Safeguarding and Child Protection Policy

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Name and Title of Author:	Julie Boyes (Assistant Head- {Pastoral/DSL/SENCO)
Name of Responsible Committee/Individual:	Local Governing Body
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Related Documents:	Trust Code of Conduct and Whistle blowing Guidance Annual Safeguarding report to Governors Keeping children safe in education - GOV.UK Working together to safeguard children - GOV.UK Staff Reference Guide –Trust Safeguarding and Child Protection Policy 26-27

Strategic Safeguarding and Child Protection Policy
Autumn 2026

Contents

Child Protection and Safeguarding advice and contact list September 2026

1 Related legislation & guidance

2 Introduction and Core Principles

3 The policy

4 Roles and Responsibilities

5 Child Protection Procedures

6 Record Keeping and Transferring/Retaining Records

7 Complaints

8 Family Help and Early Intervention

9 Specific Safeguarding Concerns – Further Information

10 Supporting Vulnerable Children and those potentially at greater risk of harm

11 Training

12 Online Safety and Filtering and Monitoring

13 Reasonable Force

14 Safe Recruitment and Staff Vetting

15 Safe and Appropriate Working

16 Allegations against Staff, including Supply Teachers, Volunteers and Contractors and Whistle Blowing

17 Use of Premises by other Organisations

18 Extended Schools, off site provision and educational/residential visits

19 Volunteers

20 Visitors, supply, agency staff and contractors

21 Site Security – Health and Safety and emergency procedures

29 Policy Review

Appendices

A Categories of abuse, Neglect and Exploitation

B Responding to concerns

C Child protection record of concerns and disclosure & Body map

D Advice to children – example

E Information for parents

F Advice if there are concerns about capacity of parent/carers collecting children

G Information for school visitors

H Support organisations

I EYFS Framework

J Definitions and Acronyms

Hunsley Primary School Child Protection and Safeguarding Advice and Contact List

September 2026

Role / Agency	Name and role	Contact details
School Designated Safeguarding Lead	Julie Boyes (Assistant Head – Pastoral)	01482 330883 julie.boyes@hunsleyprimary.org.uk
Deputy DSL	Amelia Clark	01482 330883 amelia.clark@hunsleyprimary.org.uk
Child Protection/ Safeguarding Governor	Helena Webster	Via school office 01482 330883
Chair of Governors	Helena Webster	Via school office 01482 330883
Looked After Children Designated Teacher	Julie Boyes (Assistant Head – Pastoral)	01482 330883 julie.boyes@hunsleyprimary.org.uk
E Safety Coordinator	Julie Boyes (Assistant Head – Pastoral)	01482 330883 julie.boyes@hunsleyprimary.org.uk
Trust Safeguarding Lead	Helen Challinor	helen.challinor@theeducationalliance.org.uk 07926 683607
Safeguarding & Partnership Hub SaPH	**CP initial referral Support & Advice:** Intensive & Specialist Safeguarding Support	Monday to Thursday: 8:30am – 5:00pm Friday: 8:30am – 4:30pm **01482-395500** Request for service forms to: **safeguardingchildrenshub@eastriding.gov.uk**
Out of hours – Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939
Early Help Locality Hub (EHLH)	**Early Help** Additional Support for children and family's initial consultation	Consultation 01482 391700 All Request for Service to be sent to: ehphub@eastriding.gov.uk **Please note that this arrangement may change in line with the re-organisation of what was previously Early Help*
Local ER Children Safeguarding Team	Open Cases	01482 395470
Local ER Children Safeguarding Team Manager	Haltemprice Team Hull (Duty Team)	E. R. Tel 01482 565560 Hull Tel 01482 448879 (OoHs – 01482 788080)
Safeguarding in Education Team Manager	Chris Hamling	chris.hamling@eastriding.gov.uk 01482 392251

	General strategic and operational School Safeguarding & CP advice	Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Breene Referral of possible allegations against staff & volunteers.	Please always use the LADO email to initiate contact with LADO: LADO@eastriding.gov.uk
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	**24 hour Guidance and support**	01482 392999
Humberside Police	**ER Protecting Vulnerable People Unit**	01482 220809
Humberside Police	**Hate Crime / incident reporting**	101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Partnership	General strategic and operational Safeguarding and Child Protection advice	www.erscp.org.uk 01482 396994 erscp.enquires@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin and information	erscp.training@eastriding.gov.uk
Hull **North Yorks** **North Lincs** **North East Lincs**	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 297000 EDT 01724- 297000 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

1. Related legislation and guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance Keeping children safe in education - GOV.UK, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

Reference Documents

Statutory Legislation

- Children Act 1989 and Children Act 2004
- Education Act 2002 (Section 175/157)
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Data Use and access Act 2025
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) Keeping children safe in education - GOV.UK
- Working Together to Safeguard Children 2026
- Information Sharing: Advice for Practitioners (DfE, 2024)
- Children Missing Education (DfE, latest version)
- Working Together to Improve School Attendance (DfE, updated 2026)
- Use of Reasonable Force and Restrictive Interventions (DfE, 2026)
- Prevent Duty Guidance: England and Wales (latest version)
- The designated teacher for Looked-After and previously Looked-After Children Feb 2018
- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (DfE, March 2024)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE Aug 2018)
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE, April 2022)

Non-Statutory Guidance and Key Safeguarding Publications

- Arranging Alternative Provision: A Guide for Local Authorities and Schools (DfE)
- Guidance for Safer Working Practice for Adults who work with Children (Safer Recruitment
- Consortium – latest version)
- Searching, Screening and Confiscation in Schools (DfE, latest version)
- Behaviour in Schools (DfE, 2024)
- Suspension and Permanent Exclusion Guidance (DfE, latest version)
- Support for Pupils with Medical Conditions at School (DfE)
- Keeping Children Safe in Out-of-School Settings (DfE)
- Filtering and Monitoring Standards for Schools and Colleges (DfE, 2023 and updates)
- Meeting Digital and Technology Standards in Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools (DfE)
- Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- Guidance for maintained schools and academies in England on provision for transgender pupils (Nov 2022)
- Gender questioning children non-stat guidance for schools and colleges in England (draft for consultation DfE 2023)
- Sharing Nudes and semi nudes: advice for education settings working with children and young people (DfSIT, March 2024)

Inspection and Accountability Frameworks

- Ofsted Education Inspection Framework (latest version)
- Ofsted School Inspection Handbook (latest version)
- Ofsted Safeguarding in Education and Skills (latest version)
- Ofsted Education safeguarding in early years, education and skills

Local Safeguarding Partnerships and Procedures

- Hull Safeguarding Children Partnership (EHASH) Procedures
- East Riding Safeguarding and Partnership Hub (SaPH) Procedures
- York Multi-Agency Safeguarding Arrangements (MASH)
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- ER Use of Unregulated Alternative Provision Guidance May 2024
- LA Education Visit Guidance and Procedures or equivalent
- What to do if you're worried a child is being abused (HM Govt 2015)
- Working together to improve school attendance (DfE, Feb 2024)

Other Safeguarding related school policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- School Safeguarding and Child Protection Policy
- School Online Safety Policy / Filtering and Monitoring
- School Behaviour Policy
- School Anti-Bullying Policy
- School Attendance Policy
- School Sex and Relationship Policy
- School Educational Visits Policy
- School SEND (Special Educational Needs and Disability) Procedure
- Trust SEND (Special Educational Needs and Disability) Policy
- Trust Health and Safety Policy
- Trust Recruitment and Selection Policy
- Trust Expectations and Code of Conduct
- Trust Whistleblowing Policy
- Trust Low Level Concerns Policy
- Complaints Policy
- Safe Handling / Physical Intervention Policy
- Data Protection Policy
- Site Security Policy
- Medical conditions Policy
- Trust Code of Conduct

Policies are displayed on The Education Alliance's website and individual school's websites. When undertaking policy development, the school will consider Child Protection and other safeguarding matters within each appropriate policy or guidelines.

2.1 Introduction

Definition of Safeguarding

Keeping children safe in education - GOV.UK defines safeguarding and promoting the welfare of children 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.
- Taking action to enable all children to have the best outcomes.

