

Child Protection and Safeguarding Policy 2026-2027

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Updates

Version	Approved	Summary of Changes
2	September 2026	Updates in line with legislation



1. Introduction and Aims

- 1.1. This policy applies to all adults, including volunteers, working in or on behalf of the school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice. Our policy and procedures also apply to extended school provision and off-site activities.
 - 1.2. This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education **2026** and Working Together to Safeguard Children **2026**. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.
 - 1.3. Department for Education's [statutory guidance](#) publications for schools and local authorities, including:
 - Working Together to Safeguard Children (2026)
 - Keeping Children Safe in Education (2026)
 - Designated teacher for looked-after and previously looked-after children (2018)
 - Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
 - Data Protection Act (2018) and UK GDPR
 - Prevent Duty Guidance (2023)
 - NYSCP (safeguardingchildren.co.uk)
 - Early years foundation stage (EYFS) statutory framework - GOV.UK (September 2026)
 - 1.4. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
 - 1.5. Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being.
 - 1.6. **Safeguarding and promoting the welfare of children means:**
 (Definition of Children: A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'babies, children and young people.')
- Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: 'Working Together to Safeguard Children (2026)'**
- Providing help and support to meet the needs of children as soon as problems emerge.



- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

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

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

1.9. **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.

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



the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.11. Sexual Abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

2. Named Personnel with Designated Responsibility for Child Protection

2.1. Within Yorkshire Learning Trust

Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL)	Prevent Lead	Safeguarding Trustee	Chair of the Trust Board
Cayte Mulhern, Head of Safeguarding & Inclusion	Ian Yapp, CEO	Cayte Mulhern	Ian Dolben	Nick Sheppard



2.2. Within Schools

School	Designated Safeguarding Lead & Chair of Governor	Email/Tel No. for DSL	Safeguarding Governor(s)
Appleton Roebuck Primary School	DSL: DDSL: Victoria Watts DDSL: CofG – Claire Wensley (cofg@ar.starmat.uk)	m.snowden@ar.starmat.uk 01904 501906	Dr Claire Wensley
Archbishop of York Junior School	DSL: Kerry Davies DDSL: Claire Savage Co CofG: Jane Flint (j.flint@ayjs.co.uk) Co CofG: Simon Bray (s.bray@ayjs.co.uk)	head.ayjs@york.gov.uk 01904 551630	Jane Flint
Bishopthorpe Infant School	DSL: Jenny Ingram DDSL: Kerry Davies DDSL: Angela Rhodes Co CofG: Jane Flint (j.flint@ayjs.co.uk) Co CofG: Simon Bray (s.bray@ayjs.co.uk)	jenny.ingram@bishopthorpeinfants.yorkschoools.net head.bishopthorpeinfants@york.gov.uk 01904 552399	Jane Flint
Brayton CE Primary School	DSL: Allyson Buckton DDSL: DDSL: Victoria Goodall CofG: Deaglan Lloyd (cofg@bp.starmat.uk)	headteacher@bp.starmat.uk 01757 704308	Elaine Rushworth
Dunnington Primary School	DSL: Clare Thompson DDSL: Antonino Gargiulo CofG – Kevin Hall	Head.dunningtonprimary@york.gov.uk 01904 552910	Ros Williams Rachel Robinson
Escrick CE Primary School	DSL – James Broxup DDSL – Emma Miller DDSL -Rebecca Allen (CofG – Jodi Mai Atkinson jmatkinsongov@escrick.n-yorks.sch.uk)	jbroxup@escrick.n-yorks.sch.uk headteacher@escrick.n-yorks.sch.uk 01904 728570	Dr Robert Richards
Fulford School	DSL: Tanya Elsworth DDSL: Jen Tomlinson DDSL: Jade Eden Acting CofG: Matthew Walker	elswortht@fulford.york.sch.uk safeguarding@fulford.york.sch.uk 01904 633300	TBC



