multilingual web content, images, common misspellings, and abbreviations.	Y~~/N~~
The filtering system identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them.	Y~~/N~~
The filtering system provide alerts when any web content has been blocked.	Y~~/N~~
The filtering system can provide filtering on mobile or app technologies.	Y~~/N~~
The filtering system can allow you to identify device name or ID, IP address, and where possible, the individual.	Y~~/N~~
The filtering system can allow you to identify the time and date of attempted access.	Y~~/N~~
The filtering system provides alerts when any web content has been blocked.	Y~~/N~~
All staff know how to report if: • they witness or suspect unsuitable material has been accessed • they can access unsuitable material • they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks	Y/N

• they notice abbreviations or misspellings that allow access to restricted material	

Filtering and monitoring provision review

Term 1		
Date of check:		
Who did the check:		
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports	
Issues identified		
Resulting actions		
Included in Termly Safeguarding Report:		Y/N

Term 2		
Date of check:		
Who did the check:		
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports	
Issues identified		
Resulting actions		
Included in Termly Safeguarding Report:		Y/N

Term 3		
Date of check:		
Who did the check:		
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports	
Issues identified		
Resulting actions		
Included in Termly Safeguarding Report:		Y/N

Appendix 4 – A Framework for Supervision

Introduction

Supervision is a fundamental task that managers will undertake to support the development of their designated staff's skills and practices in the safeguarding practice of children within their care. Following the inquiry of Victoria Climbie, Lord Laming stated that:

"All staff working directly with children must be regularly supervised".
(Lord laming: Victoria Climbie Inquiry report 2003)

The Learning Lessons Review recommended the development and implementation of a Supervision Policy and Accountability Framework for use in schools and clusters.

The Framework provides an understanding about the requirements and processes of supervision.

Supervision

There are different types of supervision, e.g. informal, group and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often ongoing in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed through informal supervision should be recorded properly by the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named senior designated leader/officer for safeguarding in the school, or the identified appropriately trained lead for cluster staff. In some cases, supervision may also be carried out by an external supervisor, such as across Trust schools or through a Clinical Supervision provider. All designated staff across the Trust, irrespective of role should receive supervision.

The Key Functions of supervision are the Three Ps:

1. Performance Management
    - Ensure that safeguarding children, performance and practice is competent, accountable and soundly based on research and practice knowledge.
    - Ensure that safeguarding children practice is consistent with the local safeguarding arrangements and organisational procedures.
    - Ensure that practitioners fully understand their roles and responsibilities and the scope of their professional discretion and authority.
    - To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

2. Professional Development:

- Ensure that professional development needs with respect to safeguarding practice are considered and supported.

3. Personal Support:
    - To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work, where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

The Supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Ensuring confidentiality, subject to service user and staff safety.
- Creating an effective sensitive and supportive supervision.
- Providing suitable time and location.
- Agree the timescales within which supervision takes place.
- Eliminating interruptions.
- Maintaining accurate and clear records, including on CPOMS
- Ensuring that the supervision contract has been agreed and reviewed annually.
- Ensuring the Organisation's professional standards are met.
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned.
- Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.

The supervisee is responsible for:

- Sharing the responsibility for making the supervisory relationship work.
- Attending regularly and on time, participating actively and bringing their agenda.
- Accepting the mandate to be supervised, and being accountable for any action.
- Preparing appropriately for supervision sessions.
- Ensuring the recording of supervision is reflective of the particular meeting.
- Ensure that the contract has been agreed and reviewed annually.
- Actively participating in an effective sensitive and supportive supervision.
- Aiming to meet the organisation's professional standards.

Group Supervision

In some cases, it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child/family. There are many benefits to be gained from group supervision, including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

When a group supervision process is used, the roles and responsibilities of the supervisor and supervisees should be the same as outlined above, with the added principles:

- The group should clarify and agree the boundaries of confidentiality.
- The records should reflect that this was a group discussion.

Contract

The contract between a supervisee and supervisor should clearly outline the responsibilities and expectations of both parties, as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually. (See Appendix 4a).

Frequency of Supervision

The frequency of supervision is highlighted on the contract form under the section 'supervisor's responsibilities'.

Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed.

The supervisor and supervisee should agree on the duration and frequency of supervision, taking into account the experience of the supervisee and the complexity of the work. It will be appropriate to arrange for more frequent supervision for staff who are newly qualified or new to Children's Services, but also if there are particular pieces of work which need more time in supervision.

Clinical Supervision

Clinical supervision is also provided for specific staff who are at increased exposure to potentially more frequent and more complex child protection issues. Appropriately experienced colleagues will conduct the clinical supervision, and external agencies may be commissioned where appropriate. For those for whom there is clearly a need for clinical support, support can be provided directly from the Trust

Recording

Recording should follow the principle that:

- The contract is the initial record of agreement between both parties.
- All supervision sessions must be recorded by the Supervisor (Appendix 4b must be completed on paper or electronically and retained securely. Appendix 4c is an aide memoire of points to quality assure case files that are discussed during supervision).
- Appendix 2 (Supervision Record) must be signed off and dated by supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation (CPOMS). Any hand-written records must be legible.

Quality Assurance

There is a critical link between good quality, regular supervision and good outcomes for safeguarding.

- Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.

Entitlement

It is important that supervision is provided. If you are a member of staff who is not receiving supervision at the required frequency during the year they should:

- In the first instance arrange a one to one with their supervisor to discuss and resolve, where possible.
- If they are unable to find a solution, school staff should request a three-way meeting between their supervisor, line manager or the Headteacher/Principal (or in the instance that the Headteacher/Principal is also the supervisor a governor) and supervisee. The difficulties should be discussed and outcomes agreed.

NB: This entitlement should be clearly agreed and defined in the supervision contract agreed by both parties at the start of the supervision process (Appendix 4a: Supervision Contract).

Supervision Contract

Purpose of Supervision

1. **Supervision Statement**

   Supervision is a way of ensuring accountable decision making and safe outcomes for children. The Supervisor's role is to ensure that staff and those directly involved in casework and child protection are coping both physically and emotionally with the demands of the role and are handling the work suitably and professionally. It also provides the worker with a forum to reflect on the content, process and progress of their work. The supervision record will identify agreed action points and we will review these at each supervision session.

   Supervision should be undertaken on a regular basis, with designated staff responsible for or working with identified vulnerable children and/or families. It should include selected cases with children who are subject to a Child Protection Care Plan, children with social care involvement, children giving cause for concern, Children Looked After (CLA) and children subject to an Family Help Plan, or where staff are case holders for family support or the case has been de-escalated from social care.

2. **Supervisee's Statement**

   The Designated Safeguarding Officer will attend each session with information and individual case files.

3. **Supervision for school staff**

   Should take place at a minimum interval of once every half term. This may increase if there is a need, supervision should last approximately one hour.

Supervisor's responsibilities and expectations

- The Supervisor will meet with the supervisee a minimum of once every half term and will be located in a confidential space which is appropriate and free from distraction.
- To undertake an open and honest discussion regarding cases that staff are working with.
- Challenging questions will be asked with regard to action and progress and the appropriate referral to other agencies. Questions will also be asked regarding supervisee welfare.
- Discussion will focus on any current identified child protection cases, social care de-escalations and any identified vulnerable child/family where there are general safeguarding issues, or an Family Help Plan.
- Support and professional challenge will be given and supervision will be recorded.
- Discussion around team work and training will be included.

Supervisee's responsibilities

- Open and honest discussion regarding cases that the staff are working with and have responsibility for.
- Implement actions to be taken to protect any child where there is reason to believe a child is at risk or harm.
- Implement actions to meet agreed outcomes for the child/family.

In the event of a Child Safeguarding Practice Review, Rapid Review, local safeguarding partnership review, Trust safeguarding review or other statutory learning process, supervision records may be used as evidence of decision-making, professional reflection, management oversight and actions taken.

In the event there is unsolved conflict/dispute between supervisor and supervisee, both parties will agree to meet together with the Headteacher/Principal or Trust Safeguarding Lead to ensure that any difficulties are satisfactorily resolved. Both parties will ensure that the other is aware in advance that a dispute resolution meeting has been arranged.

Supervisee signature:		Date:	
Supervisor signature:		Date:	

This contract should be reviewed on an annual basis.	
Date of review of contract:	
Signed:	

Supervision Record

Date:	
CP Designate (supervisee):	
CP Supervisor:	

Since the last supervision, detail whether there has been any:
Sickness absence:
CP/Safeguarding Training:

Agenda

1. Review of agreed Actions from the last meeting.
2. Review of current cases – one selected by the supervisor and one by the supervisee.
    a. Complete the 'Supervision' category within CPOMS for the case/s discussed.
3. Quality assurance of current CP practice. Are standard school protocols being followed?
4. Number and details of cases escalated to Leeds Children's Social Work Services (CSWS) or North Yorkshire Safeguarding Children's Partnership (NYSCP) this academic year – hence, this will be a running total. See table below
5. CP workload and wellbeing of the CP designate.

Notes

- Have agreed Actions been addressed?
- Are standard protocols being followed in the CP cases discussed during supervision?
- Are there any areas for development or focus (complete table below)?
- Comment on the CP workload and wellbeing of the designate:

Points for development or focus:

CP Designate	By (date):	Supervisor	By (date):

CSWS Cases:

No. of cases reported to CSWS (this academic year)	**List of Cases <u>currently</u> open to CSWS (give names)**	**Are they CIN/CPP?**

Signed	
CP Designate:	
CP Supervisor:	

Supervision Record

To be used as a guide to the supervision session – complete using the CPOMS 'Supervision' category using this as an aide memoire.

Date:	
CP Designate:	
CP Supervisor:	
Name of Student:	

Consider:

- Summary of events since the last supervision
- Identified Risks/Issues?
- Actions taken?
- Safety/Protective factors put into place?
- What is the CP designate's role/relationship with the family?
- Agreed Actions?

Appendix 5 – Safeguarding and Child Protection Policy (North Yorkshire & Leeds)

[Insert School Logo]

Sample School

Safeguarding and Child Protection Policy

(Including North Yorkshire Local Safeguarding Procedures)

Text highlighted in green should be reviewed and adapted to your individual school's context. For simplicity, the term 'school', 'headteacher', 'governors' and governing body' has been used throughout and should be adapted to suit your context.

The highlighted sections in yellow, show the KCSiE 2026 key updates and these need to be unhighlighted before uploading to your school Website.

Confirmation has been received that KCSIE 2026 will undergo technical changes only prior to its final publication and therefore it is not anticipated that there will be a need for significant changes to this document in September 2026, although we cannot guarantee this. Any changes will be communicated with schools as soon as the final version of KCSIE 2026 is available.

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1. Named school personnel with designated responsibility for Child Protection and Safeguarding

Key Contacts	
School Key Contacts	
Headteacher	☎ ✉
Chair of Governors	✉
Safeguarding Governor	✉
Designated Safeguarding Lead	☎ ✉
Deputy Designated Safeguarding Lead(s)	☎ ✉
Designated Teacher	☎ ✉
Mental Health Lead	☎ ✉
Key Person(s) (EYFS)	☎ ✉
Prevent Lead	☎ ✉
Medical / Allergy Lead	☎ ✉

2. Policy review dates, approval, and dissemination processes

Most recent ratification date	Date policy shared with staff	Process for confirming that staff have read and understood this policy
Insert information		*List below the procedures that you have in place to ensure that all staff have read and understood this document* *e.g.,* • *Staff signatures collected – stored in safeguarding training folder.* • *Staff training delivered on the September 2026 training day – attendance register stored in safeguarding training folder.* • *Policy included with induction checklist for new staff – checklist stored in safeguarding training folder.*
This policy will be due for review in September 2027 but may be reviewed sooner if there are changes to government legislation or school practice and procedures.		

3. North Yorkshire Local Authority Key Safeguarding Contacts

Early Help Contacts - Family Help	
North Yorkshire Council Children & Families Service: Early Help Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	
Where there are **significant immediate concerns** about the safety of a child, contact the police on **999.** **If you believe the situation is urgent but does not require the police,** call **0300 131 2 131** to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call **0300 131 2 131** to speak to the Emergency Duty Team. **Professional's Consultation Line** 01609 535070 is available between 10am and 4pm. Leave a voicemail if there is no response and you will be contacted as soon as possible. Link to online referral form - NYSCP	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101 Home | Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk LADO Notification Form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	
CAMHS	The single point of access for the TEWV service (covering **all North Yorkshire** except Craven) is: **0300 0134 778**
	Craven: BDCT First response **0800 952 1181** 7 days a week, 24 hours
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171.
SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

[School] Child Protection Policy

(Adapted from the North Yorkshire Safeguarding Children Partnership Sample School Child Protection Policy)

4. Introduction and Aims

This policy applies to all adults, including volunteers, working in or on behalf of the school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice. Our policy and procedures also apply to extended school provision and off-site activities.

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children 2026. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

Department for Education's statutory guidance publications for schools and local authorities, including:

Working Together to Safeguard Children (2026)
Keeping Children Safe in Education (September 2026)
Designated teacher for looked-after and previously looked-after children (2018)
Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
Data Protection Act (2018) and UK GDPR
Prevent Duty Guidance (2023)
NYSCP (safeguardingchildren.co.uk)
Early years foundation stage (EYFS) statutory framework - GOV.UK (September 2026)

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being.

Safeguarding and promoting the welfare of children means:

(***Definition of Children:*** *A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'babies, children and young people.'*)

Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: ***'Working Together to Safeguard Children (2026)'***

- 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.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child Protection - Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives.

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 extra-familial contexts 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 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 penetration with an object) 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.

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

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

5. School Commitment and Values

Our commitment to our children

[School Name] is committed to ensuring the welfare and safety of all children in our school. We will protect and support all our children including our vulnerable children, children who need support through early help & children in need (Family Help), and children who have a child protection plan.

We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will adopt a child-centred approach to our work, we will act in the best interests of our children, and we will ensure that everyone is aware of their safeguarding responsibilities.