2.2 Core Principles

- Our school communities recognise their responsibility to safeguard and promote pupils' welfare, safety and health by fostering an open, honest, caring and supportive environment. We will act promptly on any concern, disclosure or suspicion that a child is suffering, or may be at risk of, harm. Everyone within the Education Alliance shares a collective duty to keep children and young people safe by protecting them from maltreatment, providing a secure learning environment, preventing impairment of health or development, and identifying concerns early so appropriate action can be taken to safeguard them both at home and in school.
- We believe that not only is this a moral and statutory responsibility, but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. We acknowledge that sexual violence and sexual harassment can occur within school communities. We adopt a zero-tolerance approach and ensure all concerns are taken seriously, managed in line with policy, and that those affected are supported.

3.1 The policy

This Safeguarding and Child Protection Policy sets out how we will safeguard and promote the welfare of all pupils in line with statutory guidance, including Keeping children safe in education - GOV.UK and Working together to safeguard children - GOV.UK It provides clear expectations for pupils, parents and carers, staff, governors, volunteers and visitors regarding behaviour, responsibilities and procedures in relation to safeguarding, including the Prevent duty.

The policy establishes a framework to ensure that safeguarding concerns are identified, reported and responded to promptly, sensitively and effectively, always placing the child's welfare at the centre of decision-making. We are committed to maintaining robust procedures, strong professional practice and effective internal systems to support this.

The policy applies to all members of our school community, including teaching and non-teaching staff, governors, trustees, members, volunteers, contractors and visitors. All staff receive safeguarding training as part of their induction in accordance with KCSIE and receive regular updates thereafter.
We will ensure that all stakeholders are aware of safeguarding procedures and expectations. This policy is reviewed annually and updated as required to reflect changes in legislation, guidance or local practice.

Where any weaknesses are identified, these will be addressed promptly to ensure the continued effectiveness of safeguarding arrangements.

Safeguarding is everyone's responsibility. All staff have a duty to act in the best interests of the child and to respond appropriately to any concern. We promote a culture of vigilance where staff understand that 'it could happen here' and act without delay when concerns arise.

The welfare of the child is paramount. Our school recognises the important role it plays in protecting children from harm and supporting their wellbeing. We do this through a coordinated and child-centred approach based on four key principles: prevention, protection, support and collaboration:

Prevention
We create a safe, inclusive and supportive learning environment in which pupils feel secure, valued and able to speak openly. Through the curriculum, including PSHE and relationships education, pupils are taught how to keep themselves safe, recognise risks (including online and contextual safeguarding risks), and seek help when needed. Early identification of emerging concerns allows timely intervention and support for children and families.

Protection
We have clear procedures in place for identifying, recording and reporting safeguarding concerns. All staff are trained to recognise signs of abuse and neglect and understand their responsibility to report concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL). Where there is a risk of immediate harm, a referral must be made without delay to local safeguarding services, and any member of staff can make such a referral if necessary.
We ensure that pupils understand what constitutes unacceptable behaviour, including sexual violence and sexual harassment, and that such behaviour will not be tolerated. Pupils are encouraged and supported to report concerns, knowing they will be listened to and taken seriously.

Support
We provide appropriate support to pupils who may be vulnerable, have experienced abuse, or are otherwise at risk. Support is also available for staff involved in safeguarding processes. Our approach is trauma-informed and responsive to individual needs.

Collaboration
We work effectively with parents, carers and external agencies, including children's social care, health services and the police, to promote the safety and wellbeing of all pupils. Information is shared appropriately and in line with data protection requirements, recognising that safeguarding takes precedence.

Safeguarding Monitoring, Data and Emerging Risks
School leaders and governors will regularly review safeguarding information to identify trends, patterns and emerging risks. This may include consideration of safeguarding concerns, referrals, attendance, exclusions, behaviour incidents, bullying, online safety incidents, children missing education, vulnerable groups and other relevant safeguarding indicators. Information gathered through monitoring activities will be used to inform strategic planning, early intervention, staff training and safeguarding priorities.

Safeguarding Quality Assurance
The school is committed to continuous improvement in safeguarding practice. To support this, the school will participate in Trust safeguarding quality assurance activities which may include safeguarding audits, peer reviews, case file sampling, thematic reviews, policy compliance checks and external safeguarding reviews where appropriate. Findings from quality assurance activities will be used to identify strengths, address areas for development and further strengthen safeguarding arrangements.

3.2 School commitment

Safeguarding is a fundamental priority and is embedded in every aspect of school life - our ethos, curriculum, learning environment, leadership and decision-making. Safeguarding extends beyond child protection and includes all actions taken to protect pupils from harm, promote their wellbeing and support their development. It includes both preventative work and responsive intervention.
All staff must maintain vigilance and professional curiosity, recognising that pupils may not always disclose concerns directly and that safeguarding concerns may arise at any time. Safeguarding decisions must always be made in the best interests of the pupil, and the Trust is committed to ensuring all pupils feel safe and are able to share concerns.

We operate safe recruitment procedures, ensuring all appropriate checks are carried out on new staff and volunteers who will work with children. We fulfil our 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSIE. Staff are made aware that they are in a Position of Trust and what the implications are of that for their working practice, as well as out of school conduct, and that their conduct towards pupils must remain beyond reasonable reproach.

As a result of training, staff will have an understanding of indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Peer on Peer Sexual Violence and Sexual Harassment and Forced Marriage and the need for timely safeguarding action, including when to make referrals to the Designating Safeguarding Lead (DSL).

We work collaboratively with relevant agencies to identify, assess and support children at risk, ensuring they remain safe and secure while in our care. We will work collaboratively with parents and external agencies, ensuring staff understand referral processes and indicators of abuse, including neglect, exploitation, radicalisation, forced marriage and attendance concerns.

We recognise that positive relationships, self-esteem, confidence and clear communication with trusted adults are key to protecting children. Our school will establish an environment where pupils feel safe, are encouraged to speak up, and are confident they will be listened to. Support will be provided at the earliest opportunity when concerns emerge.
Staff and pupils will be educated about unacceptable behaviours and the importance of maintaining respectful relationships, with a restorative approach underpinning our work. We will ensure that all forms of bullying and harassment including allegations of child-on-child abuse including harmful sexual behaviour, misogyny, online coercion, incel ideology, deepfake imagery and AI-generated sexual content, transphobia, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.

Through the curriculum, pupils will develop the knowledge and skills needed to stay safe, including understanding risks such as online harm, grooming, exploitation and exposure to harmful ideologies. All forms of bullying, harassment and child-on-child abuse, including sexual violence and harassment, will be addressed appropriately and never dismissed. We want all pupils to see themselves as a valued part of our school community and to understand how this community operates within the wider UK community, including the importance of promoting, and abiding by, fundamental British values.

We maintain robust online filtering and monitoring systems to safeguard all members of our school community and ensure clear procedures are in place to respond to concerns. Safeguarding responsibilities extend to external providers using school premises, in line with Department for Education guidance.

3.3 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' (Working Together to Safeguard Children, 2026) the school recognises its statutory duty to co-operate with and support the East Riding Safeguarding Children's Partnership arrangements.
The school recognises the pivotal safeguarding role it plays and understands and supports the ERSCP expectation of active engagement with the Partnership, appropriate sharing of information and contributing to inter-agency meetings and plans.

The school also recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning are minimised for vulnerable children and social inclusion is maximised.
We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with EWS
- Health & CAMHS intervention & assessment.

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and work with SiET to support Humberside police Pitstop meetings.
School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements and also access for relevant professionals (e.g. Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing local authority.

Where there is a need for detention, treatment and questioning by police officers, the Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) and will respond to concerns in line with the school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.4. Confidentiality

DfE guidance *'Information sharing advice for safeguarding practitioners'* updated May 2024 - Information sharing advice for safeguarding practitioners - GOV.UK - outlines the importance of sharing information about children, young people, and their families to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information," which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and 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.

We have an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements.