School	Designated Safeguarding Lead & Chair of Governor	Email/Tel No. for DSL	Safeguarding Governor(s)
	(mwgov@fulford.york.sch.uk)		
Kellington Primary School	DSL: Katie Houlden DDSL: Mel Lawrence DDSL: Nicola Fox CofG – Dan Bodey (cofg@kp.starmat.uk)	k.houlden@kp.starmat.uk headteacher@kp.starmat.uk 01977 661127	Allyson Buckton
Kirk Fenton CE Primary School	DSL: Mel Walmsley DDSL: Ellie Keyse DDSL: Emma Bembridge CofG – Mark Gibson (cofg@kf.starmat.uk)	headteacher@kf.starmat.uk 01937 557228	Alison Davey
Monk Fryston CE Primary School	DSL: Becca Cameron DDSL: Hattie Robinson DDSL: Dale Starr CofG – Nick Gemlo (cofg@mf.starmat.uk)	headteacher@mf.startmat.uk 01977 682388	Tom Willan Louise Turner
Riverside Primary School	DSL: Nick Styles DDSL: Will Calvert DDSL: Caroline Wyatt Co CofG – Rebecca Everitt (cofg@rs.starmat.uk)	headteacher@rs.starmat.uk 01937 832899	Alex Young
Saxton CE Primary School	DSL: Becca Cameron DDSL: Hattie Robinson DDSL: Dale Starr CofG – Nick Gemlo (cofg@sp.starmat.uk)	headteacher@mf.startmat.uk 01937 557396	Tom Willan Louise Turner
Sherburn High School	DSL: Ruth Marsh DDSL: Matt Gill DDSL: Hayley Kibble DDSL: Matt Darnbrough DDSL: Abbie Clark DDSL: Jill Smith DDSL: Emma Wadsworth DDSL: Andrew Bennett DDSL: Karen Fowler	Matt.gill@shs.starmat.uk 01977 682442	Alison Davey



School	Designated Safeguarding Lead & Chair of Governor	Email/Tel No. for DSL	Safeguarding Governor(s)
	CofG – Alison Davey (cofg@shs.starmat.uk)		
Sherburn Hungate Primary School	DSL: DDSL: Julia Weights DDSL: Chris Rushworth DDSL: Bobbi Walker DDSL: Gemma Bowling CofG – Jane Kent (cofg@shp.starmat.uk)	dsl@shp.starmat.uk 01977 682434	Jane Kent
South Milford	DSL: DDSL: Mel Lawrence DDSL: Rebecca Speake CofG – Carole Middleton (cofg@sm.starmat.uk)	headteacher@sm.starmat.uk 01977 682559	Helen Bryan
Tadcaster Grammar School	DSL: Riain Vernon (DHT) DDSL: DDSL: Ms C Green CofG – Tom Fielden (cofg@tgs.starmat.uk)	r.vernon@tgs.starmat.uk 01937 833466	David Gluck Jo Turnbull
Wheldrake with Thorganby Primary	DSL – Sophie Tams DDSL - Emma Miller DDSL - Rebecca Allen CofG – Dave Carpenter dcarpenter@wheldrakewiththorganbyschool.co.uk	sophie.tams@wheldrakewiththorganbyschool.co.uk headteacher@escrick.n-yorks.sch.uk 01904 553422	Mr Alan Crow

3. North Yorkshire & City of York Local Authority Key Safeguarding Contacts

Early Help Contacts	
North Yorkshire Council Children & Families Service: Early Help	
Locality Telephone Numbers	
Early Help East	01609 534852



Scarborough, Whitby, Ryedale		
Early Help West Harrogate, Craven, Knaresborough, Ripon		01609 534842
Early Help Central Hambleton, Richmondshire, Selby		01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)		
Where there are significant immediate concerns about the safety of a child, contact the police on 999 . If you believe the situation is urgent but does not require the police , call 0300 131 2 131 to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call 0300 131 2 131 to speak to the Emergency Duty Team. Professional’s Consultation Line 01609 535070 is available between 10am and 4pm. For making a referral outside of North Yorkshire this online tool directs you to the relevant local children’s social care contact number.		
North Yorkshire Police		
In an emergency call 999 / For all non-emergencies call 101 Home Police.uk (www.police.uk)		
Designated Officers for Managing Allegations (LADOs)		
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 533080 lado@northyorks.gov.uk LADO notification form LADO information and contacts	
NYSCP Safeguarding Business Unit		
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk	
Children Missing Education		
Child Missing Education (CME) Co-ordinator	01609 532477 or CME.Coordinator@northyorks.gov.uk	
Mental Health Support		
CAMHS	The single point of access for the TEWV service (covering all North Yorkshire except Craven) is: 0300 0134 778	
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171 .	
City of York Key Contacts and referral route		