The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with child protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via our website and [insert any additional school procedures for accessing this document, including any accessibility procedures that you have in place].

6. Roles and Responsibilities

a) Governors

The Governing Body have a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes, and policies operate with the best interests of the child at their heart.

The Governing Body is responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. Governors will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
    - Administering medicines policy (statutory if the school has EYFS pupils)
    - Allergy safety policy
    - Artificial Intelligence policy
    - Attendance policy and Safeguarding response to children who go absent from education policy
    - Behaviour policy, anti-bullying policy and 'positive handling' policy
    - Child protection and safeguarding policy (this document),
    - Children with health needs who cannot attend school policy
    - Early Years Foundation Stage (EYFS) policy
    - Educational visits policy
    - Health and safety policy
    - Low-level concerns procedures/Managing allegations against staff policy
    - Mental health policy
    - Mobile phone and smart technology policy
    - Nappy changing (EYFS)/Intimate care policy (all)
    - Policy on employment of ex-offenders
    - Policy on how long school registers will remain open and procedures for pupil absence
    - Procedures for managing child-on-child abuse
    - Procedures for managing sexual harassment and sexual violence

- Recruitment and Selection Policy and Procedures
- Relationships and Sex Education and Health Education Policy
- Safer recruitment policy
- School exclusions
- Special Educational Needs and Disability (SEND) policy
- Staff behaviour policy/code of conduct
- Suicide and self-harm policies
- Supporting pupils with medical conditions at school policy
- Whistleblowing policy

Note: [Please edit the above to align with the policies that are relevant to your setting and that you have in place. Please note that not all of the above policies are statutory school policies]

- These policies, along with Part 1, Part 5, and Annex A of KCSIE and information on the role and identity of the DSL is provided to all staff on induction. *[Please insert your approach for temporary staff, volunteers, trainee teachers and contractors e.g. 'A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors']*
- A designated teacher for looked-after and previously looked-after children is in place.
- We have sought assurances that Child Protection Files are maintained in line with Annex B of KCSIE.
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2026, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
- The school holds more than one emergency contact number for each pupil (where reasonably possible).
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, (including harassment and violence) regardless of whether or not this has been reported.
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely.
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.

- The school contributes to multi-agency working in line with Working Together to Safeguard Children 2026 and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17- Family Help) or a Section 47 (S47) assessment.
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.
- That the school has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system.
    - That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose.
    - That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role. Furthermore, the governing body is responsible for ensuring that the role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2026 Annex B.
    - This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website and [insert any additional school procedures for accessing this document]

Additionally, the chair of governors is responsible for receiving concerns/allegations about the headteacher or principal and agreeing any appropriate course of action for investigation. This includes liaison with the Local Authority Designated Officer (LADO) if the matter meets the criteria for being considered as an allegation.

To carry out their role, the governing body is responsible for ensuring that they understand the following:

- Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2026 para 87-94. All governors are responsible for reading and ensuring that para 87-94 of KCSIE 2026 are adhered to.
- The obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
- Further obligations under the data protection laws, place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. All governors are responsible for reading and ensuring that para 102-104 of KCSIE 2026 are adhered to.

b) The Headteacher

The Headteacher will support staff and governors to understand their individual roles and responsibilities by ensuring that:

- All safeguarding related policies and procedures approved by the Governing Body are fully implemented and followed by all staff, pupils, and visitors.
- They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves).
- They ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated.
- There are robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.
- The curriculum that is in place supports children to understand how to keep themselves safe, including online.
- They promote a strong, open and positive culture of safeguarding across the school.

c) The Designated Safeguarding Lead (DSL) and Deputy (DDSL) / Deputies

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2026 Annex B. Governors and the Headteacher are responsible for ensuring that the DSL is given adequate resources to fulfil their role. However, it is also the responsibility of the DSL to share any concerns that they have if they feel that they do not have the capacity or capability to fulfil their role fully and effectively.

The DSL and Deputies are responsible for following the guidance as laid out in Annex B of KCSIE 2026 (pages 181-188), pertaining specifically to the following.

- Management of referrals
- Working with others
- Information sharing and managing the child protection file and adhere to record keeping and information sharing guidance in KCSiE pages 183-185
- Receiving, reviewing and transferring safeguarding information at all transition points, including in-year moves
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

Furthermore, the DSL and Deputies must ensure that they make themselves available to respond to urgent safeguarding matters and for ensuring that they comply with statutory duties in line with Annex B.

To ensure continuity of safeguarding responsibilities, we implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. For example, we use a confidential

shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

d) The Designated Teacher

In line with Sections 4-6 of the Children and Social Work Act 2017, the Designated Teacher is responsible for.

- Promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Ensuring that they have the appropriate training and the relevant qualifications and experience.
- Working with the **Virtual School Head**, to discuss how funding can be best used to support the progress of looked-after children in the school to meet the needs identified in the child's personal education plan and to promote the educational achievement of previously looked after children.

e) The Senior Mental Health Lead

The mental health lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by;

- developing a whole-school approach to support mental wellbeing.
- promoting good mental wellbeing and preventing the onset of mental illness for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.
- liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide.
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided, and
- liaising with/referral to specialist services where needed

f) All School Leaders, Staff and Volunteers

All school staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction. This includes the;
    - Child protection policy
    - Behaviour policy
    - Staff behaviour policy/code of conduct
    - Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods.

    - Role of the DSL (including the identity of the DSL and deputies).
- Have read and confirmed that they have received, read, and understood the school safeguarding policies and procedures for at least Part 1, Part 5, and Annex A of KCSIE 2026.
- Have read and understood this policy and how it relates to KCSIE 2026.
- Are aware of their local early help processes (Family Help), including the universal services and community-based early help and the targeted early help level, and understand their role in it.
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17 - Family Help) and Section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments.
- Are aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only informing those who need to be involved, such as the DSL and children's social care.
- Know never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, subject to modern slavery and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication.
- Understand that they have a responsibility to provide a safe environment in which children can learn.
- Are prepared and trained to identify and support children who may benefit from early help/Family Help.

7. Working Together to Safeguard Children, Our Multi-Agency Commitment

Our school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2026.'

The school is aware of and will always act in line with the North Yorkshire Local Yorkshire Safeguarding procedures included within this document.

Furthermore, we commit to:

- Understanding and following the processes for early help assessments/Family Help and the criteria, including level of need, for when

cases should be referred for assessment and for statutory services under S47 and S17.
- Understanding and following the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children.
- Working with social care, the police health services, and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Providing robust professional challenge to all multi-agency partners and responding positively when challenge is offered to us in the best interests of the child.

8. Information Sharing

We recognise that information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, in promoting children's welfare, including educational outcomes. We understand our powers and duties to share, hold and use information for these purposes.

We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of 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.

Furthermore, we commit to:

- Ensuring that arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required.
- Sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.

We follow the KCSIE 2026 information sharing guidance (para 138-150) to ensure DfE guidance is adhered to.

9. Staff Training

All staff undergo safeguarding and child protection training (including Prevent online safety, which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction. This training is regularly refreshed. Induction and training is in line with any advice from the statutory safeguarding partners.

All staff receive additional safeguarding and child protection training via (adapt to reflect your ongoing training procedures, e.g. weekly emails or reading, scenario discussion in staff meetings, e-bulletins, contextual updates, or knowledge checks,) as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively. Additionally, we ensure that our training includes a focus on relevant aspects of Section 3 of the EYFS

Framework, including relevant content for children aged 0-5, at least biennially and then additionally whenever EYFS statutory guidance is updated.

The DSL and Deputy DSL undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead and any deputies also undertake Prevent awareness training.

A safeguarding training log is held in the school recording the training that has been undertaken by the DSL, all staff, volunteers, contractors and other third parties and governors. This log is monitored and updated regularly.

10. Opportunities to teach safeguarding

[School Name] teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective PSHE delivered in regularly timetabled lessons insert delivery model and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.

Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2026 para 156-161 and the latest DfE guidance on Relationships, Sex, and Health Education.

11. Online Safety

[School Name] has an effective whole school policy and approach to online safety which includes ensuring an understanding of:

- Roles and responsibilities in relation to filtering and monitoring, school devices and school networks including the use of AI.

- The 4 areas of risk (4Cs) as the basis of the school's online safety policy
- Governors and leaders to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing)
- Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 162 of KCSIE 2026.
- Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

[School Name] is committed to considering how online safety is reflected in:

- all relevant policies
- the planning of the curriculum
- staff training
- the roles and responsibilities of the DSL and all staff
- Information and guidance provided to parents.

12. Mobile Phones and Smart Technology

[School Name] recognises the importance of having clear policies on mobile phones, devices and smart technology (cameras and smart devices, including SMART watches, META glasses and use of Airtags / trackers) to safeguard our pupils.

In line with statutory guidance [School Name] is a mobile phone-free environments by default; anything other than this is by exception only. *[insert school's policy on this or link to separate policy if applicable]*

13. Remote Education

Where children are being asked to learn online at home, the school will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

14. Online Information Security, Filters, Access and Monitoring

[School Name] has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.

The governing body have reviewed the Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges and ensured that what needs to be done to meet this standard has been implemented.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

[School Name] will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically (at least once every academic year) ensuring the filtering is working appropriately and a record of these checks is held. We will also keep up to date with evolving cyber-crime technologies.

[School Name] will carry out an annual review by the SLT member who is responsible for filtering and monitoring, with the support of the school's designated lead and IT support, of our approach to online safety, including the use of AI and filtering and monitoring. This will include checks that the filter is working appropriately on all Internet connected devices in all locations and records held. This will consider and reflect the risks our children face.

15. Artificial Intelligence (AI)

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.

[School Name] recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g. through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with this policy and our anti-bullying, online safety and behaviour policies.

Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. [School Name] uses the appropriate DfE guidance and policy for AI including

Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK.

16. External Monitoring of Safeguarding, including Ofsted Inspections

The governing body is aware of the Ofsted Education Inspection Framework, the Ofsted Inspection Toolkit and the Safeguarding concerns guidance for inspectors and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.

The governing body will seek to explore opportunities for external monitoring of the school's safeguarding processes and expect all staff to engage positively with any external safeguarding monitoring that the school chooses to commission.

17. Safeguarding Concerns or Allegations about any Staff, including Supply Teachers, Trainee Teachers, Volunteers, or Contractors

[School Name] has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.

Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.

All allegations about staff, volunteers and/or contractors should be reported without delay to the headteacher or principal. Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).

Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.

Part 4 of KCSIE sets out the definition of an allegation:

Where it is alleged that a person who works or volunteers with children has:

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. [School Name] will record any low-level concerns [insert school process for logging low-level concerns].

The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

18. Addressing Child-on-Child Abuse, including Sexual Violence and Sexual Harassment

All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2026 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:

- Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to do if they think they are in an unhealthy relationship or need to address negative influences.
- Ensuring all staff understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported.
- Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible.
- Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of KCSIE 2026.
- Having clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
- Ensuring all staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.
- Ensuring that, as well as knowing how to respond to concerns, all staff know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, we ensure that staff know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.
- Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
- Having a zero-tolerance approach to abuse and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children and is in line with Part 5 of KCSIE 2026.
- Recognising that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

19. Identifying Children and Young People who may need Community Based Early Help / Family Help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early help is provided through "universal services", such as education and health services. They are universal services because they are available to all families, regardless of their needs.

Other early help services are coordinated by a local authority and/or their partners to address specific concerns within a family and can be described as targeted early help / Family Help. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services.

Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2026).

[School name] will support local organisations and agencies to work together to support families within the early help / Family Help service and will:

- Identify children and families who would benefit from community based and/or targeted early help.
- Undertake an assessment of the need for community based and/or targeted early help which considers the needs of all members of the family.
- Ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family.
- Co-ordinate and/or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family and updated as and when the child and family needs change.
- Engage effectively with families and their family network, making use of family group decision-making to help meet the needs of the child.

20. Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm / Statutory children's social care assessments and services

Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

Our staff, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to)

- sexual abuse (including harassment and exploitation),
- domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking),
- criminal exploitation (including financial exploitation),

- serious youth violence, county lines and radicalisation.

Our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Staff are aware that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Staff are aware that safeguarding issues often overlap and can put children at risk including the following behaviours and indicators that can be signs that children are at risk:

- unexplainable and/or persistent absences from education
- drug taking and/or alcohol misuse
- serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
- consensual and non-consensual making or sharing of nudes or semi nudes.

Our procedures are aligned to para 18-28 of KCSIE 2026.

In all cases, if staff are unsure, they must always speak to our designated safeguarding lead (or deputy) who will follow the child protection procedures. Where a child is suffering, or is likely to suffer from harm, the DSL will complete a referral to the local authority children's social care team (and if appropriate the police).

21. Supporting Children and Young People Potentially at Greater Risk of Harm

We ensure that all staff understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm, including those with a social worker. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health, we ensure that all staff understand the full impact of this and are trauma informed in their approach to all children.

Furthermore, for children potentially at risk of further harm, we commit to:

- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks.
- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.

- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

22. Children Absent from Education

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that our response to persistently absent pupils, and Children Missing/Absent from Education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

We will follow our procedures for unauthorised absence and for dealing with children who are absent from school or missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

23. Elective Home Education (EHE)

We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

We will not suggest EHE to parents as we recognise this as off-rolling. Where parents request information regarding EHE we will arrange a pre-decision meeting with the EHE adviser, parents and any involved professionals. We will ensure parents have an informed understanding of EHE and their legal duty to provide a full-time suitable education. We will ensure parents are aware that they will be subject to informal enquires around the education in place and where the EHE Adviser is not satisfied, parents may face legal intervention. On occasions where parents do request to EHE after the meeting we will submit the Notification to EHE form to the Local Authority (LA) and only when this is accepted by the Local Authority will we delete the child from our admission register and remove the child from our roll. This is in line with LA policy.

24. Supporting Children Requiring Mental Health Support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of our pupils.