4. Roles and Responsibilities

4.1 All Staff

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in Keeping children safe in education - GOV.UK and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.
Staff are aware 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 being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

The school recognises that effective safeguarding is anti-discriminatory and anti-racist. Staff will understand and be sensitive to the ways in which factors including ethnicity, disability, culture, religion, language, family circumstances, poverty and social disadvantage may affect children's experiences and outcomes. The school recognises that unconscious bias, discrimination and institutional barriers can affect safeguarding practice and outcomes for some children. Leaders will take proactive steps to identify and address such barriers and ensure that safeguarding practice promotes equality of opportunity and access to support for all pupils. Staff should understand the importance of compliance with the DfE Data Protection guidance for schools, and supporting data protection polices and processes.

Staff know how to report safeguarding and technical concerns, in relation to Online Safety and Filtering and Monitoring, such as, if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics that 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
  they notice abbreviations or misspellings that allow access to restricted material

4.2 DSL/ Deputy DSL

The School Designated Safeguarding Lead (DSL) is designated to take the lead responsibility for Child Protection in the school, monitored by the Designated Safeguarding Governor (DSG), leading safeguarding and child protection arrangements in accordance with KCSIE, local procedures and Trust expectations.
The school recognises the importance of reflective safeguarding supervision in supporting effective decision-making, professional wellbeing and high-quality safeguarding practice. The DSL and DDSLs will have access to regular safeguarding supervision in accordance with Trust arrangements.

A full outline of the role and responsibilities of the DSL can be found in Keeping children safe in education - GOV.UK. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent Child Protection matters.

Whilst the activities of the DSL may be delegated (e.g. to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will ensure that individual members of staff are appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or senior member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent, they can refer to Children's Social Care or the LADO.

To develop the requisite knowledge and skills required to carry out their role, the DSL will undergo appropriate and specific training, the same requirement applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated through a variety of methods at regular intervals and at least annually.

The DSL contributes termly safeguarding information on safeguarding themes such as referrals, attendance, child-on-child abuse, filtering breaches, online safety incidents and vulnerable groups to Trust-wide safeguarding reporting arrangements which support governance, scrutiny and accountability. Safeguarding data, themes, emerging risks and quality assurance findings may be shared with Trust leaders, governors and Trustees to support strategic oversight of safeguarding across The Education Alliance and to promote continual improvement in safeguarding practice.

4.3 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding safeguarding and child protection and promoting the welfare of children as outlined in Keeping children safe in education - GOV.UK. The Governing Body has the strategic responsibility to monitor and ensure that all child protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

The Governing Body will allocate a specific Governor to have oversight of and support Safeguarding (DSG), Filtering and Monitoring and where appropriate the commissioning and use of Alternative Provision.

Management and leadership by the Headteacher and Governors ensure that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSIE, are carried out and that all strategic child protection and safeguarding arrangements are in place and effective. Headteachers will ensure that sufficient time, resource and professional support are available to facilitate DSL and DDSL participation in supervision arrangements. Supervision provides an opportunity to reflect upon complex cases, consider risk, challenge decision-making appropriately and promote professional resilience.

Governors will seek assurance through safeguarding visits, audits, scrutiny of safeguarding information, pupil voice, safeguarding reports and discussion with leaders that safeguarding systems are effective and that pupils feel safe. Governors will provide both support and challenge in relation to safeguarding practice and will monitor the implementation of safeguarding policies, procedures and statutory responsibilities.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate and maintain a whole school approach to safeguarding.

The school operates within the Trust's safeguarding framework. In addition to local governing body oversight, safeguarding arrangements are supported, monitored and quality assured by the Trust Safeguarding Lead. The Trust Safeguarding Lead provides strategic leadership, professional advice, training, policy guidance and support to Designated Safeguarding Leads (DSLs), Deputy Designated Safeguarding Leads (DDSLs), governors and school leaders.

4.4 Children and Young People

Through the commitment to, and maintenance of, a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every pupil/student will:

- feel safe, be listened to, and have their wishes and feelings considered
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult
- learn how to keep themselves safe, including online and out of school.

4.5 Parents and Carers

We believe that our safeguarding work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies are most effective. To this end we will offer support and where appropriate help facilitate access to universal support services and in school pastoral support structures. This will be underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child. Where appropriate we will, in agreement with parents / carers, seek support from Early Help School and Community Team to progress preventative / early help assistance (See Section 8).

However, we ensure that parents are aware that there may be certain circumstances and rare occasions when we need to progress concerns in relation to child protection and seek advice, without parental / carer consent or knowledge. This will be undertaken in line with local procedures outlined ERSCP guidance.

5 Child Protection Procedures

5.1 Recognising Concerns

School staff are particularly well placed to observe and be alert to indicators of abuse and neglect and the various forms of exploitation and risk, any changes in behaviour or poor or unexplained and/or persistent absences from education. Risk, abuse, and exploitation can occur in and out of the education setting, in person and online.

Working Together to Safeguard Children 2023 and Keeping children safe in education - GOV.UK, outline the definitions and indicators of abuse, exploitation and neglect and all staff are made aware of this. The DSL and DSG ensure that all staff have received and been given the time to read, Part One of Keeping children safe in education - GOV.UK and have access to the full guidance and 'Further Information' contained in Annex A.

Further advice and guidance outlining local protocols is contained in the ERSCP document – *'Effective support for children, young people and families in the East Riding of Yorkshire.'*

When concerned about the welfare of a child, staff will always act in the best interests of the pupil and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

A child centred approach will guide support and a child-specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g., SENDCo, Designated Teacher).

Safeguarding incidents and/or concerns can be associated with factors, exploitation and risks outside the family, home, and education setting. 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.

Indicators of child abuse, exploitation and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviour's on a developmental continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

5.2 Responding to Concerns

All staff understand that they have a responsibility to respond to information and concerns shared by pupils or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse, exploitation or neglect and should not 'investigate' concerns.
This information must be shared in writing and recorded on CPOMS.

Concerns relating to marks or injuries must also be recorded on a 'Body Map'. If using a body map, injuries or marks must be described, in addition to locating on the body map. The body map can be obtained from the school safeguarding team.

Photographs must not be taken of any marks or injuries, unless specific advice form SaPH is given to this effect. Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or allegations as insignificant. The approach of staff will be informed by consideration of the following:

- information and concerns may provide a vital link to other information
- concerns must be shared with the DSL immediately or as soon as possible – this is prioritised
- investigation or seeking proof should not take place as this is the role of the DSL / DDSL
- not promising secrecy to children or adults making allegations or sharing concerns but reassure them that information will be shared appropriately and confidentially
- to avoid closed questions that lead a child into a particular answer but if they need to clarify aspects of an allegation or concerns shared by or about a child use only 'TED' type questions (i.e., Tell me – Explain - Describe)

The DSL will lead on the consideration and decision making in terms of the response required. This will include consideration of the most appropriate response, depending upon the level of concern:

- Contacting parent / carer to gain consent and more information – if feasible and safe
- Considering if school / universal service can support the situation
- Contacting the allocated worker from the Family Help School and Community Team
- Contacting SIET
- Using the SaPH 'Immediate Concerns' line
- Submitting a Request for Service to SaPH or Early Help (with consent)
- Contacting SaPH and asking to speak directly to an Advanced Social Worker

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff and how to progress communication and information sharing with parent / carer and partner agencies.
The DSL will acknowledge receipt of any concerns and provide an update on progress.

5.3 Children Suffering or at Risk of Significant Harm – immediate concerns

Immediate consideration will be given to contacting the Police using 999 if it is believed it is an emergency and a child is at immediate risk of or experiencing significant harm.

Prior to contacting SaPH, efforts will be made to contact parent / carers to share that school will need to discuss the matter with the SAPH. Every effort will be made to communicate openly and honestly with parents and gain consent to share information. However, this may not be the case if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk. and/or

- There is a possibility that a crime may have been committed and/or
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage and /or
- Informing parents/ carers might place staff at risk

When a delay in obtaining consent may put a child at risk, contact to SaPH will be made before discussing the matter with parents or carers and advice sought This will be done by using the SaPH 'Immediate Concerns' line. In any case this will be done as soon as possible after the information, or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.