These can be found via the City of York Children's Board website https://www.saferchildrenyork.org.uk/	Reporting child abuse - If you are concerned about a child or young person, you must contact the MASH team. If there are immediate concerns about the safety of a child, you should contact North Yorkshire Police on 999. Contact MASH Monday to Friday, 8.30am to 5.00pm: • telephone: 01904 551900 • email: mash@york.gov.uk Outside office hours, at weekends and on public holidays, contact the Emergency Duty Team • telephone: 0300 131 2131 • email: edt@northyorks.gov.uk
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4. School Commitment and Values

Our commitment to our children

- 4.1. The School & the Trust is committed to ensuring the welfare and safety of all children in the school. We will protect and support all our children including our vulnerable children, children who need support through early help, children in need (Family Help) and children who have a child protection plan.
- 4.2. We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- 4.3. We will adopt a child-centred approach to our work, we will act in the best interests of our children, and we will ensure that everyone is aware of their safeguarding responsibilities.
- 4.4. The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via the Trust's website YLT.org.uk and also via each school's website.



5. Roles and Responsibilities

5.1. Governors

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

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

The Governing Committee is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
 - Administering medicines policy (statutory if the school has EYFS pupils)
 - Allergy safety policy
 - Child protection and safeguarding policy (this document),
 - Behaviour policy and anti-bullying policy and positive handling policy
 - Children with health needs who cannot attend school policy.
 - Early Years Foundation Stage (EYFS) policy
 - Intimate care policy (which includes Nappy changing - EYFS) (all)
 - Special Educational Needs and Disability (SEND) policy.
 - Health and safety policy
 - Supporting pupils with medical conditions policy
 - Staff behaviour policy/code of conduct
 - Safeguarding response to children who go absent from education policy.
 - Mental health policy
 - Mobile phone and smart technology policy
 - Whistleblowing policy
 - Mobile and smart technology policy
 - Policy on employment of ex-offenders
 - Low-level concerns procedures/Managing allegations against staff policy.
 - Attendance policy
 - Suicide and self-harm policies
 - Procedures for managing child-on-child abuse.
 - Procedures for managing sexual harassment and sexual violence.
 - Educational visits policy
 - Recruitment and Selection Policy and Procedures



- PSHE, including RSE/safeguarding curriculum policy.
 - Policy on how long school registers will remain open and procedures for pupil absence
 - Artificial Intelligence (AI) Policy
- These policies, along with Part 1, Part 5, and Annex A of KCSIE and information on the role and identity of the DSL is provided to all staff on induction. A proportionate and risk based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors, but all will be expected to read a school based safeguarding document that is issued on induction and/or induction to the school.
 - A designated teacher for looked-after and previously looked-after children is in place.
 - We have sought assurances that Child Protection Files are maintained in line with Annex B of KCSIE.
 - Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2026, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
 - The school holds more than one emergency contact number for each pupil (where reasonably possible).
 - That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
 - This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, (including harassment and violence) including child-on-child sexual violence and sexual harassment, regardless of whether or not this has been reported.
 - The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
 - These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discreetly.
 - The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
 - Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
 - All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.
 - The school contributes to multi-agency working in line with Working Together to Safeguard Children and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.



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

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

In order to carry out their role, the Governing Committee is responsible for ensuring that they understand the following:

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

5.2. The Headteacher

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



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

5.3. The Designated Safeguarding Lead (DSL) and Deputies (DDSL)

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

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

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

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



To ensure continuity of safeguarding responsibilities, we implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. For example, we use a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

5.4. The Designated Teacher

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

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

5.5. The Senior Mental Health Lead

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

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

5.6. All School Leaders, Staff and Volunteers

All School staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.



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



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

- 6.1. The school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance **'Working Together to Safeguard Children 2026.'**
- 6.2. The school is aware of and will always act in line with the North Yorkshire Local Yorkshire Safeguarding procedures included within this document.
- 6.3. Furthermore, we commit to:
 - Understanding and following the processes for early help assessments/**Family Help** and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17.
 - Understanding and following the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children.
 - Working with social care, the police health services, and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
 - Providing robust professional challenge to all multi-agency partners and responding positively when challenge is offered to us in the best interests of the child.

7. Information Sharing

- 7.1. We recognise that information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, in promoting children's welfare, including educational outcomes. We understand our powers and duties to share, hold and use information for these purposes.
- 7.2. We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- 7.3. Furthermore, we commit to:
 - Ensuring that arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required.
 - Sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.