We ensure all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We ensure staff fulfil 4 key roles to support children with their mental health and wellbeing namely:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

Whilst all staff are able to observe and support the mental health and wellbeing of their pupils and learners, we also have a mental health lead in place. The Mental health lead supports our setting to embed a whole school / college approach to mental health and wellbeing by following DfE guidance Promoting children and young people's mental health and wellbeing.

Furthermore, we commit to:

- Ensuring that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

25. Supporting Looked After Children, Previously Looked After Children, Children with a Social Worker, Care Leavers and Children in Kinship Care

We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

We will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

Furthermore, we commit to:

- Ensuring that staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.
- Sharing information swiftly with social workers, the virtual school, care leavers personal advisors and other key partners.

- Recognising that children and young people with a social worker, in care, previously in care and Kinship are vulnerable to educational disadvantage.
- Working collaboratively across the Designated Teacher, Designated Safeguarding Lead and North Yorkshire Virtual School to ensure effective educational and safeguarding support for vulnerable children and young people within the Virtual School cohort.

26. Young carers

[School Name] recognises that a young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work) and that young adult carers are aged 16 to 25 and may have different support needs as they transition to adulthood.

[School Name] is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. We understand that early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

[School Name] has a named young carers champion, who supports young carers in school.

27. Supporting Children with Special Educational Needs, Disabilities (SEND) or Health Issues

[School Name] Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. We will refer to KCSiE 2026 para 247-249, for further clarification and ensure staff are aware of these additional barriers.

Furthermore, we commit to:

- Train staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- Ensuring close liaison between DSL and SENCO following reports of abuse involving children with SEND
- Ensuring that staff do not assume that indicators of possible abuse relate to the child's condition without further exploration
- Ensuring that we consider what additional and different measures we can put in place to support these children to recognise and communicate abuse, neglect or exploitation including consideration of extra pastoral support and attention.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

28. Safeguarding children with medical needs

[School Name] supports pupils at school with medical conditions and allergies and are properly supported so that they have full access to education, including school trips and physical education. Our governing body will ensure that arrangements are in place in school to support pupils with medical conditions and allergies, including recording, reporting and tracking information / training yearly. Our governing body will ensure that school leaders consult with health and social care professionals, pupils and parents ensuring that the needs of children with medical conditions and allergies are properly understood and effectively supported.

[School Name] recognises that although serious incidents of harm and even child deaths have occurred in school and college settings, a child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place in school / college, the responsible healthcare professional, will work in conjunction with our DSL to consider whether any safeguarding duties has been triggered and whether any further action is required based on the nature of the incident. The school follows the DfE guidance Allergy safety in schools and Supporting pupils with medical conditions at school.

29. Alternative provision and Children at risk of exclusion

[School Name] recognises that the cohort of pupils in Alternative Provision often have complex needs, and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.
We recognise that (School name) continues to be responsible for the safeguarding of the pupil attending Alternative provision.

When considering use of exclusion or suspension [School name] is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will consider the preventative measures to exclusion outlined in Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support/interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with Working Together to Improve School Attendance (July 2026).

We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the headteacher who will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The headteacher will also consider the current attendance of the individual and record absence in line with Working Together to Improve School Attendance (July 2026).

Where concerns have previously been raised around attendance, this is identified as a risk and the headteacher may refuse the request on this basis.

30. Supporting Children who are Lesbian, Gay, Bi, or Trans (LGBTQ+)

Whilst the fact that a child or a young person who may be LGBTQ+ is not in itself a risk factor for harm, we recognise that children who are LGBTQ+, or perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are and may not have a trusted adult with whom they can be open.

Therefore, we commit to ensuring that our curriculum prepares children for life in modern Britain and to creating an inclusive environment where LGBTQ+ children feel safe to raise any concerns such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place

Children who are questioning their gender

We will take time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of the child's experiences and remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

As a school we will not initiate any action in this area; but will respond to any circumstances where a child or their parent has raised a request relating to social transition to which a school is responding. In making decisions about supporting social transition, the school will comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children. When considering any request for support with social transition, we will ensure that their decision-making process is documented, and records are kept.

We will endeavour to work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO). We will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity.

When discussing requests with children and parents and carers time will be taken to sensitively explain the constraints on social transition set out in KCSIE para 252-282. We will explain that supporting any degree of social transition will not include

allowing access to toilets, changing rooms or boarding or residential accommodation designated for the opposite sex, and will not include allowing children to join PE classes designated for the opposite sex where there are safety reasons for single sex PE.

31. Restrictive interventions, including use of reasonable force

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition. These decisions will also align with our duties under the Equality Act 2010 and the Public Sector Equality Duty and align with the statutory guidance Restrictive interventions including the use of reasonable force in schools guidance

32. Boarding and Residential Accommodation

As our school includes boarding facilities, there are additional factors to consider regarding safeguarding. Staff are trained to be alert to signs of abuse and work closely with any Local Authorities that have children placed within our school.

Furthermore, we commit to ensuring that we are:

- Alert to the extra vulnerabilities of children with SEND.
- Vigilant in reporting inappropriate relationships or where behaviours are a cause for concern.
- Aware of the additional potential for child-on-child abuse, particularly where there are significantly more girls than boys or vice versa within our boarding facilities.
- Complying with statutory guidance, by not allowing a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition will not be able to include allowing access to boarding or residential accommodation.
- Proactive in sharing information with statutory partners, including where children reside outside North Yorkshire Local Authority when not attending boarding school.
- Compliant with the additional safeguarding requirements relating to National Minimum Standards and regulations for all schools and colleges with residential provision for children.

- Compliant with Standard 13 in National Minimum Standards for residential special schools Residential special schools national minimum standards
- Compliant with the standards of the relevant regulatory body (SCCIFF/DfE NMS/CQC).

33. Use of School Premises for Non-School Related Activities

When we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the school, under the direct supervision or management of our school staff, this child protection and safeguarding policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) though aspects of this policy may not apply. Where this is the case, we will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate as outlined in keeping children safe in education, Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers

We will apply this approach regardless of whether or not there are children who attend any of these services whether or not the children are on our school roll or of a statutory school age. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

Where we receive an allegation relating to an incident that happened when an individual or organisation was using our school premises running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

34. Regulations and safeguarding requirements relating to school premises - Toilets, Changing Rooms, Showers and Sport

As a school we will provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time).

As a school providing mixed-sex toilets in addition to single sex toilets, we have assessed safeguarding risks and planned accordingly.

As a school to comply with statutory guidance we must not allow children into toilets designated for the opposite biological sex. This includes where we are responding to a request to support any degree of social transition for children who are questioning their gender

As a school we provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. When responding to a request to support any degree of social transition, we must not allow a child access to changing rooms designated for the opposite sex.

If a gender-questioning child does not want to use the toilet, changing rooms and showers designated for their sex, the school will consider whether they can provide an alternative toilet, changing or washing facility without compromising the provision of single-sex facilities. These alternative arrangements will not compromise the safety, comfort, privacy or dignity of the child or of any other children. We will keep records of these situations.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case, to comply with statutory guidance, there must be no exceptions. Where there are no safety concerns and a child makes a request relating to how they participate, we will need to consider the request in light of the advice on "considering requests for support with social transition". This means that we will take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

35.Policy References

This policy draws on the following legislation and guidance:

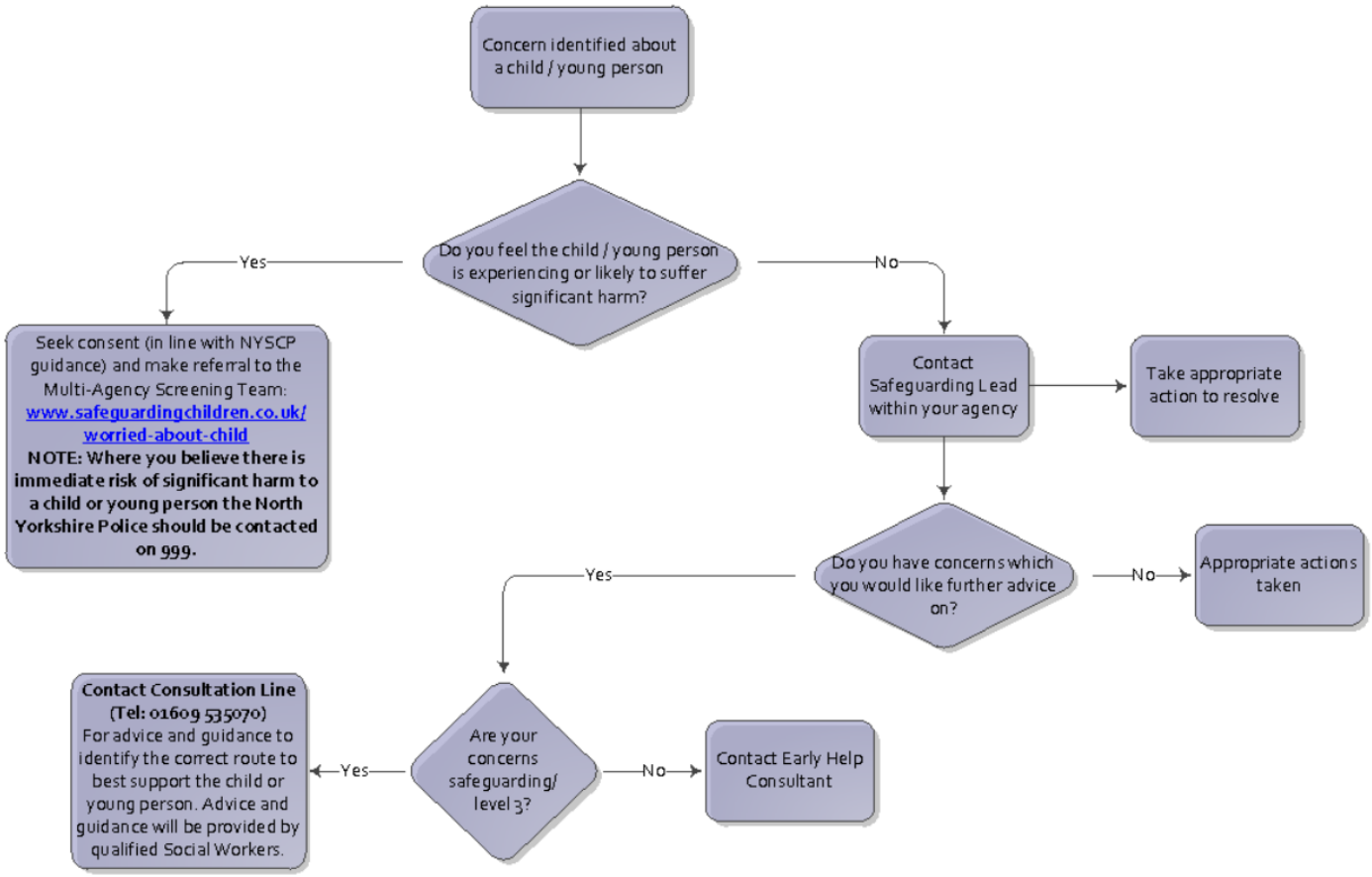
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 and School's duty under the Children Act 2004. Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- Working together to safeguard children - GOV.UK 2026
- Keeping Children Safe in Education (KCSIE) DfE 2026
- Working Together to Improve school Attendance (July 2026)
- What To Do If You Are Worried a Child is Being Abused 2015
- Statutory Framework for the Early Years Foundation Stage
- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021
- Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges
- Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK.
- Promoting children and young people's mental health and wellbeing.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

- Restrictive interventions including the use of reasonable force in schools guidance
- Residential special schools national minimum standards
- Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers
- SEND Code of Practice

North Yorkshire Local Safeguarding Procedures

a. What staff must do if they are concerned about a child

All staff and volunteers working within North Yorkshire schools should follow the NYSCP Child Protection Procedures and Practice Guidance which is consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 2026 and What To Do If You Are Worried A Child is Being Abused 2015.
For guidance regarding how to make a referral to the Children and Families Service in North Yorkshire please visit: NYSCP (safeguardingchildren.co.uk)



Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;

- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse, neglect or exploitation;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse, neglect or exploitation received from the child, or from any other person, including disclosures of abuse, neglect or exploitation perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including inappropriate behaviour e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Any concerns related to exploitation and serious crime, including knife crime;
- Any concerns relating to child-on-child abuse;
- Any concerns relating to youth produced sexual imagery (sexting); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

Responding to a Disclosure
All staff must maintain an attitude of 'it could happen here' and must always act in the best interests of the child.

Disclosures or information may be received from pupils, parents, or other members of the public. Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements, staff should discuss this with the DSL.

Principles
Staff must **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff should:

- Stay calm.
- Listen to and take seriously any disclosure or information.
- Try not to show signs of shock or disbelief.
- Do not express feelings or judgements.
- Allow the child to talk freely and avoid asking leading questions (TED questions are advised – tell me, explain and describe).
- Reassure the child and explain that they have done the right thing in telling you.
- Never promise confidentiality, you have a duty to refer.
- Explain to the child, what you have to do next and who you have to contact.
- Record the information / disclosure immediately in the child's 'own words.'

- Record the facts and do not put your own judgement within the record. Always record who was present, date, time, the questions you asked and what the child has said in their own words.
- Report the incident to the DSL.
- Do not disclose this information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

If you discover that Female Genital Mutilation (FGM) has taken place, or a pupil is at risk of FGM.

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. The member of staff should discuss it with the school's DSL and follow the school's policy and procedures. Efforts should be made to establish the full facts from the child before any action is taken.

School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents, as this may place the child at an increased risk of harm.

Female Genital Mutilation (FGM) - Statutory duty to report under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

In these circumstances, the DSL will support the teacher to report the matter to the Police. The DSL will complete the referral to MAST.

b. Referrals

Schools should ensure that all staff are familiar with the process for making referrals to the local authority, in line with KCSIE 2026 and Working Together to Safeguard Children 2026. Where there are safeguarding concerns related to a child resident in a boarding school, please follow the same NYSCP referrals guidance below.