The DSL will oversee the completion of a Request for Service Form. This will ideally be immediately following identification of concerns and at the latest within 24 hours to support informed decision making.

If the child is already 'open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member and if necessary, the CSC Team Manager.

In all cases, records of discussions with the SaPH and other professionals will be recorded in the child's file, alongside decision making.

5.4 Children's Emergency Duty Team (CEDT)

The principal responsibility of the CEDT is to respond to out-of-hours contacts about child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information to an on-call CEDT social worker.

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All the above will be fully recorded on the child's file and information shared on an 'as required' basis.
School will follow up a contact with CEDT by submitting a Request for Service as soon as possible / the next working day.

5.5 Case Conferences, Core Group, TAF & Strategy Meetings

We recognise the pivotal role we must play in multi-agency safeguarding arrangements and are committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within Working Together to Safeguard Children, 2026.

The SLT, Governing Body and DSL will work to establish strong and collaborative local relationships with professionals in other agencies and will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend support

and attend all relevant meetings, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report template after discussion with the relevant staff involved with the child.

Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and, where possible and practical, host such meetings.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

5.6 Children's Concerns

The school recognises that a child centred approach is an essential part of effective safeguarding practice and that listening to children and young people is central to safeguarding them against abuse, exploitation and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support, how this can be accessed and that their concerns will be treated seriously.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum.

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously.

5.7 Feedback and Escalating Concerns about Individual Cases

When 'Requests for Service' are made, SaPH or EHPH will inform the school of the outcome and decisions made for the child. If the school does not receive written feedback on the decision reached by SaPH or EHPH within 24 (or sooner in urgent cases) or 48 hours respectively the school will contact the appropriate Hub to seek advice.

If the DSL disagrees with the advice or action made by SaPH, the EHPH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the escalation policy - ERSCP Escalation Procedures

Records of all such discussions and responses will be retained in the pupil's chronology.

The DSL will ensure that a record of all information is collected, and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing, they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to SaPH, the allocated Social Worker or the LADO themselves.

5.8 Information sharing

DfE guidance *'Information sharing advice for safeguarding practitioners'* updated September 2026 - Information sharing advice for safeguarding practitioners - GOV.UK - outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and 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.

The school has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements.

6.0 Record Keeping and Transferring/Retaining Records

The DSL is responsible for maintaining records and for deciding at what point these records should be shared with, or transferred to, other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
Child protection records will be kept confidential and stored securely, will be kept for individual children, and will be maintained separately from all other school records relating to the child.
Separate child or if appropriate, family CP records are stored in CPOMS (Child Protection and Online Management System. Access to safeguarding / child protection files is restricted to members of the child protection and safeguarding team.

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current information sharing guidance and GDPR (2025).

Factual, verified information is recorded as such and a distinction clearly documented when judgement and opinion is included. Information 'reported' by outside individuals is indicated as such.

The DSL will decide what information needs to be shared within the school with whom and when on a case-by-case basis. Confidentiality is essential, but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at least that individual children are being monitored.

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent School, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

Records are shared through CPOMS where possible, but where needed paper records are sent or handed to the receiving school separately from other records, marked 'Private & Confidential for the attention of the DSL'. If by post, records will be sealed in an envelope with the above mark and sealed in an addressed envelope before recorded delivery. Electronic transfer via a commercial system will be overseen by the DSL to ensure proper protocols are observed. Outside such a system, documents should be password protected, sent separately, and preferably via secure email.

Where the School receives child protection files from another setting, the DSL will ensure key staff, such as the SENCO with oversight for SEND, will be made aware of relevant information as required.

Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protection exists for the pupil and if so, if the files have been sent. School will proactively support any transition of pupils into the setting by contacting the previous school as appropriate. The current early years, education or skills setting is regarded as the 'Custodian of the records. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

7.0 Complaints

All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding procedures. The complaints procedure is available to parents, pupils/students and members of staff and visitors who wish to report concerns or complaints and can be found on the school's website. All concerns reported to the school are taken seriously and will be considered and responded to in-line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer or is identified as a low-level concern, will be dealt with in-line with section 17 of this policy.

Staff are aware of the need to report concerns promptly and that concerns will be taken seriously and investigated, and confidentiality respected as far as possible.

Concerns should be reported to the Headteacher/other member of staff on the SLT, and if concerns are about the Headteacher, report to the Chair of the Governors.

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

8.0 Family Help and Early Intervention

The school recognises that safeguarding is most effective when concerns are identified and addressed at the earliest possible opportunity. We are committed to providing help and support as soon as problems emerge, recognising that timely intervention can prevent concerns from escalating and improve outcomes for children and families. In accordance with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, all staff understand that children may benefit from support at any stage in their lives.

The school recognises the Family Help model established within Working Together to Safeguard Children 2026. Family Help brings together targeted early intervention and wider support services to ensure children, young people and families receive coordinated and effective support when additional needs are identified. The school will work collaboratively with parents, carers and partner agencies to identify needs early and facilitate access to Family Help services where appropriate.

Where concerns are identified, the DSL will consider whether support can be provided through universal services and school-based interventions, whether Family Help support should be sought, whether consultation with safeguarding partners is required and whether concerns meet statutory intervention thresholds.

The school will follow the referral pathways, threshold guidance, Family Help arrangements and safeguarding procedures published by the local authority and safeguarding partnership responsible for the child. The Designated Safeguarding Lead will ensure that requests for support, consultations and referrals are made in accordance with the most up-to-date local procedures.

In most circumstances concerns regarding a child's welfare will be discussed openly with parents and carers. Where there is reason to believe that informing parents may place a child at increased risk of harm or prejudice safeguarding enquiries, the school will seek advice from Children's Social Care or safeguarding partners before making contact.

Where concerns indicate that a child may be suffering, or likely to suffer, significant harm, the DSL will make an immediate referral to Children's Social Care and/or seek advice from safeguarding partners in accordance with local safeguarding procedures.

9.1 Specific Safeguarding Concerns

Part One and Annex A of Keeping children safe in education - GOV.UK, provide further information on and the types of abuse and a range of specific safeguarding issues. Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in Section 7 of this policy and speak with the DSL or a deputy. All staff are made aware of the possible indicators of abuse, exploitation and neglect and how to respond to disclosures and other concerns, following the identified procedures.

9.2 Physical, Emotional and Sexual Abuse and Neglect

When assessing whether a child may be suffering actual or potential harm, the categories of abuse often overlap (see Appendix H for further information):

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Exploitation

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSIE Part One and have access to the full guidance on '*What to do if you are worried a child is being abused*' *March 2015*, which contain detailed information about forms of abuse and related issues.
All staff are aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.
When assessing Neglect, consideration will be given to using the ERSCP Neglect and Environment Screening Tool document to structure analysis of concerns - NEST. When there are potential concerns around Exploitation, consideration will be given to using the Risk Indicator Tool - RIT Tool

9.3 Child on Child Abuse

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. All staff are aware of the different types of child-on-child abuse and the indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.

- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place, and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse – observed or reported.
All staff are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered.

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously and concerns acted upon and support provided. This may involve utilising the school Behaviour Policy and sanctions where appropriate.
The school/college APEX curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

Concerns about pupils/students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils/students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Note: section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools. If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, appropriate contact and Requests for Service (if needed) will be made in-line with local safeguarding procedures.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system Humberside Police Online Reporting Hate Crime - Humberside Police Online Reporting Hate Crime - or via 101 or online at the ERYC web site - ERYC web site

This will not prevent or delay the school in following their own internal disciplinary procedures and/or making a request for service to SaPH if this is required.

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, so 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will be updated, and school will share information with and take advice from these agencies. This will include the

status of any investigation, supervision, forward planning and details of any Police involvement. School will make every effort to ensure that during such investigations all children involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Every effort will be made to minimise disruption to the education of all involved.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies, it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a child may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need-to-know basis and the child and parents/carers.

9.4 Child on Child Sexual Violence and Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE will be followed along with the SiET 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.

It is recognised that sexual violence / abuse and sexual harassment can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

Such behaviours can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety (including relating to misogyny, online comms groups etc).