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

8. Staff Training

- 8.1. All staff undergo safeguarding and child protection training (including Prevent online safety, which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction. This training is regularly refreshed. Induction and training is in line with any advice from the safeguarding partners.
- 8.2. All staff receive additional safeguarding and child protection training (including online safety) at induction and a record of this is maintained. The training will be regularly updated at least annually. In addition, all staff receive safeguarding and child protection (including online safety, including an appropriate understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) updates: these may be in the form of bulletin/emails, additional staff briefings and online training opportunities as required to provide them with relevant skills and knowledge to safeguard children effectively. Additionally, we ensure that our training includes a focus on relevant aspects of Section 3 of the EYFS Framework, including relevant content for children aged 0-5, at least biennially and then additionally whenever EYFS statutory guidance is updated.
- 8.3. The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead (and any deputies) also undertake Prevent awareness training.
- 8.4. A safeguarding training log is held in the school recording the training that has been undertaken by the DSL, all staff, volunteers, contractors and other third parties and governors. This log is monitored and updated regularly.
- 8.5. Dates of Staff Training and details of course title and training provider can be found on individual websites.

9. Opportunities to Teach Safeguarding

- 9.1. The school teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.
- 9.2. The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health



Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

- 9.3. We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Schools' programmes are fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities);
- 9.4. When we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.
- 9.5. Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2026 para 156-161.

10. Online Safety

- 10.1. The school has an effective whole school approach to online safety which includes ensuring an understanding of:
 - Roles and responsibilities in relation to filtering and monitoring, school devices and school networks including the use of AI.
 - The 4 areas of risk (4Cs) as the basis of the school's online safety policy
 - Governors and leaders to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing)
 - Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 162 of KCSIE 2026.
 - Mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- 10.2. The school is committed to considering how online safety is reflected in:
 - all relevant policies
 - the planning of the curriculum
 - staff training
 - the roles and responsibilities of the DSL and all staff
 - Information and guidance provided to parents.



11. Use of Mobile and Smart Technology in School

- 11.1. The school recognises the importance of having clear policies on the use of mobile devices and smart technology (mobile phones, cameras and smart devices, including smart watches, **META glasses and use of Airtags / trackers**) to safeguard our pupils.
- 11.2. We carefully consider how these devices and technology are managed on our premises and reflect this in our mobile and smart technology policy and our Child Protection and Safeguarding Policy.

12. Remote Education

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

13. Online Information Security, Filters, Access and Monitoring

- 13.1. The school has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.
- 13.2. Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.
- 13.3. The Governing Committee commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access in order to use technology effectively to support their learning.



- 13.4. The Governing Committee has reviewed the [Department of Education filtering and monitoring standards](#) and [Cyber Security standards for Schools and Colleges](#) and ensured that what needs to be done to meet this standard has been implemented.
- 13.5. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- 13.6. The school will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically (at least once every academic year) ensuring the filtering is working appropriately and a record of these checks is held. We will also keep up to date with evolving cyber-crime technologies.
- 13.7. The school will carry out an annual review by the SLT member who is responsible for filtering and monitoring, with the support of the school's designated lead and IT support, of our approach to online safety, including the use of AI and filtering and monitoring. This will include checks that the filter is working appropriately on all Internet connected devices in all locations and records held. This will consider and reflect the risks our children face.

14. Artificial Intelligence (AI)

- 14.1. Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.
- 14.2. ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.
- 14.3. The School recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g. through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with this policy and our anti-bullying, online safety and behaviour policies.
- 14.4. Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. The School uses the appropriate DfE guidance and policy for AI including [Generative artificial intelligence \(AI\) in education](#), [Using AI in education settings: support materials - GOV.UK](#), [Using AI in education: support for school and college leaders - GOV.UK](#) and [Generative AI: product safety standards - GOV.UK](#)



15. External Monitoring of Safeguarding, including Ofsted Inspections

- 15.1. The Governing Committee is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.
- 15.2. The Governing Committee will seek to explore opportunities for external monitoring of the school's safeguarding processes and expect all staff to engage positively with any external safeguarding monitoring that the school chooses to commission.

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

- 16.1. The school has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.
- 16.2. Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.
- 16.3. All allegations about staff, volunteers and/or contractors should be reported without delay to the headteacher or principal. Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).
- 16.4. Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.
- 16.5. Part 4 of KCSIE sets out the definition of an allegation:
Where it is alleged that a person who works or volunteers with children has:
 - behaved in a way that has harmed a child, or may have harmed a child, and/or
 - possibly committed a criminal offence against or related to a child, and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 16.6. Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in



Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. The school will record any low-level concerns on the Single Central Record Tracker – incident logging feature.