Actions by the DSL
The following actions must be taken where there are concerns about significant harm to any child, including where there is already an open case to Children's Social Care, (e.g., Looked after Child).

Following any information which raises a concern, the DSL will follow local procedures. (See below)

Worried about a child	**Who to contact**
Where there are significant, immediate concerns about the safety of a child.	Contact the **Police** on **999** Refer to the guidance, 'When to call the Police' here

If you believe the situation is urgent but does not require the Police. E.g. • Has suffered significant harm and /or; • Is likely to suffer significant harm.	Contact the Multi-Agency Screening Team (**MAST**) on **0300 131 2 131**
If your call is out of business hours (Mon-Fri 9am to 5pm)	Contact the Emergency Duty Team on **0300 131 2 131**
If you need to report a crime that does not need an emergency response.	You should call North Yorkshire Police on **101**
Following the telephone call to 0300 131 2 131, an online referral form must be completed and submitted within 24 hours of your call.	Send form to social.care@northyorks.gov.uk Link to online referral form here
You do not need to make a telephone contact prior to submitting a written referral, should the situation not be urgent e.g. The child has developmental and welfare needs, which are likely only to be met through provision of family support services (with agreement of the child's parent).	Send form to social.care@northyorks.gov.uk Link to online referral form here
MAST / Professional Consultation Line The consultation line should be used when you have concerns about a child's safeguarding situation, and you are unsure of how to proceed with the next steps. The concerns should be of a higher threshold than of what can be supported by Early Help.	When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation, you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on **01609 535070**
Community-based early help / and the targeted early help (Family Help) Should you wish to speak with your local NYC Children & Families Service: Early Help (Family Help), in relation to a child, young person or family who may require early help.	Contact: **Early Help East (Scarborough, Whitby, Ryedale):** 01609 534852 **Early Help West (Harrogate, Craven, Knaresborough, Ripon):** 01609 534842 **Early Help Central (Hambleton, Richmondshire, Selby):** 01609 534829 For further information and resources on early help in North Yorkshire, visit the dedicated page Early Help Link to Early Help Information and Early Help Assessment form here

	Link to the Framework for decision-making: Right help, at the right time by the right person here
CAMHS Crisis Service Where there are urgent concerns regarding a child or young person's mental health, please call CAMHS Crisis Service in the appropriate locality.	**Northallerton, Hambleton and Richmondshire**: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours **Harrogate, Knaresborough and Ripon**: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours **York and Selby**: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours. **Scarborough, Whitby & Ryedale:** TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours. **Craven**: BDCT First response 0800 952 1181 7 days a week, 24 hours
Healthy Child Service for children 0-6 years old Anyone who is expecting a child or who has a child up to the age of 6 will have a named Health Visitor.	Parents and carers can contact their local 0-6 **Healthy Child Service (Health Visiting Team)** directly for information by calling 03003 030 916. Professionals can also contact the service by calling 03003 030 916.
Healthy Child Service for children and young people 6-19 years old The healthy child programme for older children, is aimed at those children who: • need safeguarding support • need support for emotional wellbeing and resilience and alongside other local services, in reducing risk taking in young people • are in care	Parents, carers and young people themselves can access the **Emotional Wellbeing and Resilience Service** for support and information by calling 03003 030 916. **For more information about the Healthy Child Service visit:** www.northyorks.gov.uk/healthy-child-service

To make a written referral, an online referral form must be completed. You must ensure that all relevant information, including parental consent or clear reasons why this has not been obtained, is provided to ensure that the referral can be progressed as effectively as possible. You will receive acknowledgement of your contact being received. Should you not receive this, please follow up to ensure your information has been received.

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals. Consent is always required for referrals to services such as the Early Help Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained and professionals feel that after speaking with their safeguarding lead, that a referral is still warranted, professionals should submit a referral detailing their actions and inform parents and carers of their actions.

Action following a child protection referral
It is the responsibility of all staff to safeguard children. It is the role of the DSL to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL should:

- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.
- Provide a report for, attend and contribute to any subsequent Child Protection Conferences.
- Contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences.
- Where possible, share all reports with parents prior to the meetings.
- Where there is a disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, information can be found here.
- Where there are significant safeguarding concerns in respect of a child subject to a Child Protection Plan, or the child moves/goes absent from/is removed from school or fails to attend school, the DSL must **immediately** inform the key worker or their manager in Children's Social Care.

Recording and Monitoring
The importance of accurate record keeping cannot be overstated and is frequently highlighted as an area for improvement in both national and local Child Safeguarding Practice Reviews.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the school's agreed processes. Records should include:

- A clear and comprehensive summary of the concern completed in a timely manner.
- Details of how the concern was followed up and resolved.

The DSL should review all monitoring arrangements in the timescale and manner determined by circumstances and ensure that this is recorded and clearly understood by all concerned.

Professional Resolutions

Professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of the shared responsibility for safeguarding children, all partners must be prepared to challenge each other if they feel that responses to concerns, assessments, or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

Local professional resolution procedures for raising concerns in respect of poor practice are outlined here.

c. Allegations Made Against Staff, Volunteers and Contractors, Including Trainee Teachers Supply Teachers and Contactors

Staff identifying a concern should follow the school's own procedures. Schools should then follow the guidance in Part 4 of KCSIE 2026.

Where local procedures are referenced in KCSIE, the following applies in all North Yorkshire Council (NYC) Schools:

Immediate response

The person to whom an allegation or concern is first reported, should treat the matter seriously and keep an open mind. Please refer to KCSIE. They should not:

- Investigate or ask leading questions.
- Make assumptions or offer alternative explanations.
- Promise confidentiality.

Allegations involving an immediate risk to a child or a safeguarding concern that requires an urgent response, should be reported immediately to the police by calling 999 (emergency) or 101 (non-emergency).

In all other cases (not reported directly to the police) the action should follow the school's procedures, which should include the following:

- Making a written record of the information (where possible in the child / adult's own words), including the time, date and place of incident/s, persons present and what was said.
- Signing and dating the written record.
- Secure any relevant CCTV.

All allegations about staff, volunteers and/or contractors should be reported without delay to the headteacher. Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).

Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors. In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).

The headteacher / chair of governors should review the information and:

- Identify whether it meets the harm /risk of harm threshold (above) and is therefore an allegation. If so, they should follow the NYSCP procedures and make a referral to the NYC LADO.
- If the headteacher/chair of governors is unclear whether it meets the harm / risk of harm threshold, they should seek advice from the Duty LADO.

Schools are reminded that the LADO should be contacted within **one working day** when concerns have been raised, that meet or may meet the allegation definition or threshold outlined above.

The NYC 'Managing Allegations Against Those Who Work or Volunteer with Children' procedures can be found here.

Any incident not meeting the above definition of an allegation, should be managed via the school's own low level concerns process.

Procedures and notifications

Notifications to the LADO can be made using the notification form here. NYC LADO will be able to support case managers to lead any investigations that meet the threshold.

Where a child may have suffered significant harm, the school will also need to submit a referral to Children's Social Care using the online referral form.

Low Level Concerns

North Yorkshire Schools should have their own policies and processes to deal with low level concerns and should make sure that all staff understand how to raise concerns.

Early Year's Providers

Additionally, any Early Years' provider must inform Ofsted in line with the requirements of the EYFS Statutory Framework Section 3 (para 3.10 for group and school-based providers). See Early Year's section for more details.

Whistleblowing Procedures

Local procedures for whistleblowing can be found here.

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

d. Alternative Provision

Schools should follow KCSIE 2026 para 208-213 and when any pupils within their school attends **any** Alternative Provision, schools should also work to the local protocol which can be found here. Schools are reminded that it is their responsibility to quality assure this provision and ensure the safeguarding arrangements are in place for any pupil they place there, including attendance

monitoring and follow up of any absence, and retain the duty of care as well as ensuring that the provision meet the pupil's needs.

Further information on the NYC local procedures in place when pupils attend Alternative Provision, including the safeguarding responsibilities can be found here.

e. Adults Who Supervise Children on Work Experience

Schools should follow KCSIE 2026 para 403-407 when any pupil within their school undertakes **any** work experience.

Support for checking host families for educational visits and work experience providers is provided for schools that purchase support via Evolve here (log-in required).

f. Bullying, including online experiences

Schools should follow KCSIE 2026 which requires them to have a behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) in place.

Specific guidance on challenging victim blaming language produced via the UK council for internet safety can be found via the NYSCP website here.

g. Honour or Faith Based (including female genital mutilation and forced marriage)

Schools should follow KCSIE 2026 guidance in Part 1 (para. 44) and Annex A.

Local guidance is also available from the NYSCP here. Further specific guidance for Forced Marriage, FGM (including the local procedure for managing this) and 'Honour' Based Abuse is also available.

Forced Marriage Online training can be found on the NYSCP e-learning page here. FGM Online training can be found here

h. Child on Child Abuse, Including Child-on-Child Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour (HSB)

Schools should ensure that all staff are familiar with guidance on child-on-child abuse from KCSIE 2026 Part 1, (para 190-191) as well as the statutory guidance in relation to child-on-child sexual violence and sexual harassment contained within KCSIE 2026 Part five and within Annex A.

NYSCP recommends that all staff are asked to read KCSIE Part 5.

Local guidance on Children and Young people who display sexually harmful behaviours can be found on the NYSCP website here.

Schools should refer to Sexual development and behaviour in children | NSPCC Learning for further guidance.

NSPCC toolkit for responding to children who display sexualised behaviour - Responding to children who display sexualised behaviour

Further DFE guidance on - Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

i. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) including County Lines and Modern Slavery

Information about definitions and indicators for schools is provided in KCSIE 2026 Part 1 and Annex A.

Local NYSCP procedures for managing CSE can be found here.

Local NYSCP procedures and guidance for managing CCE and County lines can be found here.

Local NYSCP procedures for managing Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation can be found here. The NY Police modern day slavery and human trafficking toolkit can be found here.

MACE (Multi-Agency Child Exploitation)

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities; Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding.

The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation. The Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see here.

MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website here.

Child Criminal Exploitation and County Lines e-learning training can be found on the NYSCP e-learning page here.

Schools can refer to Preventing Child Sexual Exploitation | The Children's Society for support.

j. Cybercrime

A definition of cybercrime and further supporting resources can be found in KCSIE 2026 within Annex A.

There are no additional NYC local procedures in place, though schools should be aware that cybercrime may be linked to CCE and follow local procedures in these instances.

NYSCP training linked to cybercrime can be found here.
National Cyber Security Centre Training found here
When to call the Police when-to-call-the-police--guidance-for-schools-and-colleges.pdf

k. Domestic Abuse and Teenage Relationship Abuse

Information about domestic abuse can be found in KCSIE 2026 Part 1 and Annex A.

Teenage Relationship Abuse

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.
Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures as set out in KCSiE para 55-61 should be followed and both young victims and young perpetrators should be offered support.

Local guidance and information, including information about the Domestic Abuse Local Partnership Board is also available on the NYSCP website here.

Schools may also find the guidance on IDAS and Substance Misuse in Parents and Carers on the NYSCP Website.

Domestic abuse online training can be found on the NYSCP e-learning page here.

l. Early Years (provision for Children 0-5 years)

Schools should follow the appropriate Early Years Foundation Stage (EYFS) Statutory Framework for their setting. Section 3 of the EYFS framework sets out the safeguarding and welfare requirements for children aged 0–5. KCSIE 2026

should be read alongside Section 3 of the EYFS statutory framework for children aged 0–5 in school-based nurseries and reception classes.

Paragraph 3.5 of the EYFS framework for group and school-based providers clarifies that schools are not required to have separate policies to cover EYFS requirements, provided those requirements are met through existing policies. Schools should, however, ensure that all of Section 3 of the EYFS framework is appropriately reflected within their safeguarding arrangements.

m. Elective Home Education (EHE)

Schools should follow the North Yorkshire guidance for EHE Elective Home Education and ensure that they understand their responsibilities, particularly with regard to safeguarding. This page includes links to guidance for parents which should be used to support parents who are considering EHE for their children.

n. Flexi-schooling and Part-time Timetables

Any consideration of flexi-schooling or a part-time timetable should have due regard to the safeguarding implications. Schools should follow the North Yorkshire protocols for part-time timetables and flexi-schooling guidance.

o. Looked after Children, including previously looked after children and Children with a social worker

Safeguarding information for looked after children and previously looked after children can be found in KCSIE 2026 para 233-236. Safeguarding information for children with a social worker (CiN/CP) can be found in KCSIE 2026 para 215-218.

Local guidance and information, including the out of area protocol for looked after children and contact details for our Virtual School headteacher is also available on the NYSCP website here.

p. Kinship Care and Private Fostering

Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. For further information on all types of kinship care arrangements refer to Working Together to Safeguard Children 2026, page 158 – 159.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on 'Promoting the education of children with a social worker and children in kinship care arrangements' contains further information on the roles and responsibilities of Virtual School Heads.

For more information on Kinship Care link here.

Private fostering - A private fostering arrangement is someone who is not a close relative of the child, who looks after the child for 28 days or more.

Where these arrangements come to the attention of the school or college (and the school or college is not involved in the arrangements), they should then notify the local authority to allow the local authority to check that the arrangement are suitable and safe for the child.

Notifications should be made initially to MAST 0300 131 2 131, followed by written confirmation completed on an online Referral Form.

NYSCP Private Fostering Practice Guidance here

q. Mental Health - Self-Harm and Suicidal Ideation

Schools should be familiar with the reference made to self-harm or suicide within KCSIE 2026 (para 45-48 within the serious violence section, para 163 – online content, Annex A – within Serious Violence section).

Locally, NYSCP have a Self-Harm and Suicidal Ideation Pathway, this has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead, it is targeted at people who work with children/young people in a wide range of settings, including as schools.

The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs.