With regard to the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

Staff recognise that an initial allegation or sharing of a concern to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Early Help etc.).

In most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

9.5 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may place their safety and welfare at risk. These may include suicidal ideation, self-harm, online influencers, economically motivated sextortion, AI-generated abuse material, violence against women and girls (VAWG), gaming-platform exploitation and knife crime, in addition to the following:

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

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSIE Part One and have access to Annex A: Further information. Any concerns will be referred to the SaPH in order that the LA can consider this information in line with the Effective Support Guidance.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that may be targeted.

Where there are concerns in relation to any type of potential exploitation of children, school will consider completing a Risk Indicator Tool - RIT Tool – to help assist in profiling concerns and also seek support / advice From the Making a Change Team. Concerns in relation to exploitation will be considered as potential child protection issues and dealt with in line with agreed procedures.

9.6 Honour Based Abuse

So-called 'Honour' Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.
All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as Child Protection concerns and in-line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999

9.7 Female Genital Mutilation (FGM) and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSIE and that they have a statutory duty and responsibility to report concerns related to FGM.
The following reporting procedures in line with ERSCB/Humberside Police agreed arrangements should be followed in case of possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

Reporting Concerns

a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage, they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact the SaPH by phone. If the child is believed to be at immediate risk the Police should be contacted on 999.

b) The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.

c) If a member of staff **discovers** from the victim, or peer, other source or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place the DSL must be informed immediately and should contact the Police and then the SaPH .

In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and the SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.

(This is in line with the legal responsibilities placed upon schools in respect of reporting procedure)

The written request for service should be made immediately

d) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact SaPH and update the DSL.

e) A written ''Request for Service' form should be forwarded to SaPH in line with ERSCP safeguarding procedures.

Minimum Age for Marriage

Staff are aware of the law change that came into force in February 2023. This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

9.8 Possible Violent Extremist Radicalisation and Hate Incidents

We are aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 and associated guidance - 2023 Prevent Duty Guidance - to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent Duty and the specific obligations placed upon us as an education provider, regarding risk assessments, working in partnership, staff training, and IT policies.

Staff are made aware that children are susceptible to extremist ideology and radicalisation and staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

If it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members, a referral will be made to the Police - Police - and Local Authority - ERYC Prevent.

If there is an immediate concern of risk or emergency, the school will call 999.

The National Prevent referral form and instructions can be found on the ERSCP web site - Prevent referral form

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases. The RSE / RSHE curriculum will ensure that issues such as tolerance, respect, democracy, and individual liberty are covered in age-appropriate ways.

The school ensures that potentially controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.
Following an assessment of the levels of risk within the school and wider community, appropriate levels of training will be given to DSL, senior staff, and other staff.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of RSHE / RSE activities within school.

9.9 Serious Violence

All staff are aware of the indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or criminal exploitation. Any concerns regarding serious violence will be reported and responded to in-line with other child protection concerns by speaking with the DSL or DDSL. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

9.10 Private Fostering and Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer for 28 days or more, or where the placement is likely to be more than 28 days, a request for service to the SaPH will be made.
*(Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity))

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children SaPH will be notified if the school has concerns about such arrangements.

9.11 Domestic Abuse

The school is involved in the Humberside Police /LA Domestic Abuse Operation Encompass alert system - Operation Encompass - and supports children appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL.

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

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or DDSL).

9.12 Mental Health and Emotional Well-being

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL or DDSL.
Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.
The school will arrange support for children with Emotional & Mental Health issues by accessing universal services. If additional support is needed, advice and support will be requested at the Early Help or Specialist level in-line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area.

9.13 Nude and/or Semi-Nude Image Sharing by Children

The school recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

DSLs will respond to concerns in-line with the non-statutory UKCIS guidance*: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people. Responding to incidents an safeguarding children and young people' (UKCIS Feb 2024)* and *'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (DfSIT, March 2024*). The local Effective Support Guidance will also be used as a point of reference.

When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm. All decisions and action taken will be recorded in-line with our child protection procedures.
- A contact will be made to SaPH and/or the Police immediately if:
    - the incident involves an adult (over 18)
    - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs
    - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent
    - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately

- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL
- not to delete the imagery or ask the child to delete it
- to avoid saying or doing anything to blame or shame any children involved
- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved
- not to investigate or ask the child(ren) involved to disclose information regarding the imagery.

To not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

10.1 Supporting Vulnerable Children and those Potentially at Greater Risk of Harm

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse, exploitation or complex or adverse family circumstances, including homelessness. This can include frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or are in Alternative Provision. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health.

10.2 Children with a Social Worker

Advice and guidance is available from the VCET – Strategic Lead for the Education of Children with a Social Worker. Due regard is by the school to the non-statutory DfE guidance, *'Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension' (DfE March 2024)*
The DSL will maintain records and details of children who have a Social Worker and Children in Kinship care and where possible, where there has been previous involvement of a Social Worker. The DSL will liaise with staff as appropriate to ensure relevant information is shared and that there is a consistency of approach and support.
In turn, this will inform support and decision making to promote positive outcomes spanning attainment and progress as well as pastoral and safeguarding considerations (for example, responding to attendance concerns and provision of pastoral and/or academic support).

The DSL will ensure that the allocated Social Worker is kept informed, as appropriate, of any concerns / significant events and will support the work of partner agencies and Social Workers.

10.3 Children who are LGBTQ+

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm, however, children who are LGBTQ or are perceived by other children to be LGBTQ+ (whether they are or not) can be targeted by other children or others within the wider community, in person or online.
Furthermore, it is recognised that risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. LGBTQ is included within our PSHE curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

This approach is underpinned by the school wide commitment to inclusion and a zero-tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviour(s)

Children who are questioning their gender

Our safeguarding approach to children and young people who may be questioning their gender is aligned with Keeping Children Safe in Education (KCSIE) and emerging Department for Education expectations.
We recognise that children who are questioning their gender may be vulnerable and may require safeguarding support. Schools' decisions will be made through a safeguarding framework, with the child's welfare, safety and wellbeing at the centre of any response.

10.4 Looked After Children (LAC) and Previously Looked After Children (PLAC) and in Kinship Care.

The school recognises the common reason for children becoming looked after is because of abuse and/or neglect and a PLAC or child in Kinship Care also potentially remains vulnerable.

The Designated Teacher who supports and promotes the educational achievement of LAC and PLAC, working with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff involved with the child, to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan (PEP) are supported by staff involved with the child.

The DSL will maintain records of the Social Worker and Virtual School personnel in the authority that looks after the child and will communicate and share information as required.

The DSL and Designated Teacher will work together to ensure appropriate staff have the information they need to support this vulnerable cohort and that staff are aware of, and meet the requirements for, information to be made available for the PEP meeting.

10.5 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the school, will follow LA procedure by informing the LA about the decision. Where the student/child involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers.
We will work together with and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

10.6 Children Absent from Education

Unexplainable and/or persistent absences from education for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, exploitation, and abuse. It can also be a precursor for children becoming missing from education in the future. A robust response to children absent from education will support the identification of such abuse and may help prevent the risk of children going missing in the future. Relevant statutory guidance will be followed.
We will endeavour to obtain and maintain at least two emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided two contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

- If a student is absent from school without contact from parents/carers a text is sent on the first and every subsequent day of absence. If the school has not received notification from parents/carers by the third

day of absence, a safe and well check is completed by the Attendance officer. If contact with parents is not made during this home visit, the safeguarding officer is informed.

- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of children absent from or missing from education, school will make all reasonable efforts to locate the child/ren as required by the guidance.

- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below he agreed level to the EWS.

- If a child who is not open to CSC, that the school has concerns about, does not attend school the school will in accordance with the Effective Support guidance consult with or place a request for service with SaPH, the EWS and / or the police depending on the circumstances.

- The school will ensure that they know the attendance of any children educated off site. The school has an agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.

- The school also works with the EWS in relation to the monitoring of potential Pupils Missing Out on Education

If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact (**and Social Worker if open to CSC**). If after that search the child is not located the school will contact the police within 20 minutes of the alert.