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

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

- 17.1. All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of **KCSIE 2026** to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.
- 17.2. This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:
- Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to do if they think they are in an unhealthy relationship or need to address negative influences.
 - Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible.
 - Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of **KCSIE 2026**.
 - Having clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
 - Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
 - Ensuring all staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.
 - Ensuring that, as well as knowing how to respond to concerns, all staff know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, we ensure that staff know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.
 - Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
 - Having a zero-tolerance approach to abuse and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children and is in line with Part 5 of **KCSIE 2026**.



- Recognising that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

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

- 18.1. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early help is provided through "universal services", such as education and health services. They are universal services because they are available to all families, regardless of their needs.
- 18.2. Other early help services are coordinated by a local authority and/or their partners to address specific concerns within a family and can be described as targeted early help / Family Help. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services.
- 18.3. Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2026).
- 18.4. The school will support local organisations and agencies to work together to support families within the early help service and will:
 - Identify children and families who would benefit from community based and/or targeted early help.
 - Undertake an assessment of the need for community based and/or targeted early help which considers the needs of all members of the family.
 - Ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family.
 - Co-ordinate and/or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family and updated as and when the child and family needs change.
 - Engage effectively with families and their family network, making use of family group decision-making to help meet the needs of the child.



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

- 19.1. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.
- 19.2. Our staff, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to)
- sexual abuse (including harassment and exploitation),
 - domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking),
 - criminal exploitation (including financial exploitation),
 - serious youth violence, county lines and radicalisation.
- 19.3. Our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.
- 19.4. Staff are aware that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- 19.5. Staff are aware that safeguarding issues often overlap and can put children at risk including the following behaviours and indicators that can be signs that children are at risk:
- unexplainable and/or persistent absences from education
 - drug taking and/or alcohol misuse
 - serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
 - consensual and non-consensual making or sharing of nudes or semi nudes.
- 19.6. Our requirements of staff are aligned to [para 18-28 of KCSIE 2026](#), to ensure that:
- All staff understand Abuse, neglect or exploitation.
 - All staff are aware of indicators of abuse, neglect or exploitation to assist in the early identification of abuse, neglect or exploitation.
 - All staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse.



- If staff are unsure, they understand that they must speak to the designated safeguarding lead, or deputy.
- All staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families.
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues.

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

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

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

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

- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks.
- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.
- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).



21. Children Absent from Education

- 21.1. We will follow our procedures for unauthorised absence and for dealing with children who are absent from school or missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in future.
- 21.2. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

22. Elective Home Education (EHE)

- 22.1. We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.
- 22.2. We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will, with key professionals, work to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

23. Supporting Children Requiring Mental Health Support

- 23.1. We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils.
- 23.2. We ensure all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 23.3. We ensure staff fulfil 4 key roles to support children with their mental health and wellbeing namely:
 - promoting good mental wellbeing and preventing the onset of mental illness
 - observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
 - ensuring early targeted support is provided, and
 - liaison with/referral to specialist services where needed.



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

Furthermore, we commit to:

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

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

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

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

Furthermore, we commit to:

- Ensuring that staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.
- Sharing information swiftly with social workers, the virtual school, care leavers personal advisors and other key partners.
- Recognising that children and young people with a social worker, in care, previously in care and Kinship are vulnerable to educational disadvantage.
- Working collaboratively across the Designated Teacher, Designated Safeguarding Lead and North Yorkshire Virtual School to ensure effective educational and safeguarding support for vulnerable children and young people within the Virtual School cohort.



25. Young Carers

- 25.1. The school recognises that a young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work) and that young adult carers are aged 16 to 25 and may have different support needs as they transition to adulthood.
- 25.2. The school is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. We understand that early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

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

- 26.1. We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- 26.2. We recognise that additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. We will refer to KCSiE 2026 para 247-249, for further clarification and ensure staff are aware of these additional barriers.

Furthermore, we commit to:

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

27. Safeguarding children with medical needs

- 27.1. Supports pupils at school with medical conditions and allergies and are properly supported so that they have full access to education, including school trips and physical education. Our governing body will ensure that arrangements are in place in school to support pupils with



medical conditions and allergies, including recording, reporting and tracking information / training yearly. Our governing body will ensure that school leaders consult with health and social care professionals, pupils and parents ensuring that the needs of children with medical conditions and allergies are properly understood and effectively supported.