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found here.
Mental health support can be found here The Go-To - Emotional wellbeing and mental health

r. Neglect

Information about neglect can be found in KCSIE 2026. References to neglect are made throughout KCSIE as it is an underlying issue in many child protection concerns.

Local guidance and information, including our local processes for neglect referrals, is also available on the NYSCP website here.

s. Online Safety

Information about online safety can be found in KCSIE 2026. Staff should be familiar with the references within Part 1 and Annex A. Additionally, governors

should be familiar with their requirements to have oversight of online safety, including filtering and monitoring as set out in Part 2 of KCSIE 2026.

Other guidance - AI CSAM Guides for Professionals | IWF & NCA, CEOP Education Understanding and Responding to AI-Generated Child Sexual Abuse Material

t. Partnership with Parents and Carers and with Other Agencies

The Strength in Relationships practice model provides an evidence-based framework to support practice across North Yorkshire. Central to the approach is working with children and their families in a solution-focused way that builds on family strengths and places children at the heart of assessments, planning and decision-making. Schools should commit to working with parents, carers and partner agencies positively, openly and honestly, in line with KCSIE 2026 and the local safeguarding partnership's practice approach, which can be accessed here.

Locally, schools should work use the Threshold guidance (Framework for decision-making: Right help, at the right time by the right person) to support them with creating effective partnerships and following local procedures for working with families.

Schools and education providers are encouraged to make full use of the resources available through the North Yorkshire Safeguarding Children Partnership website and YouTube channel. These include multi-agency training, recorded webinars, practice guidance, procedures, one-minute guides, toolkits, policy templates. The Learning for Professionals section features thematic learning reviews and safeguarding resources designed to support effective practice across education settings. The also website includes dedicated sections for Schools and Early Years providers as well as Parents and Carers.

u. Preventing Radicalisation, Prevent duty, Extremism and Channel

Information to support schools with definitions and guidance to preventing radicalisation, The Prevent duty and Channel can be found in KCSIE 2026 within Annex A.

Local information and guidance for Prevent and the Channel process is available via North Yorkshire Partnership here and on the NYSCP website here.

Local processes are outlined below:

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place.
- All staff including the Prevent lead/ DSL follow the NYSCP procedures.
- Partner agency communication channels are in place.

- An audit trail for notification reports/referrals exists.
- Prevent referrals/notifications are managed or overseen by The Prevent lead.
- A process is in place to identify and develop 'lessons learnt.'

Protect and Prepare:
As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk.

In addition, schools should assess their site security and have emergency and simple response plans in line with the DfE non-statutory guidance Protective security and preparedness for education settings. Incidents in schools are rare, but schools should develop simple procedures to further improve security awareness and preparedness. These should deter terrorists and other security threats and help keep pupils, staff and visitors safe in the event of an incident.

Schools should be aware of The Terrorism (Protection of Premises) Act 2026, also known as Martyn's Law, which received Royal Assent on Thursday 3 April 2026. Martyn's Law Factsheet – Home Office in the media

The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the school site and make necessary improvements.
- Develop lockdown, invacuation, evacuation, bomb threat and run hide and tell procedures RUN HIDE TELL | ProtectUK Protective security and preparedness for education settings - GOV.UK

The guidance can be accessed by logging into Emergencies and Health & Safety on CYPSinfo.

Action Counter Terrorism (ACT) Awareness training can be found on the NYSCP e-learning page here.

v. Professional Curiosity

School staff in North Yorkshire schools are encouraged to work in professionally curious ways at all times to ensure they have a thorough understanding of children's lived experiences to help keep children safe. Local guidance and information, including best practice procedures and clarification on what professional curiosity can look like is available on the NYSCP website here.

w. Pupil Information Sharing

Schools should follow KCSIE 2026 for guidance on information sharing. Further local guidance on information sharing is also available on the NYSCP website here.

x. Related School Safeguarding Policies

For guidance on the range of national statutory and recommended policies as well NYC exemplars (where available) can be found via here. This document has been produced to support headteachers and governing bodies to ensure that they understand all the potential school policies that must or could be in place.

Links to any sample templates as well as national guidance and the recommended review cycles have been included. Further details of how to use the spreadsheet are included within the notes tab of the spreadsheet. This overview was last written in July 2026 and will be reviewed and shared with schools via the red bag in the 2026-27 academic year.

y. Safer Recruitment and Selection

Schools undertaking recruitment should familiarise themselves with the guidance in KCSIE 2026 Part 3.

Locally, schools who buy into NYHR services should follow NYES Human Resources (HR) | NYES Info (login required). For other schools the guidance on the NYSCP website available may be useful NYSCP (safeguardingchildren.co.uk).

Safer recruitment training is available through NYES Human Resources (HR) | NYES Info and via Safer recruitment training for schools | NSPCC Learning

z. Safeguarding Curriculum

Schools should refer to statutory guidance for the teaching of the safeguarding curriculum. Relevant guidance can be found using the following links:

- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- National curriculum in England: computing programmes of study - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk) (Part 2 – Opportunities to Teach Safeguarding para. 156-160)

Local support, guidance and resources are available through the PSHE section on the North Yorkshire Healthy Schools Website . Further support is available for schools through termly PSHE network meetings and range of training

opportunities, more information here . Schools are also encouraged to partake in the biennial Growing Up in North Yorkshire (GUNY) survey as this will help them to identify additional contextual safeguarding concerns for their pupils that schools will want to address through their safeguarding curriculum.

Finally, schools may find the NSPCC teaching resources and lesson plans helpful.

aa. School/college arranged homestay – suitability of adults in UK and abroad host families

Schools should follow KCSIE 2026 para 408-413 when any pupil within their school undertakes **any** school or college arranged homestay.

Support for checking host families for educational visits and work experience providers is provided for schools that purchase support via Evolve here (log-in required).

bb. Serious violence

Schools should refer to KCSIE 2026 page 167 for a list of factors and indicators or signs that children are at risk from or involved in committing serious violence (See KCSIE pages 169-170).

Schools should also refer to the Home Office – Serious Violence Strategy, April 2018 for a fuller list of risk factors. Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines - GOV.UK

The Youth Endowment Fund 169 (YEF) (the "what works" centre for preventing violence) has produced Education, Children and Violence | Youth Endowment Fund for schools and colleges and an accompanying Education Practice Insight Creator | Youth Endowment Fund to help introduce evidenced practice for preventing children becoming involved in violence.

The Police - North Yorkshire schools can also gain guidance using North Yorkshire Police - Support for DSL's - North Yorkshire County and a one minute guide is available explaining 'Operation Divan' - North Yorkshire Police - Support for DSL's - North Yorkshire County.

cc. Staff Training, including Induction

Schools should be familiar with the reference made to staff training in KCSIE 2026 para 151-155.

School Staff

In North Yorkshire we recommend that all staff are asked to read Part One, Part Five and Annex A of KCSIE and school should routinely check that staff understand the content within this. This should also be provided to all staff on induction.

Schools will want to use a proportionate and risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.

North Yorkshire offers a range of safeguarding training for schools which can be found via the NYSCP site here. Much of the training is free to access for all schools.

New to DSL / DDSL Training

The 'Early Help and Child Protection referrals' and 'Signs of Safety Conferencing Pathway' are NYC courses for DSLs who are new to role. This and other courses are available here or through the NYSCP Website.

DSL / DDSL Refresher Training

If you are a DSL / DDSL, you will need to refresh your training every two years, by choosing from the list of contextual safeguarding courses to suit the needs of your setting. Training available here (type DSL into the search bar for available courses).

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2026. This training should be regularly updated.

In NYC, this training can be provided by the governance service and available through NYES (type governor into the search bar for available courses).

dd. Transferring records – child abuse records

Where an organisation has identified that it holds records that are known to relate to allegations or cases of child sexual abuse, our recommendation is that materials are retained in line with 'Recommendation 17: Access to records' of IICSA Independent Inquiry into Child Sexual Abuse. Material should be retained for 75 years with review periods as appropriate. This reflects the requirement to retain records relating to looked after children and care homes until the individual's 75th birthday. Those relating to adoption are kept for 100 years.

ee. NYSCP Further Information

Safeguarding Practice Review Group (SPRG)

Sadly and despite practitioners best efforts children can still come to harm. The NYSCP has robust procedures in place for when a child is significantly harmed as a result of abuse, neglect or exploitation.

In accordance with the Children and Social Work Act 2017 the SPRG is the arrangement by which Local Safeguarding partners will.

(a) *Identify serious safeguarding cases which raise issues of importance in relation to the area and.*
(b) *For those cases to be reviewed under the supervision of the safeguarding partners, where they consider it appropriate to identify any improvements that should be made by persons in the area to safeguard and promote the welfare of children (CSW Act 2017).*

The Child Safeguarding Practice Review Group (SPRG) carry out Rapid Reviews on cases where the local authority has made a Serious Incident Notification (SIN) to the National Child Safeguarding Practice Review Panel (CSPRP) and the Department of Education that a child has died or been seriously harmed and abused, neglect or exploitation is suspected, and the Panel has recommended that a Rapid Review should be carried out. This process is currently undergoing refinements, in line with Working Together to Safeguard Children 2026. For further information about this process please see here.

The Child Death Overview Panel

When a child dies in North Yorkshire it is important for practitioners to come together to understand the nature and circumstances of that child's death in the hopes that further deaths of children may be prevented.

If a child dies unexpectedly, a Joint Agency Response Meeting will be held within 72 hours of the child's death. This meeting is chaired by the NYSCP Manager and is coordinated by the Child Death Review Officer. For further information please see here.

If a child's death is expected, (for example if they have had a chronic/long term illness) a Joint Agency Response Meeting is not convened, however, the circumstances and nature of the child's death will be reviewed in the Child Death Overview Panel chaired by Public Health. For further information on this process please see here.

INSERT SCHOOL/COLLEGE LOGO

LEEDS CHILDREN'S SERVICES

MODEL (add school name & delete "model") SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year 2026-2027

This policy is the intellectual property of Leeds City Council.
Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.

Leeds Safeguarding Children Partnership

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The following information is intended to support schools and colleges in developing their own safeguarding & child protection policy. Reference to schools throughout this document includes free schools, academies, independents, special schools and alternative provision, please amend as appropriate to your individual setting. Please delete this paragraph and replace or act upon other coloured text. Please be advised that all additions/updates are highlighted for ease of reference. Schools are advised to amend the font colour for their final document.

This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Part 1 of this policy is for all staff and governors.

Part 2 of this policy document has a suite of model pro-formas for schools to adapt to support their own in-house safeguarding arrangements and is principally for use by Designated Safeguarding Staff, lead governors and senior leadership teams. Please delete any pro-formas that are not relevant and add any that are bespoke to your own school safeguarding arrangements and delete this paragraph.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2026-27	DSL Name	Add name	Add name	Add name

Policy Review date	Date Ratified by governors	Date Shared with staff

(Insert School Name and complete empty boxes below)

Child Protection and Safeguarding Advice

Contact List – September 2026

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL)		
Deputy DSL		
Other trained designated staff		
Governor with responsibility for Child Protection and Safeguarding		
Chair Of Governors		
Designated Teacher for Looked After and previously Looked After Children		
SENDCo		
PSHE Coordinator		
Mental Health Lead		
Online Safety Coordinator		
CSWS Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 222 4403
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team (Professionals only)	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Pupil Counsellor	
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk
Data Protection Officer		

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

All staff refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary:

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- DT Designated Teacher for Looked After and previously Looked After Children
- PSHE Personal, social, health and economic education
- RSHE Relationships, Sex and Health Education
- CSWS Children's' Social Work Services
- KCSIE Keeping Children Safe in Education (DfE, September 2026)

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge/lanyard/sticker (delete as appropriate/add your settings signing in arrangements) and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor badges/lanyards/stickers must be worn at all times when in school. All visitors must sign in. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

Part One:

1. Aims

1.1 The school aims to ensure that:

- Appropriate, proportionate and timely action is taken to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest opportunity
- All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline , including harm arising from emerging technologies, digital platforms and artificial intelligence.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility.
- Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need.

1.2 The Governing Body and staff of insert name of organisation (hereinafter referred to as "the school"), take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, respond to and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including children, staff, governors, visitors/contractors, third-party providers, commissioned services and alternative provision partners, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the children.

2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2026 and Working Together to

Safeguard Children (2026) and the please insert which is applicable Maintained School Governance Guide (DfE 2024) or Academy trust governance guide (DfE 2024) We comply with the guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy should be read alongside the most recent versions of relevant statutory guidance and local safeguarding procedures, together with any updates issued by the Department for Education or Leeds Safeguarding Children Partnership including:

Maintained schools and specialist inclusive learning centres insert:

Section 175 of the Education Act 2002 places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

Academies, including free schools, and independent schools insert:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Non-maintained special schools insert:

Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school.

All settings add:

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022) Guidance for safer working practice for those working with children and young people in education settings February 2022

Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)

Children Missing Education – Statutory guidance for local authorities (DfE August 2024)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

Education and Training (Welfare of Children) Act 2021

Alternative Provision Guidance February 2025

Working Together To Improve School Attendance 2024

Working Together to Safeguard Children 2026

All schools with pupils aged under 8 add:

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

All schools with EYFS provision add:

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early years foundation stage for group and school based providers (DfE 2025)

Academies, including free schools, add/amend if applicable:

This policy also complies with our funding agreement and articles of association.

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures LSCP - Local protocols for Leeds practitioners (leedsscp.org.uk) and has been ratified by the LSCP Education Safeguarding Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2026).

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use policies for staff, students and visitors which set out the acceptable use of ICT, including the use of mobile devices on school site and the use of AI by staff and children. *All schools with EYFS provision must include in this section how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting*

(add any further additional guidance on personal online behaviour and use of ICT)

Schools should also have regard to the most recent procedures and practice guidance published by the Leeds Safeguarding Children Partnership (LSCP). Where local safeguarding procedures provide additional guidance that complements national statutory requirements, schools are expected to follow those local procedures.

3. Definitions

3.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 the impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 explains the different types and indicators of abuse.

3.4 Children includes everyone under the age of 18.

4. Equality statement

4.1

Some children may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care plan) • has a mental health need

• is a young carer

• is pregnant and/or is a parent themselves

• has exhibited early signs of abusive, violent and/or harmful behaviours

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care

• has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit 11

• is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation

• is at risk of being radicalised into terrorism

• has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• is misusing alcohol and other drugs themselves

• is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and

• is a privately fostered child

The school recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A (where applicable) of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice and/or the school code of conduct, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and child-on-child abuse procedures, and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. Staff should understand that early identification of concerns, including changes in behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support.
- All staff should be reporting emerging problems that may warrant early help intervention to/by *(please delete as appropriate and add school process for reporting early help concerns).*
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. **Fig 1:** Summary of in-school procedures to follow where there are concerns about a child (Page 18) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the designated safeguarding staff, to the CSWS Duty and Advice team (**0113 3760336**). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child abuse including sexual violence and sexual harassment and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Staff should also understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

details different kinds of abuse.

Appendix 2 – The Role of Governance for Safeguarding

provides guidance to staff on how to respond to children who report abuse.

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is [name/job title of individual]. The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). The DSL should understand the effectiveness of these systems and ensure safeguarding concerns arising from online activity are appropriately identified, recorded and responded to. Refer to D f E Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

Insert details of how your DSL can also be contacted out of school hours,include central safeguarding e-mail

5.3.4 When the DSL is absent, the [deputy/deputies] – [name(s) or job title(s) of deputy/deputies] – will act as cover.

5.3.5 If the DSL and deputy are not available, [name of individual/job title] will act as cover (for example, during out-of-hours/out-of-term activities).

5.3.6 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Maintain oversight of safeguarding records, ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- (Insert name of designated senior safeguarding lead on the senior leadership team) will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2020/21).
- The DSL will also keep the Head teacher/ Principal informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation, and review of the plan as appropriate.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). When to call the Police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing body

5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.

5.4.2 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. The governing board will ensure that all policies, procedures and training are effective and comply with the law. The governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.

5.4.3 The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. Online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training at induction.

5.4.4 In the event that safeguarding concerns, or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. Refer also to Section 16.2.

5.4.5 The governing body should ensure that responsibilities for filtering and monitoring are clearly identified, reviewed regularly and that appropriate action is taken where concerns are identified. These should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

5.4.6 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.

5.4.7 Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite. Insert name of school use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

Insert name of providers……..

5.4.8 Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The guidance set out in Arranging Alternative Provision February 2025 will be followed.

5.4.9 The governing body will supply information as requested by the LSCP (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.

5.4.10 The governing body will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk) (2024)

5.4.11 The governing body will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the LSCP best practice CPD guidance for Leeds education providers.

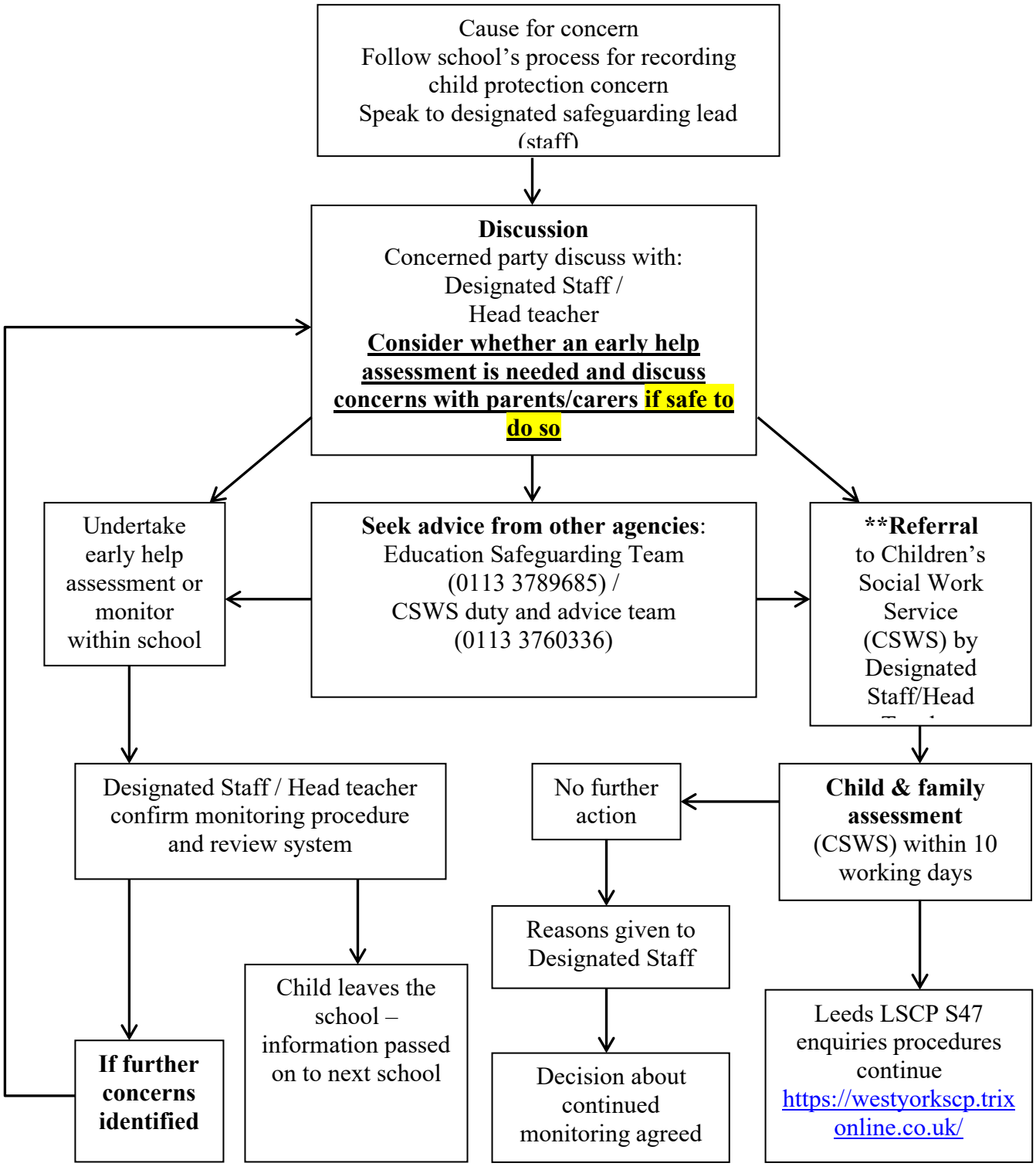
The full responsibilities of the governing body are set out in Part Two of KCSIE - The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The head teacher/principal

5.5.1 The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE (2026), are reflected in their job description and that the DSL has sufficient authority, time and resources to carry out this role effectively.
- Ensuring that the DSL has appropriate time, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse
- Ensuring that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

Fig 1: Summary of in-school procedures to follow where there are concerns about a child (see appendix 12 for further guidance)



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: Leeds LSCP Local Protocol: http://www.leedslscb.org.uk/Practitioners/Local-protocols Concerns Resolution.

Early years providers and primary schools add further bullet:

- Ensuring the relevant staffing ratios are met where applicable.

Early years providers add further bullet:

- Making sure each child in the Early Years Foundation Stage, is assigned a key person.

6. Confidentiality and Information Sharing

6.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.1.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 23), dealing with reports of abuse (see

6.1.4 Appendix 2 – The Role of Governance for Safeguarding

6.1.5), allegations of abuse against staff (see section 21), information sharing and working with parents (see section 6.2).

The school/college's *confidentiality policy for sharing reports of pregnancy by pupils is* (please insert your organisational policy statement if appropriate or delete this section if not relevant to your setting). *These procedures must always take into account the organisation's responsibility to safeguard the pupil and promote their welfare.*

6.1.6 Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2024 . This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.

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

6.1.8 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR. Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes.

6.1.9 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate. Information shared should be relevant, proportionate and limited to those who need it to support the child's welfare and educational outcomes.

6.1.10 If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm.

6.2 Working with parents and other agencies to protect children

6.2.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.2.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.2.4 Parents/carers are informed about our Safeguarding & Child Protection policy through school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

6.2.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker. The school must consider whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required.

6.3 Multi-agency work

6.3.1 We will co-operate with CSWS in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.3.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Opportunities to teach safeguarding – Preventative Curriculum

7.1 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum with reflect the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025). Relevant issues identified through the online My Health My School pupil perception survey will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Additional consideration will be given to emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the impact of technology on relationships and wellbeing. Further support on both the My Health My School Survey and PSHE/RSE curriculum can be obtained from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk)

7.1.3 The school promotes a culture of respect and inclusion and takes a zero-tolerance approach to sexism, misogyny, misandry, racism, prejudice-based behaviour, derogatory language, harassment, violence and abuse. Through the curriculum, pupils will be supported to recognise, challenge and report harmful attitudes and behaviours.

7.1.4 The school will have regard to the Department for Education guidance relating to mobile phones in schools and will set clear expectations for the safe and appropriate use of mobile devices

7.1.5 Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, Art and assemblies.

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g., Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to. Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside school.

7.2.3 The school's online safety policy is reflective of the requirements set out in KCSIE (2026) in regard to content, contact, conduct and commerce. The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The school will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access information online.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 5). Support plans will be reviewed

regularly and, where appropriate, developed in partnership with parents/carers and relevant external agencies to ensure the child's needs and risks are appropriately managed.

8.2 For children who have or may have sexually harmed peers, where appropriate an AIM Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning. The school recognises that children who display harmful sexual behaviours may themselves have experienced vulnerability, harm or abuse and will ensure responses are focused on safeguarding, risk management and education rather than solely punitive measures.

8.3 For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning Weapons Risk Assessment Management Plan and guiding principles.The school will consider the wider circumstances and safeguarding context when responding to these incidents, including potential exploitation, peer influence, vulnerability and links to serious violence.

9. Children with special educational needs, disabilities, or health issues

9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- • communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,

  • the need for intimate care or that these children are isolated from others,

  • that these children are more likely to be dependent on adults for care, and

  • these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then

repeating the content/behaviours in schools or colleges or the consequences of doing so.

9.2 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the Suspension and permanent exclusion guidance September 2023 (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

9.3 All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. Staff will understand that changes in behaviour, attendance, presentation or emotional wellbeing may be indicators of safeguarding concerns including abuse, neglect or exploitation. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and form/class time. Support on programmes, resources and guidance is available from the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk).

9.4 Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students. (*please add any supplementary information around your own school's arrangements/referral pathways for supporting children with their mental health and emotional wellbeing)*

9.5 Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures about ending their own life, or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services should be contacted without delay and appropriate medical assistance sought.

9.6 The school has a designated Mental Health Lead who works alongside safeguarding staff to promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required.

10. Children at risk of specific forms of abuse

10.1 This school follows the Leeds LSCP (www.leedsLSCP.org.uk) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of A KCSIE.

11. Remote Learning and Remote Welfare

11.1 If children are being asked to learn online at home, schools and colleges should follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022) . The school will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, online safety, supervision and reporting arrangements.

11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, home visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

11.3 We recognise that school is a protective factor for children, and extended periods of closure can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12. Female Genital Mutilation: The Mandatory Reporting Duty

12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18**, must speak to the DSL and follow our local safeguarding procedures.

12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or has concerns that a child may be affected by FGM, *[High Schools and Colleges insert: or discovers that a **pupil age 18 or over** appears to have been a victim of FGM],* must speak to the DSL and follow our local safeguarding children's partnership procedures

13. Radicalisation and Terrorism

13.1 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required (see Appendix 8). A Prevent referral can be made using the national referral form Prevent referral form If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

13.3 . Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school must recognise that children may be vulnerable to radicalisation through a range of influences, including online environments, peer groups, personal circumstances and wider community factors. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support

them. For further guidance please see Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the Prevent Duty Guidance.

14. Channel

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15. Child on child abuse

15.1 We recognise that children are capable of abusing their peers and that **child on child abuse** can manifest in many different ways. This can present as serious physical assault and harm, or the threat of harm with a weapon including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours. The school recognises that child on child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours.

Children will be taught about respectful relationships, consent, boundaries, online behaviour and how to seek support if they experience or witness harmful behaviour.

Support for this is available through the Health and Wellbeing Service (schoolwellbeing@leeds.gov.uk). We will also regularly review the school site and school activities to further minimise the risk of child on child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately. We will encourage and support students to report childon child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day AIM Project training on understanding and managing harmful sexual behaviour in education settings AIM Project Understanding & Managing HSB in Education settings The DSL is responsible for providing support to all children involved in incidents of child on child sexual abuse, including those who have experienced harm and those who may have caused harm**.** Where incidents of child on child abuse involve children attending another school setting we will liaise with the relevant DSL at the setting to ensure appropriate information is shared.

15.2 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taking seriously. The school recognises that sexual harassment and sexual violence exist on a continuum and may be part of a wider pattern of behaviour. All reports will be considered within the context of the child's circumstances and wider safeguarding information. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE

15.3 Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. The school recognises that children who display harmful sexual behaviours may also have experienced vulnerability, abuse or exploitation and will ensure appropriate support and intervention is considered. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk

assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.

15.4 We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

15.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

16. Child exploitation

16.1 Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.

16.2 Staff should be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others.

16.3 The DSL must complete the child exploitation response checklist for partners Child Exploitation Risk Identification Tool and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the fortnightly Multi-agency Child Exploitation (MACE) meeting (see Appendix 7), if it is felt that the criteria for referral is met, and a discussion is warranted. Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

16.4 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

16.5 The LSCP child exploitation practice guidance will be followed. This guidance aims to help children who are at risk of exploitation receive the right support at the right time. The guidance is an overview of good practice and information

16.6 We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

17. Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

17.1 If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos they must report it to the DSL immediately. Staff should recognise that such incidents may involve safeguarding concerns including coercion, exploitation, bullying, sexual harassment or abuse. The DSL will refer to DfE guidance: Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

They must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

DSL Responsibilities

17.2 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care.

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required, to decide on the best response.
- Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.

Any relevant facts about the pupils involved which would influence risk assessment.This should include consideration of age, SEND, vulnerability, power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour.

- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs, age)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

17.3 If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

18. Children who are absent from education

18.1 A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE August 2024) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

18.2 Children who are absent, persistently absent, absent from education, abscond or go missing during the school day are vulnerable and may be at increased risk of abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff should be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities. (see Appendix 9).

18.2a

School recognises that children who are absent from education may not be visible to professionals and that repeated repeated, persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Any concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies.

18.3

The DfE statutory guidance on school attendance Working together to improve school attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

18.4

Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

19. A Safer School Culture

19.1

The school will ensure that all staff understand that safeguarding is everyone's responsibility and that all staff have a responsibility to maintain an attitude of "it could happen here" when considering safeguarding concerns. Staff should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously and addressed appropriately.The school promotes an open and transparent safeguarding culture in which all concerns about adults working in

or on behalf of the school, including low-level concerns, can be raised, recorded, shared and addressed appropriately. All staff should understand the difference between a concern that meets the harm threshold and a low-level concern and know how to report both.

19.2

The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing from education.
- Guidance on Safer Working Practices and/or staff code of conduct
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy.
- Low-Level Concerns Policy/Procedure.
- Managing Allegations Against Staff Policy/Procedure.
- Online Safety and Acceptable Use Policies.
- Attendance and Children Missing Education Procedures.
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

20. Safer Recruitment, selection and pre-employment vetting

20.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE.

20.2 The school will maintain a Single Central Record in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.

20.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 6)

20.4 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.

20.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

20.6 Written risk assessments will be undertaken whenever safeguarding circumstances require this, including where information is disclosed on a DBS certificate, where checks are delayed, where individuals commence work pending receipt of required checks where legally permissible, or where alternative safeguarding arrangements are required. Risk assessments will be proportionate, recorded and reviewed as appropriate. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team

20.7 Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. School ensures that these volunteers have an enhanced DBS check that includes children's barred list information.

20.8 The school will undertake a written risk assessment for volunteers where required to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity.

20.9 The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

20.10 Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

21. Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

21.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff- and trainee teachers), governor, visiting professional or volunteer has met the harm test, this includes where an adult 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 s/he 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. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*

21.2 All adults working in school have duty to disclose to the head teacher/principal (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

21.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability, or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault, and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

21.3.1 A safeguarding complaint that meets the above criteria must be reported to the Head teacher/Principal ("case manager") immediately. If the complaint involves the head teacher, then the next most senior member of staff must be informed and the chair of governors/chair of the management committee or proprietor of an independent school *(please delete as* appropriate*)*. In our school the named case manager is (*please add name*). They will follow the processes outlined in this section.

21.3.2 Where a Headteacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 21.8 - 21.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases Head teachers may decide to retain this role if they have appropriate safeguarding training.

21.4 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice and/or school code of conduct, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. These include those that, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the harm threshold.

Examples of such behaviour include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils

21.5 Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children *(e.g., Community groups, sports associations or service providers that run extra-curricular activities).* As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

21.6 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

21.7 The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

21.8 All low level concerns will be reported to *(add name)* , recorded and kept for *(please add period of time. NB: it is up to the school to determine how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment).*

21.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 11) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

21.10 The case manager **must** not carry out an investigation or **directly interview** any child/ witness/ or the individual whom the concern relates to, until the above process has been duly completed, and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.

21.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.

21.12 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

21.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case.

21.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

21.15 Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.

- **LADO Contacts: Claire Ford and Jo Peake Tel: 0113 3789687**
- **Advice can also be sought from Louise Cornwell and Angela Marshall – Team Managers Education Safeguarding Team**

21.15 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

21.16 The Leeds City Council whistleblowing policy states that concerns can be raised by the following methods:

- Whistleblowing hotline 0113 3788008 (dedicated hotline answered by a member of the Internal Audit team or an answerphone).
- E-mail concerns@leeds.gov.uk
- In writing Internal Audit, 3rd Floor West, Civic Hall, Leeds, LS1 1JF
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

22. Training and Support

All staff members will be made aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures, as well as their responsibilities to read and understand KCSIE Part 1 and Annex A, this must be done as part of their induction and reviewed annually.

22.1 We recognise the stressful and traumatic nature of child protection work. Support Is available for any member of staff from (insert names of designated safeguarding staff). Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Tel: **0113 3789685**).

22.2

The Designated Safeguarding Lead (DSL) and any Deputies will undertake appropriate safeguarding and child protection training to provide them with the knowledge and skills required to carry out the role. Training will be updated at least every two years and supplemented by regular safeguarding updates to keep knowledge and skills current. The DSL will also undertake Prevent awareness training and maintain an up-to-date understanding of the local risks of radicalisation and extremism in order to support staff in safeguarding children from these risks

22.3

Designated Safeguarding staff must have attended the 3-day Education child protection training course. **They will attend refresher training at least every two years.** The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation). The school recognises the importance of providing designated safeguarding staff with sufficient time, funding, training, resources and support to undertake their safeguarding responsibilities effectively.

22.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. Training can be accessed via the Education Safeguarding Team – estconsultation@leeds.gov.uk All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment to enable staff to identify children at risk

22.5 All staff should access PREVENT training every three years. Training can be accessed via the Prevent Team – prevent@leeds.gov.uk

22.6 Contractors who are provided through a private finance Initiative (PFI) or similar contract must also access safeguarding training that reflects the LSCP locally agreed protocols and referral pathways, *(please delete if not appropriate)*.

22.7 The Head teacher will attend the local authority child protection training for head teachers at least every three years.

22.8 Governors and trustees, including the safeguarding governor, will receive appropriate safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge and assurance regarding safeguarding arrangements and should be regularly updated.

22.9 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training will be recorded by the school on a separate database.

22.8 The school will ensure that appropriate safer recruitment training is undertaken by relevant staff and governors involved in recruitment processes. At least one person on any appointment panel will have completed safer recruitment training in line with KCSIE requirements. Training will be refreshed every three years.

(For any schools with EYFS please insert 22.9 and 22.10)

22.9 Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the Early Years Foundation Stage Statutory Framework for group and school based providers 2025

22.10 Insert own settings procedures as to how EYFS training is delivered and how practionners are supported to put this into practice

23. Child Protection Records

23.1 **The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the UK GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:**

- Chronology (summary of significant events and the actions and involvement of the school/college)
- A clear and comprehensive summary of the concern.

- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records.
- Any child protection information received from the child's previous educational establishment.
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- Professional consultations.
- Letters and emails sent and received relating to child protection matters.
- Referral forms sent to CSWS, other external agencies or education-based services.
- Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- A copy of any support plan for the pupil concerned (see Appendix 5)

23.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

23.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme. Particular consideration should be given to children who may be at greater risk of harm, including those with SEND, children with a social worker, children subject to safeguarding plans and those with complex vulnerabilities, to ensure continuity of safeguarding support during transition.

23.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need

to keep written or electronic copies of the child protection records. The exception to this rule will be in any of the following instances:

23.5

For young people moving to a Further Education establishment, consideration will be given to the young person's wishes and feelings regarding the sharing of information. However, where safeguarding information is necessary to safeguard or promote the welfare of the young person, relevant information will be shared with the receiving establishment. The FE Safeguarding Information Sharing Form should be used in accordance with local procedures where appropriate.

The original child protection file should normally transfer to the receiving educational establishment. A copy of the safeguarding chronology and transfer record may be retained by the school for audit purposes in accordance with the school's retention schedule.

The original child protection file will be retained by the school/college where:

- the destination school, college or educational establishment is not known;
- the child does not take up the expected placement;
- there are ongoing legal proceedings, investigations or other exceptional circumstances that require retention of the original file;
- the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records.

In all cases where records are retained, they will continue to be stored securely and managed in accordance with data protection legislation and the school's records retention arrangements.

23.6 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

23.7 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt *(delete as appropriate)* must be obtained for audit purposes by the delivering school.

23.8 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

23.9 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

23.10 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

23.11 If a parent chooses to electively home educate, (EHE) their child, please contact the EHE team on ehe@leeds.gov.uk or 0113 3785028 for information on where the child protection record must be sent.

23.12 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

23.13 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

23.14 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

23.15 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

24. Children's and parents' access to child protection files

24.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

24.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it, or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

24.3 If an application is made to see the record, advice must be sought from your data protection lead. Information can also be sought from the Leeds Adults, Health and Children's Information Governance Hub.

Contact email: IMG.AC@leeds.gov.uk (check this e-mail)

Telephone: 0113 3784251.

24.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

25. Archiving

25.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted (please delete as appropriate) from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. (*for schools using electronic systems please add*). The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

26. Safe Destruction of the pupil record

26.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

27. Safeguarding responsibilities for pupils in transition

27.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school Year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in section 23 of this policy – Child Protection Records

27.2 Where a young person moves from a school to a post-16 or Further Education provision, the DSL will ensure that relevant safeguarding information is shared securely and in a timely manner with the receiving establishment in order to support the young person's safety and wellbeing. Consideration will be given to the young person's wishes and feelings regarding the sharing of information; however, where safeguarding information is necessary to protect the young person or enable appropriate support to be provided, relevant information will be shared in accordance with safeguarding and data protection legislation.

The FE Safeguarding Information Sharing Form (Appendix 10) should be used in accordance with local procedures to support the transfer process. The DSL should ensure that the receiving provider has sufficient information to understand any current safeguarding concerns, risks, protective factors and support arrangements.

Where safeguarding records are transferred to a receiving educational establishment, this will take place in accordance with Section 23 of this policy. Where there is no receiving educational establishment, safeguarding records will be retained and archived in accordance with Section 25 of this policy.

Where the school and post 16 provider both use CPOMS, on receipt of the FE Safeguarding Sharing information Form, the post 16 provider, where further information would be helpful to facilitate support and transition, will request a transfer of the CPOMS record via CPOMS

Appendix 1: Definitions and indicators of abuse

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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 care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse 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.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds

- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape, oral sex or penetration by object) 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.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness, or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse such as persistent criticism, belittling or name calling. 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B. Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (**a**) in exchange for something the victim needs or wants, and/or (**b**) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation: is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity (**a**) in exchange for something the victim needs or wants, and/or

(**b**) for the financial advantage or other advantage of the perpetrator or facilitator, and/or (**c**) through violence or the threat of violence.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2026 Annex A, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- Honour or faith based abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including upskirting)
- Mental Health
- Serious Violence

Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home.

- Violence between adults in the household.

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that they may not understand what is happening to them is abuse, they may receive intimate care or they may be isolated from others. Additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children. https://www.leedsscp.org.uk/practitioners/local-protocols/bruising
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

Appendix 2: Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Children very rarely lie about abuse.
- They may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty, or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child

The following are suggested pro-forma for schools to adapt to support their own in-house safeguarding arrangements. Please delete any pro-forma that are not relevant and add any that are bespoke to your own school safeguarding arrangements.

Appendix 3: Chronology of key events

Strictly Confidential

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

Name of child……Class / Tutor group……

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 4: Cause for Concern Form

Page 1 of 2

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child…….. Class / Tutor group……

Name of staff member completing form……

Day…….. Date……. Time…….. Place…… …
(of observed behaviour / discussion / report of abuse)

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)

Signed: _____

Action/passed to _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact parents Please tick Telephone Call: ___ Meeting: ___ Email : ____		
Refer as appropriate (i.e., CSWS, cluster, family support etc.)		
Other (Please specify)		

Appendix 5: SMART Plan

Example: Overview of Pupil Support/SMART Plan

Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone

Part Two:

The following Appendices reflect our LSCP referral pathways and procedures for responding to specific circumstances, which must be read and followed by all staff as appropriate when responding to individual concerns and circumstances and pre-appointment checks...

Appendix 6: Recruitment and Selection Checklist

Post _____

Date_____

Recruitment and selection checklist	**Initials**	**Date**
Pre-interview:		
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) **(If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)**		
Invitation to interview - Includes all relevant information and instructions and the **self-disclosure form.**		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with candidates at interview		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
Interview - Explores applicants' suitability for work with children as well as for the post		

Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file, where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of appointment: (if not obtained and scrutinised previously) (**If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)**		
Identity (if that could not be verified at interview) Evidence to be kept in HR file		
Qualifications (if not verified on the day of interview) Evidence to be kept in HR file		
Permission to work in UK, if required Evidence to be kept in HR file		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children **(this must be completed before the applicant commences work)**		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work **(see below)** the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE), or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		

Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. **(For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)**		
Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		
Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: **Safeguarding & Child Protection Policy** **Safer Working Practice Guidance** **Whistleblowing procedures** **KCSiE Part 1 & Annexe B** **ICT Acceptable Use Policy** **Online Safety Policy & Guidance** Children Missing Education Policy Behaviour Policy		

Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress, and attainment of pupils; and reporting on the development, progress, and attainment of pupils.

*** "delivering" includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.**

Appendix 7: MACE Panel Referral Form

Please submit this form via email to CHS.MACE@leeds.gov.uk

Referrer's Details

Referrer's Name:	
Referrer's Agency:	
Telephone:	
Email:	
Date of Referral:	

Child's Details

Name:			
DOB:		Mosaic ID:	
Ethnicity:		Gender:	
Address:		Sibling(s):	
Is the child open to CSWS?	Yes / No	Is the child open to Early Help?	Yes / No
Does the child have a disability or SEN?		Is the child attending an educational provision? *(Please state)*	Yes / No
What type of educational provision does the child attend? *(Please state details of their timetable and attendance)*			
What service(s) are currently working with the child?			
Type of Exploitation: (please tick)	CSE ☐	CCE ☐	Both CSE & CCE ☐
Has the child experienced online abuse? *(If yes, please state which online platforms/names)*	Yes / No		
Has a Child Exploitation Risk Assessment (Toolkit) been completed? *(please tick)*		(please delete) Yes / No	Date of last toolkit:

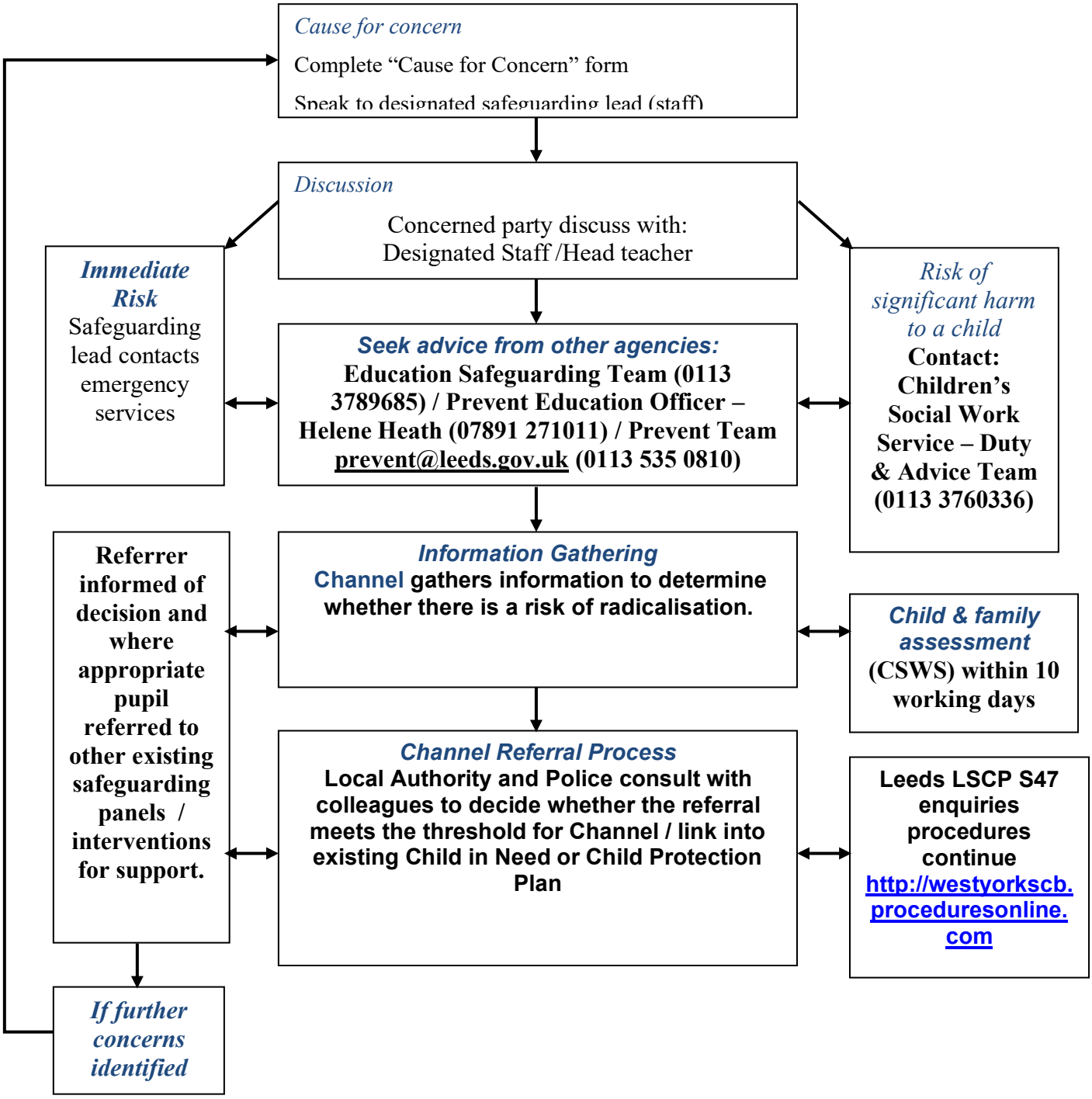
Assessed Level of Risk:	No Risk ☐ Low Risk ☐ Medium Risk ☐ High Risk ☐		
VRMP in place?	Yes / No	Has there been an FGC?	Yes / No
Has a Mapping Meeting taken place?	Yes / No	Is the child part of a peer group of children identified as being at risk of exploitation?	Yes / No
Has the child been discussed at MACE previously? *If so, please provide a summary of previous MACE actions / interventions.*			
What is the main presenting issue(s): *What is happening right now for the child that you are concerned about in relation to potential exploitation? (e.g., If the child is going missing, how often, where do they go missing to if known, what do missing episodes look like?) Consider what the associated risk(s) are.*			
What concern(s) are the presenting issue(s) causing? *What are you worried will happen to the child?*			
What or who are protective factor(s) in the child's life?			

TO BE COMPLETED INTERNALLY:

Screened By:	Date:	Has the referral been accepted? Yes / No	MACE Panel Date:
If referral not accepted, please state why:			

Appendix 8: Radicalisation Response Checklist

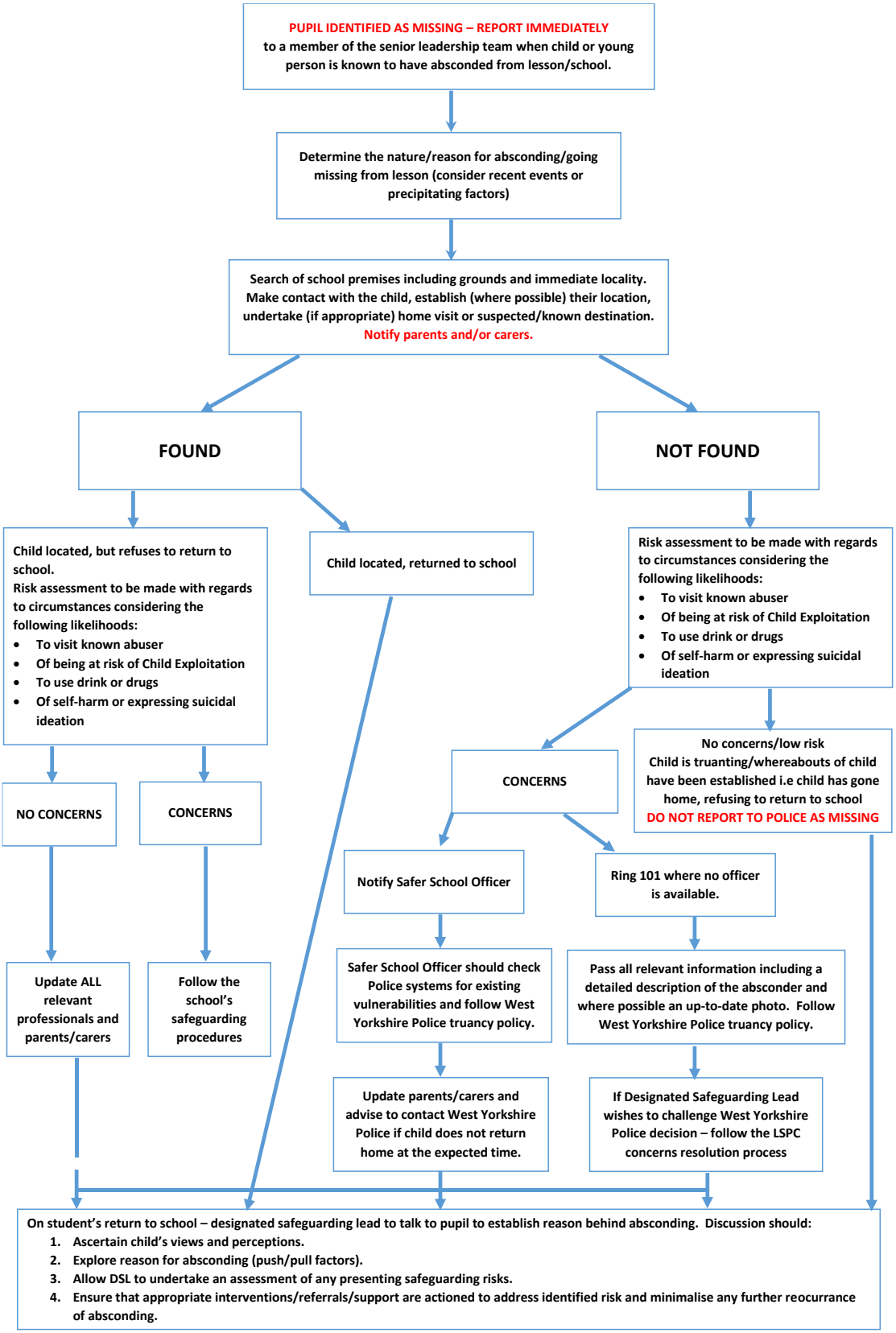
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents are available from the Prevent Team – prevent@leeds.gov.uk

Appendix 9: Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day



Appendix 10: FE Safeguarding Information Sharing Form

Name			
Date of Birth	**Unique Learner Number** _____		
Gender Identity	Male ☐	Female ☐	Transgender ☐
	Non-Binary ☐	Genderqueer ☐	Gender-fluid ☐

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently.					
Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐	COVID-19 related issues	☐		
Other/Additional information(Please State):					

Are there any current or relevant historical safeguarding concerns?

Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e., children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required. **Please ensure that child protection records/information is transferred within 5 days of confirmation that the student is on role.**

Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?			
Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan, Personal Education Plan or RAMP (for Harmful Sexual Behaviour) *Please give further details about the support they are currently receiving.*

What areas of support would you recommend the student will need at College?							
Additional Learning Support	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial **CLA are entitled to bursaries and discretionary funding.*	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					
Please can you provide further information concerning any recommendations for support?							

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I Insert Name **give consent for the above information to be shared with** Insert name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

Please return this form to the relevant contact listed below:

	Leeds College of Building
Name of contact	Charlotte Duffy
Job Title	Safeguarding Officer
Name of organisation / service	Leeds College of Building, HR Unit, North Street, Leeds, LS2 7QT
Email address	cduffy@lcb.ac.uk
Contact telephone number	T: 0113 2226000 Ex: 3845 M: 07872693424

	Notre Dame Catholic 6th Form College
Name of Contact	Sarah Dumont
Job Title	Deputy Principal
Name of organisation / service	Notre Dame College– St Mark's Ave, Leeds LS2 9BL
Email address	s.dumont@notredamecoll.ac.uk
Contact telephone number	0113 2946644

	Leeds City College
Name of Contact	Rebecca Riley
Job Title	Head of Safeguarding
Name of organisation / service	Leeds City College, Park Lane Campus, room A2.20
Email address	Rebecca.riley@luminate.ac.uk
Contact telephone number	Tel: 0113 2162055/ 07554 222339

	Leeds Arts University
Name	Katrina Welsh
Job Title	Head of Student Support
Name of organisation / service	Leeds Arts University
Email address	katrina.welsh@leeds-art.ac.uk
Contact telephone number	0113 202 8000

	Elliott Hudson College
Name	Rosie Quashie
Job Title	Assistant Principal
Name of organisation / service	Elliott Hudson College
Email address	rosiequashie@elliotthudsoncollege.ac.uk
Contact telephone number	0113 3239777

Appendix 11

Children's Services
Integrated Safeguarding Unit
Notification to Local Authority Designated Officer (Managing Allegations)

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN
This form has been designed to help all agencies working with children record and refer information when it has been 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; or
Behaved towards a child or children in a way that indicates she or he 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.

N.B. PLEASE PROVIDE AND ENSURE ALL OF THE BELOW INFORMATION IS RECORDED ON THIS DOCUMENT INCLUDING YOUR NAME/ PHONE NUMBER & EMAIL AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY.
N.B. THIS INFORMATION MAY BE SHARED WITH PARTNER AGENCIES.

Date of Notification:	**Click here to enter a date.**
Date of Alleged Incident:	**Click here to enter a date.**
Name of Referrer:	
Agency:	
Contact Details & Email:	

Professional/s Named in the Allegation:

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:
		Select A-H. Select N-R. Select S-Y.		

Home Address:	

Child/ren's Details (if applicable):

Name :	D.O.B :	Legal Status i.e. Looked after child (S.31,S.20,LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

Address :	

Summary of Allegation	**Notification Summary:** *(to include name of referrer, date, time, detail of allegation and professional (s) involved)*

Category of Alleged Abuse	**Primary Category of Alleged Abuse:** **Choose an item.**	**Secondary Category of Alleged Abuse:** **Choose an item.**

Child or young person's view	**Has the young person's views been sought?: Yes/No** *(to include when, by whom and detail of interview) If not please specify reason and date when young person will be seen)*
Parent or carer's view	**Has the parent/carer been notified, and their views sought?: Yes/No** *(to include when, by whom and detail of interview) If not please specify reason)*

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?
What is their view?

Does the professional have children of their own? if known please give names & ages

Previous concerns of a safeguarding nature:	*Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.*

Previous concerns of a safeguarding nature:	*Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.*

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern? **Please consult with HR if advice is required about talking to the member of staff**
What is their view?

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
YES ☐ NO ☐ Please explain your rationale for the response.
In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your organisation *(e.g., an agency worker) have you discussed this concern with the appropriate Line Manager for the organisation concerned?*

What is their view?

Name of employer:

Contact details:

LADO Discussion

Have you already discussed this matter with a LADO? If so, please provide details here.

Form Completed by:

Contact details:

Appendix 12- Cause for Concern Response Guidance

	Is this primarily an attendance issue? (Is the child otherwise safe?) Are you following your school attendance policy? Has contact with parents been made? Have home visits been attempted? Is the LA or your trust Attendance Team aware? SchoolAttendanceService@leeds.gov.uk **Tel: 0113 3786955**		
	Is this primarily a SEND / inclusion issue? (Is *the child* otherwise safe?) Have reasonable adjustments been explored? Has the SENCo / Inclusion Lead been involved? Have you contacted relevant services (EP, Inclusion, SEND support)? Review plans /risk assessments Involve parents		