In line with the above arrangements, the school will ensure that they know and monitor the attendance of any children education off site in alternative provision. The school retains overall responsibility for the safeguarding, attendance, progress and outcomes of any child attending an alternative provision site, including that safer recruitment/appropriate safeguarding checks have been completed on staff working in the setting.

10.7 Children with Special Educational Needs or Disabilities (SEND)

Staff are reminded that Children with SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviour's such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support and attention for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENDCo to plan support as required.

Intimate care refers to any care which involves washing, touching or carrying out an invasive procedure to personal parts of the body which may cause embarrassment or distress. This may include toileting, changing, personal hygiene and first aid and medical assistance.

We recognise that intimate care is a safeguarding matter. All pupils have the right to be safe, to be treated with dignity and respect, and to have their privacy protected. School procedures will minimise the risk of harm, abuse or allegation. We will ensure that intimate care is delivered in a way that is child-centred, respectful and proportionate, and that the child's welfare always remains the paramount consideration.

Our robust intimate/personal care procedures will ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. **Please check that your school has an Intimate Care procedure.**

11. Training

11.1 All staff

The DSL takes the lead role in overseeing staff training, including Online Safety and Filtering and Monitoring, ensuring this is at the appropriate level, recorded and refreshed, cascading information and updating all staff on safeguarding issues that require ongoing vigilance.

All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year. Staff joining the school midyear receive this as part of their induction.

As part of this, all staff will receive annual training / briefing about, and have time allocated to read and the opportunity to seek advice or clarification about the following current documentation:

- Keeping children safe in education - GOV.UK– Part One
- Staff Code of Conduct
- Whistleblowing Guidance
- Strategic Safeguarding and Child Protection Policy
- Staff Reference Guide Safeguarding and Child Protection and Policy
- Behaviour and Attendance policies (understanding the safeguarding context of both)

This training will also cover:

- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of (as identified in Part 1 and Annex A of Keeping children safe in education - GOV.UK), internal safeguarding procedures and expectations
- Where key documents and guidance can be accessed.

All staff are provided with the documents listed below at the start of the academic year or on induction and they are made available in the policies section of the school network:

- Keeping children safe in education - GOV.UK (Full guidance)
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- Working Together to Safeguard Children (2026).

All staff engaged in 'regulated activity' (e.g. teaching and teaching assistant and pastoral staff) and the CoG and DSG complete online training 'Safeguarding in Education', which includes a section on FSM and an online training session on Prevent. Refresher training is completed every 3 years thereafter.

Other staff and Governors complete either the online training 'Safeguarding Level 1' or Safeguarding in Education and complete refresher training every 3 years thereafter.

The DSL will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach and curriculum planning.

The DSL will ensure that appropriate staff complete online Prevent and FGM training.

Other short term or visiting staff and volunteers are made aware of the key safeguarding staff and internal Safeguarding reporting procedures within the school.

11.2 DSL and DDSL training

Due to the significance of these roles in maintaining effective safeguarding practice and procedures, the DSL and DDSL require additional training, skills and knowledge that spans the range of safeguarding concerns that may need to be addressed.
Over and above annual inset staff safeguarding briefing, the DSL and DDSL where applicable, will also ensure that staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meeting etc.) to provide them with the skills and knowledge to safeguard children effectively.

The DSL and DDSL where appropriate, have access to a suite of training courses that is a mix of e-learning, facilitated online training and face-to-face training. This training will be regularly reviewed and enhanced by other ERSCP training on topics relevant to the school's specific needs.

The DSL may nominate staff members to train and take a particular lead in areas of safeguarding practice, such as Domestic Abuse, FGM etc.

The DSL and Headteacher will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained and in what, ensuring that training is 'refreshed' as required.

The DSL will ensure that there is an up-to-date record of staff training.

12. Online Safety and Filtering and Monitoring

The importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and wellbeing issues.

To address this and in light of the 4 categories of risk outlined below, we will adopt a whole school approach involving a number of measures and approaches with the aim of:

- Having robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protecting and educating the whole school community in safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The approach to online safety is based on addressing the following 4 categories of Risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as 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** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Keeping children safe in education - GOV.UK, outlines the need for staff and Governors to receive training covering online safety (including Filtering and Monitoring). The Governing Body will retain strategic oversight of this and ensure that appropriate processes and procedures are established and maintained.

The Governing Body will:

- Ensure that the school has appropriate and effective filtering and monitoring systems in place
- Ensure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Ensure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure staff understand their, roles and responsibilities around filtering and monitoring

In relation to filtering and monitoring, we will adhere to DfE filtering and monitoring standards on school devices and school networks, and in so doing will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

The school have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Filtering breaches or concerns identified through internal monitoring will be recorded and reported to the DSL, who will review and respond as appropriate.

The DSL will respond to online safety concerns in line with Safeguarding / Child Protection and any other associated policies, including our Anti-bullying Policy and Behaviour Policy.

The school uses a wide range of devices and technology systems to facilitate internal and external communication, teaching and information storage. The school Acceptable User Policy underpin the operation of all school owned devices and systems along with safety and security measures in place.

All communication with pupils/students and parents/carers will take place using School/College provided or approved communication channels; for example, School/College provided email accounts and phone numbers and/or agreed systems: Microsoft 365 or equivalent etc. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Any access to materials believed to be illegal will be considered as a safeguarding issue and appropriate action taken to address concerns

Artificial intelligence (AI)

It is recognised that generative AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Any misuse of AI to access harmful content, bully pupils or behave inappropriately in terms of school behaviour expectations will be considered as a safeguarding concern and alongside other school policies.

Safety is our main priority when deciding whether to use generative AI. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use. The use of AI will be in line with the appropriate DfE guidance and policy for AI including

DfE (2025) *'Generative artificial intelligence (AI) in education'* - Generative AI in education

DfE (2025) *'Using AI in education settings: support materials'* - AI education support materials

DfE (2025) Using '*AI in education: support for school and college leaders'* - AI support for leaders

13. Restrictive Interventions and the Use of Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. The school's approach to restrictive interventions and the use of reasonable force reflects school policy and current Department for Education guidance on Restrictive Interventions, including the Use of Reasonable Force in Schools. Any use of restrictive intervention will be lawful, reasonable, proportionate, necessary and in the best interests of the child. The welfare, dignity and safety of pupils will remain paramount. Incidents will be recorded, monitored and reviewed in accordance with school policy and Trust expectations – all incidents requiring such action will be logged with the Headteacher or appropriate senior manager, and parents informed on the same da Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.

Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

If required, we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.

Restorative methods will be considered after each such incident and the pupil's views on the incident sought. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

14. Safer Recruitment and Staff Vetting

The school complies fully with Statutory Guidance Keeping children safe in education - GOV.UK 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts (including advising applicants that shortlisted candidates will be subject to online checks), application process, shortlisting, related reference seeking and consideration of standardised online checks on candidates at the shortlisting stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance (as per KCSIE). This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. All other required pre-employment vetting as outlined in KCSIE will be completed.

From 1st September 2026, the Crime and Policing Act 2026 removed the supervision exemption from the definition of regulated activity. Previously, a volunteer supervised by a member of staff in regulated activity fell outside that definition, regardless of how often they were present. From 1 September 2026, that exemption no longer applies.

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 in regulated activity. Schools must ensure these

volunteers have an enhanced DBS check that includes children's barred list information. This information must be recorded on the school Single Central Record (SCR).

The school also ensures that for all other staff (e.g. contractors) who may have regular contact with children, who are not engaging in regulated activity, the appropriate level of DBS checks is either carried out or confirmation of such checks are completed.

An accurate SCR is maintained in line with statutory guidance.

The Head and at least one Governor complete the appropriate Safer Recruitment training which is recommended should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

All staff that are covered by the:
'**Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018'** and are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made, the Headteacher will seek advice from the central Trust HR team or Trust Safeguarding Lead who will liaise with the LADO.

If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and vetting procedures in place.

Where a pupil/student is placed in an alternative provision provider, the school will continue to be responsible for the safeguarding of that child. Appropriate checks will be undertaken to ensure the provider meets the needs of the pupil/student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

See Sections 19 and 20 for further guidance on contractors, visitors etc.

15. Safe and Appropriate working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are
- Of the requirements of the school Code of Conduct and related policies
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should the log your concerns immediately with the appropriate senior member of staff and seek advice
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation
  That their conduct towards pupils must remain beyond reasonable reproach
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

16. Allegations against staff, including supply teachers, volunteers and contractors and whistle blowing

16.1 Concerns that meet the 'Harm Threshold'

Keeping children safe in education - GOV.UK, Part 4, outlines the 'Harm Threshold' as:

- 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

In terms of the 'Harm Threshold', staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.

All staff have access to:

a. The School Whistle Blowing policy.
b. Statutory Guidance – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (Part Four Keeping children safe in education - GOV.UK).
c. Contact details of the Chair of Governors and LADO.
d. The school Code of Conduct

All staff are made aware of their responsibilities and procedure to follow in the strictest confidence. However, it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer might be required.

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher the referrer should contact the CEO, Chair of Governors or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**

The Headteacher (CEO or CoG) will, on the same day, contact the LADO and follow the statutory guidance Keeping children safe in education - GOV.UK Part 4.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher and press for reconsideration or discussion.

If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

16.2 Low Level Concerns

The school may also need to take action in response to 'low-level' concerns about staff.
Examples of such behaviour could include (Keeping children safe in education - GOV.UK), but are not limited to:

- 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

The school has an open and transparent culture in which all concerns about all adults working in or on behalf of the School are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the School are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'Low-Level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that is inconsistent with expectations and 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.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

All low-level concerns should be shared with the Headteacher as soon as possible. The Headteacher may wish to consult with the DSL and take a more collaborative decision-making approach.

The Headteacher is the ultimate decision maker in respect of the response to all low-level concerns and if deemed appropriate, will share concerns and liaise with the LADO to clarify if the Harm Threshold has been met or if the matter can be dealt with as a low-level concern.

Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Use (and Access) Act 2025 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the School will implement appropriate action, for example consulting with the LADO enquiry line and following appropriate disciplinary procedures.

17 Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the School facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

The school will refer to the guidance (DfE, Updated May 2025) '*Out-of-school settings: safeguarding guidance for providers*' - Out-of-school settings: safeguarding guidance for providers to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the LADO.

18. Extended School and Offsite provision and Educational / Residential Visits

Where extended school activities are provided and managed by the school, our own Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off–site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the same written assurances.
We will ensure that attendance at alternative or off-site provision for pupils that remain on the school roll is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to them or others are allocated alternative or other off-site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.
In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate ERYS (or equivalent) planning and Risk assessment procedures for all educational visits and activities.

19. Volunteers

School will undertake a risk assessment informed by professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in part 3 of Keeping children safe in education - GOV.UK. This is due to the potential for unplanned and unsupervised activity taking place.

If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

20. Visitors, Supply and Agency Staff and Contractors

The school will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in Keeping children safe in education - GOV.UK.
Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's barred list information). This will be obtained, either directly by the school as required, or will be confirmed

as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place). The school's central administration team maintain an approved visitor list with supporting confirmation documentation from external organisations.

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site. School Admin will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

The school recognises that contractors, sub-contractors, maintenance personnel, consultants and other external providers may need access to school premises as part of their work. Whilst some contractors may have an enhanced Disclosure and Barring Service (DBS) check, the school acknowledges that not all contractor roles require a DBS check under current legislation. Where this is the case, proportionate safeguarding measures will be implemented to ensure that children remain safe at all times.

The school will take reasonable steps to ensure that contractors do not have unsupervised access to pupils unless appropriate safeguarding checks have been completed and a risk assessment has determined that such access is appropriate. Wherever possible, contractors who do not hold an appropriate DBS check will be escorted by a member of staff or supervised whilst on site. Work will be planned and managed to minimise opportunities for unsupervised contact with children.

All contractors working on school premises are expected to adhere to professional standards of behaviour consistent with the Trust Expectations and Code of Conduct. Contractors will be informed of expected conduct, safeguarding requirements, reporting arrangements and any relevant site-specific procedures before commencing work. This includes expectations relating to professional boundaries, confidentiality, acceptable use of technology, photography, language, behaviour and interaction with pupils.

As part of procurement, commissioning or contractor engagement processes, the school may require contractor organisations to confirm whether individuals attending site have any unspent criminal convictions relating to violent offences, sexual offences, offences committed against children, or any other offence which may raise concerns regarding suitability to work in an environment where children are present.

The school reserves the right to undertake a safeguarding risk assessment where relevant information is disclosed and to determine whether site access is appropriate. Where safeguarding concerns cannot be satisfactorily mitigated, access to school premises may be refused.

Any concerns regarding the conduct, behaviour or suitability of a contractor must be reported immediately to the Headteacher or Designated Safeguarding Lead and managed in accordance with safeguarding, allegations and low-level concerns procedures. Contractors working on school premises are expected to cooperate fully with safeguarding arrangements and comply with all instructions provided by the school.

The Education Alliance has a preferred Supplier List for Agency Staff and only approved preferred suppliers are used. This preferred supplier list is reviewed annually to ensure supply agencies carry out appropriate checks to ensure full compliance with the following: identity, enhanced DBS, all appropriate checks, suitability to work, Modern Slavery Act and training.

If Supply Staff are engaged directly by the school the appropriate checks must be carried out by the school in line with the Education Alliance's Recruitment and Selection Policy and Procedure.

The school will follow Keeping children safe in education - GOV.UK statutory Guidance part three in such cases.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in Regulated Activity are entered on it.

21. Site Security, Health and Safety and Emergency Procedures

There is a school specific Health and Safety policy in place.
Daily visual site inspections are carried out before school.
Termly Health and Safety inspections are carried out.
Annual Governors Health and Safety and environmental audits and inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting Health and Safety concerns and there is a clear system for staff and pupils to report and log Health and Safety concern.

LA generic Health and Safety Risk Assessments 'On Site Security' and 'Managing Violence and Aggression' are adapted and used as appropriate.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected
Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.
This includes:

- the need to evacuate in the event of a bomb scare or fire
- or the need to initiate a complete or partial 'lock down'
-

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Students are aware of how to identify unauthorised persons and to seek the support of a member of staff as soon as possible.

The school will not accept the behaviour of an individual (parent or other) that threatens the security or leads others (children or adults) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

Medical Conditions, Medicines and Allergies
The school recognises that supporting pupils with medical conditions, medicines requirements and allergies is an important safeguarding responsibility.
Appropriate arrangements will be in place for Individual Healthcare Plans, medicines management, allergy management and the safe administration of medication. Where required, staff will receive training in the use of emergency medication, including adrenaline auto-injectors. The school will ensure that pupils with medical conditions and allergies can participate safely in all aspects of school life and educational activities.

29. Policy Review

This policy will be reviewed and approved by the Governing Body at least annually, and by exception as required – for example, updated in-line with safeguarding issues as they emerge and any national or local updates etc.
This Policy along with the Staff Reference Guide CP and Safeguarding 2026-27 (as well as other important guidance) will be available to all staff via the school network.
Parents/carers can obtain a copy of the Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website.
The DSL and Headteacher will ensure regular, termly reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual pupil/student situations or identifying features of families as part of their oversight responsibility.
Review Date: Autumn 2027

APPENDIX A – Categories of Abuse, Neglect and Exploitation

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate,

or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

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

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self-esteem

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

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE)

Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

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 a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.

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.

A number of the indicators for CCE and CSE 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 (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator, or alleged 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

APPENDIX B – Responding to Concerns

- React calmly promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of 'TED' questioning may be appropriate

Tell me what happened
Explain what you mean
Describe how it made you feel

Or other open ended type questions e.g.

What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.

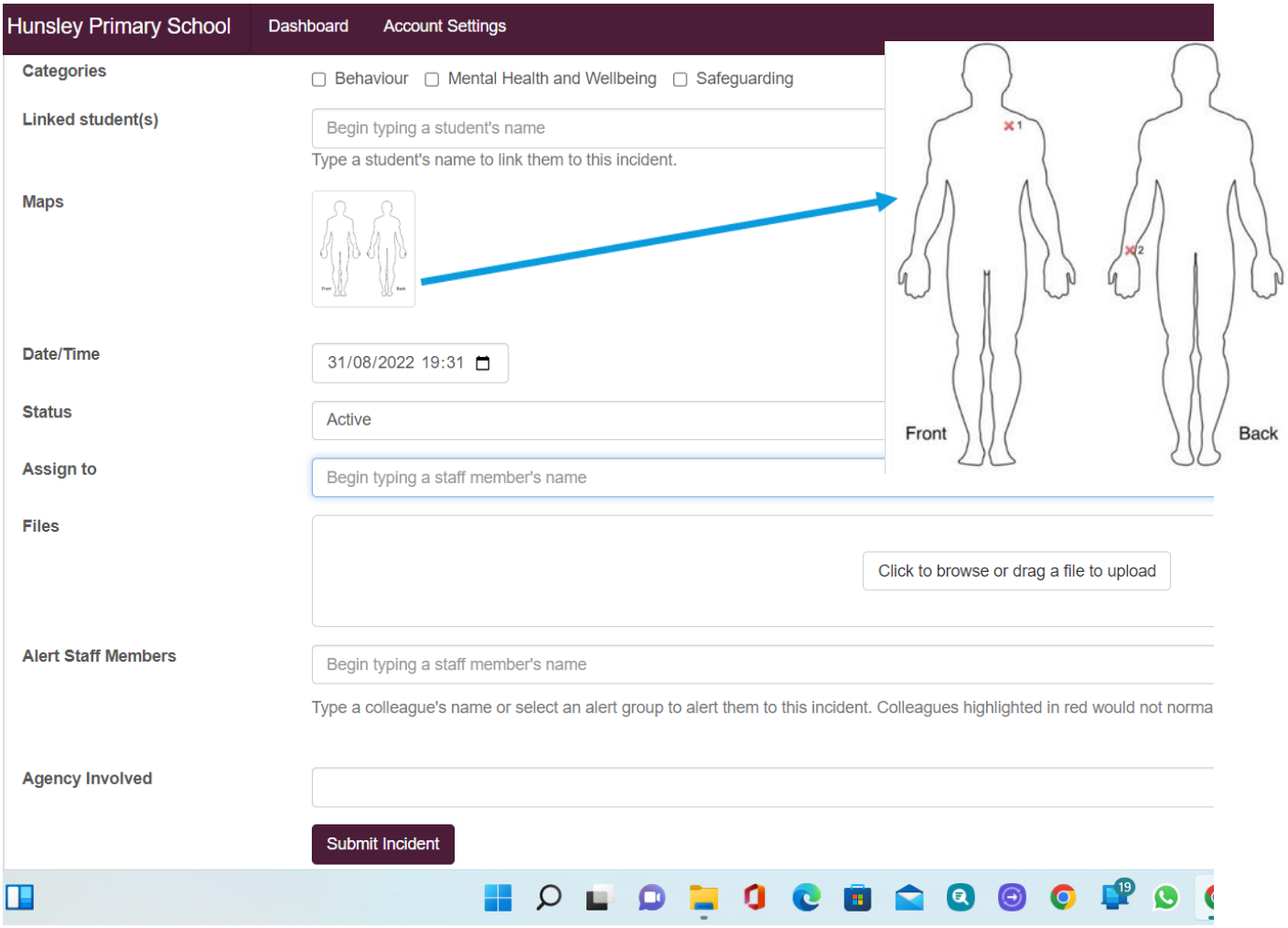
- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next, and be honest.

- Make a written note on a 'Record of Concern sheet':

    - What is said
    - What , if any questions you asked and the responses
    - Who is present
    - Anything else that happens after the child discloses
    - Ensure legibility, full dates & clear signature
    - Maintain strict confidentiality

If you see or are shown marks or injuries describe them and record on a body map (Appendix C) and pass the information to the DSL immediately

APPENDIX C – CPOMS recording incidents and body map



APPENDIX D

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX E

Information for parents

At Hunsley Primary, w*e* recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The East Riding Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Safeguarding Lead, Julie Boyes or Helena Webster, who is the Governor with responsibility for Child Protection, via the school office.

APPENDIX F

Advice if there are concerns about the capacity of parent/carer collecting children

If the school has concerns that a parent, carer, or person authorised to collect a child appears to be:

- drunk
- under the influence of other drugs, whether prescription or not
- behaving in an irrational, aggressive or concerning way which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child, there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child, it will be at immediate risk of harm:

1) Staff concerned will alert senior staff and keep the child separate if possible.

2) Staff will talk to the adult and re-assess their ability to keep the child safe.

3) Consider contacting other authorised carers.

4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient and calm. The child will be supervised elsewhere in school if possible.

5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

APPENDIX G

Safeguarding Children; Information for visitors, supply staff and volunteers.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

'Record of Concern' forms are available from ACE reception. Complete this form and return to ACE reception.

If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy.
- Reassure the child that they have done the right thing.
- Listen but do not ask leading questions.
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

APPENDIX H – Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance Misuse

- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals:

www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child on Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/

Appendix I

EYFS Framework

From 1st September 2025, all registered early years providers were required to follow the new EYFS framework for group and school-based providers (there is an additional one for childminders). Section 3 of the framework details the Safeguarding and welfare requirements necessary in the EYFS, but the summary below details the main changes;.

- Amendments to promote **safer recruitment**, including: new expectations to provide timely references (3.20), for any member of staff (including students and volunteers) before they are recruited and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up **if a child is absent for a prolonged period of time** and amendments to ensure providers hold additional emergency contact details. Providers should consider patterns and trends in a child's absences and their personal circumstances, as well as the child's and parent's/carer's vulnerability and their home life. Concerns must be referred to local children's social care services and/or a police welfare check requested. The setting's attendance policy must be shared with parents/carers, with expectations for how absences are reported and the actions the setting will take if the child is absent without notification or for a prolonged period of time.
- There is a new section on **Safer Eating**, which requires that a member of staff, who holds a valid paediatric 1st aid certificate, should be in the room when children are eating. There is also detailed information on pgs. 36 & 37 of the EYFS Framework on special dietary requirements and how these should be handled by settings
- Creation of a **safeguarding training criteria annex** and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place. Training must be renewed every two years and providers may consider whether any staff need to undertake annual refresher training to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study. Providers must not allow anyone aged under 17 to care for children unsupervised at any time
- New requirements to support **whistleblowing**, which require appropriate procedures in place for all staff (including students & volunteers) to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This must include when and how to report concerns and the process that will be followed after staff have reported concerns.
- An additional point has been added to 3.86 to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding

Appendix J - Definitions and Acronyms

AP	Alternative Provision
CAS	Child Assessment Service
CCE	Child Criminal Exploitation
CEDT	Children's Emergency Duty Team
Child	Any pupil under the age of 18 is legally a child
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
CLA	Child Looked After
CoG	Chair of Governors
CSC	Children's Social Care
CSE	Child Sexual Exploitation
DBS	Disclosure & Barring Service
DDSL	Deputy DSL
DfE	Department for Education
DSG	Designated Safeguarding Governor
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
EHPH	Early Help and Partnership Hub
ERSCP	East Riding Safeguarding Children Partnership
EWO/S	Education Welfare Officer/Service
FH	Family Help (Previously Early Help)
GDPR	General Data Protection Regulation
KCSIE	Keeping children safe in education - GOV.UK
LADO	Local Authority Designated Officer
MAC	Making a Change Team
NEST	Neglect and Environmental Screening tool
PLAC	Previously Looked After Children
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children
RIT	Risk Indicator Tool
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)

Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.
SaPH	Safeguarding and Partnership Hub
Sexual Harassment	Sexual comments, sexual "jokes" or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude's images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments, and messages (including on social media), sexual exploitation (coercion and threats)
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
SiET	Safeguarding in Education Team
SLT	Senior Leadership Team
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
TAF	Team Around the Family
TAS	Team Around the School
VCET	Vulnerable Children Education Team