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

28. Alternative provision and Children at risk of exclusion

- 28.1. We recognise that the cohort of pupils in Alternative Provision often have complex needs, and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.
- 28.2. We recognise that the schools continue to be responsible for the safeguarding of the pupil attending Alternative provision.
- 28.3. When considering use of exclusion or suspension, we are mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will consider the preventative measures to exclusion outlined in [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(July 2026\)](#).
- 28.4. We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support/interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with [Working Together to Improve School Attendance \(July 2026\)](#).
- 28.5. We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the headteacher who will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The headteacher will also consider the current attendance of the



individual and record absence in line with **Working Together to Improve School Attendance (July 2026)**.

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

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

- 29.1. Whilst the fact that a child or a young person who may be LGBTQ+ is not in itself an inherent risk factor for harm, we recognise that children who are LGBTQ+ can be targeted by other children and may not have a trusted adult with whom they can be open.

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

29.2. Children who are questioning their gender

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

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

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

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



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

30. Restrictive interventions, including use of reasonable force

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

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

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

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

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

31.3. Where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) though aspects of this policy may not apply. Where this is the case, we will ensure that there are arrangements in place for the



provider to liaise with the school on these matters where appropriate as outlined in **Keeping Children Safe in Education, Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers**

- 31.4. We will apply this approach regardless of whether or not there are children who attend any of these services whether or not the children are on our school roll or of a statutory school age. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.
- 31.5. Where we receive an allegation relating to an incident that happened when an individual or organisation was using our school premises running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

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

- 32.1. As a school we will provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time).
- 32.2. As a school providing mixed-sex toilets in addition to single sex toilets, we have assessed safeguarding risks and planned accordingly.
- 32.3. As a school to comply with statutory guidance we must not allow children into toilets designated for the opposite biological sex. This includes where we are responding to a request to support any degree of social transition for children who are questioning their gender
- 32.4. As a school we provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. When responding to a request to support any degree of social transition, we must not allow a child access to changing rooms designated for the opposite sex.
- 32.5. If a gender-questioning child does not want to use the toilet, changing rooms and showers designated for their sex, the school will consider whether they can provide an alternative
- 32.6. toilet, changing or washing facility without compromising the provision of single-sex facilities. These alternative arrangements will not compromise the safety, comfort, privacy or dignity of the child or of any other children. We will keep records of these situations.



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

33. Policy References

This policy draws on the following legislation and guidance:

- [Human Rights Act \(1998\)](#)
- [Equality Act \(2010\)](#), including the Public Sector Equality Duty
- [Data Protection Act \(2018\)](#) and [UK GDPR](#)
- [Prevent Duty Guidance](#)
- The Education Act 2002
 - [Section 157](#) (applies to the proprietors of independent schools, including academies and city technology colleges)
 - [Section 175](#) (applies to local education authorities and the governors of maintained schools and Further Education Colleges)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Working Together to Safeguard Children 2026](#)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2026](#)
- [Children Act 2004](#), with reference to the schools duty to co-operate with other organisations and agencies.
- [Statutory Framework for the Early Years Foundation Stage](#)
- Counter Terrorism Act 2015
 - [Section 26](#)
 - [Section 29](#)
- Female Genital Mutilation Act 2003
 - [Section 1](#)
 - [Section 5B](#)
- Serious Crime Act 2015
 - [Section 70](#)
- Domestic Abuse Act 2021
 - [Section 3](#)
- [SEND Code of Practice](#)
- [Department of Education filtering and monitoring standards](#)
- [Cyber Security standards for Schools and Colleges](#) ·
- [Generative artificial intelligence \(AI\) in education](#)
- [Using AI in education settings: support materials - GOV.UK](#)
- [Using AI in education: support for school and college leaders - GOV.UK](#)



- [Generative AI: product safety standards - GOV.UK](#)
- [Promoting children and young people's mental health and wellbeing](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(July 2026\).](#)
- [Restrictive interventions including the use of reasonable force in schools guidance 2026](#)
- [Using after-school clubs, tuition and community activities,](#)
- [Out-of-school settings: safeguarding guidance for providers](#)
- [Designated teacher for looked-after and previously looked-after children 2018](#)
- Recommendations from National and Local Serious Case Reviews
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance