Strategic Child Protection and Safeguarding Policy
2026 – 2027

St. Andrew's C.P. School

Kirk Ella

Date of This Review	September 2026
Reviewed By	John Sheppard
Date Approved by Governing Body	
Date of Next Review	September 2027

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1. Key Contacts List – September 2026

Kirk Ella St Andrew's Primary School

Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL)	John Sheppard	mr.sheppard@kirkella.eriding.net
School Deputy DSL (DDSL)	Suzanne Coxon Louise McGarry	mrs.coxon@kirkella.eriding.net mrs.mcgarry@kirkella.eriding.net
Key Pastoral Staff if applicable	Jo Caley	mrs.caley@kirkella.eriding.net
SENDCO	Joanna Markham	mrs.markham@kirkella.eriding.net
Designated Safeguarding Governor	Jack Danson	mr.danson@kirkella.eriding.net
Chair of Governors	Michael Hogan	mr.hogan@kirkella.eriding.net
Lead Governor Filtering and Monitoring	Jack Danson	mr.danson@kirkella.eriding.net
Lead Governor AP	n/a	Currently no pupils in AP
CLA Designated Teacher	John Sheppard	mr.sheppard@kirkella.eriding.net
E-Safety Coordinator	Joanne White	mrs.white@kirkella.eriding.net
Safeguarding and Partnership Hub	Child Protection Request for Service (RFS) Immediate Concerns Line T/c Contact with ASW	Mon – Thurs 8.30am – 5.30pm Friday – 8.30am - 4.30pm 01482 395500 RFS should be sent to safeguardingchildrenshub@eastriding.gov.uk **Please note that there may be some changes in line with the any re-organisation but no change to fundamental CP processes are anticipated*
Children's Emergency Duty Team	Urgent CP concerns outside of office hours when a child is at risk of or suffering significant harm	01482 393939
Early Help Hub	Early Help RFS	01482 391700 All RFS 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*
Family Help School and Community Team Managers	North East West West	Debbie Sturdy – deborah.sturdy@eastriding.gov.uk Carol Vine – carol.vine@eastriding.gov.uk Poppy Dean – poppy.dean@eastriding.gov.uk Emma Stow – emma.stow@eastriding.gov.uk

Local ER Safeguarding Children Teams and Manager		Haltemprice Children's Safeguarding Team East Riding of Yorkshire Council Anlaby Children's Centre First Lane Anlaby HU10 6UE Tel: 01482 565560 Fax: 01482 565580
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational safeguarding advice	**Please always use the SiET Inbox to communicate with SiET** safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Breene Referral of allegations against staff and volunteers	**Please always use the LADO email to communicate with LADO** LADO@eastriding.gov.uk
NSPCC Whistleblowing	NSPCC advice line is available here for staff who do not feel able to raise concerns regarding child protection failures internally	0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk
School critical incident, bomb threats etc & Educational Visit Emergencies (not Child Protection)	24 hour guidance and support	01482 392999
Humberside Police	Protecting Vulnerable People Unit	01482 220809
Humberside Police	Non-Emergency / Hate Crime Incident Reporting / Information Sharing	Telephone – 101 https://www.humberside.police.uk/ro/report/hate-crime/triage/v1/report-hate-crime/ https://www.humberside.police.uk/ro/report/ocr/af/how-to-report-a-crime/ https://www.humberside.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/share-community-partnership-intelligence/
ERSCP	General strategic and operational Safeguarding and CP advice and multi-agency training	https://www.erscp.co.uk/ ERSCP.enquiries@eastriding.gov.uk ERSCP.training@eastriding.gov.uk
Hull N Yorks N Lincs	Out of County - Children's Social Care	01482 448879 EDT 01482 300304 0300 131 2 131 EDT 0300 131 2 131 (select 'Children's Social Care') 01724 296500 EDT 01724 296555

NE Lincs		01472 326292 EDT 01472 326292
ERYC Child Exploitation	Making a Change Team	makingachangeteam@eastriding.gov.uk
Prevent	Humberside Police ERYC	101 / 0800 011 3764 (National Police Prevent Advice) https://www.humberside.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/ prevent@eastriding.gov.uk

2. Purpose and Aims

Purpose

The purpose of this policy is to set out our whole-school approach to safeguarding and promoting the welfare of children. It outlines the arrangements in place at Kirk Ella St Andrew's Primary School to prevent, identify and respond to abuse, neglect, exploitation and other safeguarding concerns.

We recognise that safeguarding is everyone's responsibility and that effective safeguarding requires a child-centred approach, underpinned by strong multi-agency working and a commitment to acting in the best interests of the child.

We are committed to maintaining a strong culture of safeguarding in which the welfare and best interests of children are at the centre of all that we do. We recognise that effective safeguarding is underpinned by a culture of vigilance, openness, professional curiosity and shared responsibility, where all staff understand their role in keeping children safe and feel confident to raise concerns.

We are also committed to ensuring that our safeguarding practice complies with all relevant legislation, statutory requirements and national guidance, and that our policies, procedures and decision-making reflect current best practice.

We will provide a safe, supportive and inclusive environment where children can learn, develop and thrive. We recognise that children who feel safe, valued and secure are more likely to achieve their full potential.

We recognise the importance of understanding and responding to the wishes, feelings and lived experiences of children and will ensure that their voices are heard, valued and considered when decisions are made about their safety and wellbeing.

We remain alert to all forms of abuse, neglect, exploitation and potential harm, both online and offline, and ensure that children receive the right help at the right time through effective safeguarding procedures, timely intervention and strong partnership working with families and external agencies.

Through ongoing training, robust safeguarding systems, effective leadership and a preventative curriculum, we actively promote safeguarding awareness and seek to create an environment where children are encouraged to speak out, are listened to, and know that their concerns will be taken seriously and acted upon.

We recognise that early help is often the most effective way of improving outcomes for children and families. We will identify emerging needs at the earliest opportunity and work collaboratively with families and partner agencies to provide support before concerns escalate.

For the purposes of this policy, the term 'staff' includes all employees, governors, volunteers, supply staff, agency staff, contractors, peripatetic staff, trainee teachers, work experience students and any other adults working in or on behalf of the school.

Aims

In line with Keeping Children Safe in Education 2026, we aim to:

- Provide help and support as soon as concerns emerge
- Protect children from abuse, neglect and exploitation
- Promote children's physical, emotional and mental wellbeing

- Ensure all children grow up in safe and effective care
- Enable children to achieve the best possible outcomes

Children's welfare is paramount. We will maintain a safeguarding culture where children feel safe, listened to and confident to seek help from trusted adults. Safeguarding concerns will be identified, reported, recorded and responded to promptly and appropriately.

Safeguarding is everyone's responsibility. All staff have a role in identifying concerns early and acting in the best interests of children. Staff will maintain an attitude of *"it could happen here"* and understand their responsibilities for recognising, recording and reporting concerns.

Staff recognise that safeguarding concerns can arise within the home, the community, school or online and that some children may be more vulnerable to harm, including children with SEND, children looked after, previously looked after children, children with a social worker and other vulnerable groups.

Through our preventative curriculum, we will teach children how to recognise risk, develop resilience, build healthy relationships and keep themselves safe and will work in partnership with parents, carers and relevant agencies to promote children's safety, wellbeing and positive outcomes.

3. Roles and Responsibilities

3.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2026, Annex B. In accordance with this, the DSL is a member of the SLT and holds overarching responsibility for ongoing oversight of safeguarding and child protection procedures (including online safety, filtering and monitoring and any use of AP) and multi-agency working. This covers record keeping, coordinating staff training and briefings and ongoing awareness, information sharing and a whole school approach to maintaining a culture of vigilance.

Where the DSL is unavailable due to illness, leave or other circumstances, we will ensure appropriate safeguarding cover is in place to maintain continuity of safeguarding leadership and responsibilities. Safeguarding duties will remain effectively managed at all times through designated deputies and other appropriate arrangements. Whenever the DSL is unavailable, staff will be aware and know how and where to report safeguarding concerns.

During term time, the DSL, DDSL or another appropriately trained senior member of staff will be available to provide advice and support to staff, coordinate safeguarding activity and respond to child protection concerns. Appropriate safeguarding arrangements and named points of contact are in place for any out-of-hours, off-site or holiday activities for which school has safeguarding responsibility.

Whilst safeguarding responsibilities may be delegated, overall accountability remains with the DSL. The DSL will ensure that concerns are appropriately managed, staff receive feedback where appropriate, and the effectiveness of safeguarding responses is reviewed. Where a member of staff believes that a concern has not been addressed appropriately or that a child remains at risk, they must continue to raise and escalate those concerns through the school's safeguarding arrangements.

The DSL and DDSL will undertake safeguarding training and regular updates, in line with statutory guidance, local requirements and emerging safeguarding issues, at least annually.

The DSL has responsibility for ensuring that safeguarding records are clear, precise and evidence-based, ensuring that factual observations, professional judgement and historical information are recorded and identified separately. The DSL will ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves.

The DSL will work closely with the DSG to support the Governing Body in exercising effective strategic oversight of safeguarding arrangements and ensuring it receives appropriate safeguarding information.

3.2 Governance and Leadership

The Governing Body fully recognises its responsibilities for safeguarding and child protection and for promoting the welfare of children, as set out in KCSiE 2026, particularly Part Two. Strategic oversight includes ensuring that effective safeguarding arrangements, procedures, policies, training and monitoring systems are in place and operating effectively. Safeguarding will be a standing agenda item at Governing Body meetings, with reports received and scrutinised to support effective challenge, oversight and continual improvement.

Specific governors will be identified to provide oversight and support for safeguarding, filtering and monitoring arrangements and, where appropriate, the commissioning and use of AP.

Through effective leadership and governance, sufficient time, funding, training, support and resources will be made available to enable the DSL and DDSL to fulfil their responsibilities effectively and in accordance with KCSiE 2026.

Effective oversight will be maintained through a programme of monitoring, review, challenge and support, including consideration of safeguarding data, training compliance, safeguarding audits, filtering and monitoring arrangements, safer recruitment practice, and, where appropriate, the views of pupils, staff and parents/carers.

3.3 All Staff

All staff play a vital role in safeguarding and share responsibility for promoting the welfare of children. They will be familiar with safeguarding procedures, Staff Code of Conduct, Whistleblowing Policy and Low-Level Concerns procedures, and will contribute to a culture of vigilance, openness and professional curiosity. Staff will read and adhere to Part One of KCSIE 2026, remain alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, and record and report concerns without delay.

Staff recognise that children may not always be ready, able or willing to disclose abuse or may not recognise that they are experiencing harm. This will not prevent staff from maintaining professional curiosity and sharing concerns with the DSL or DDSL where a child may require help, support or protection. Through regular training and updates, staff will maintain current safeguarding knowledge and establish professional relationships with children, parents and carers that are characterised by respect, trust and appropriate boundaries.

3.4 Children and Young People

We are committed to maintaining a strong safeguarding culture in which children feel safe, valued and listened to. Through effective safeguarding arrangements and a preventative curriculum, children will be supported to seek help, report concerns, access trusted adults and develop the knowledge, skills and confidence to stay safe online and offline. Their views, wishes and feelings will be considered in all safeguarding processes.

3.5 Parents and Carers

We recognise the important role parents and carers play in safeguarding and promoting children's welfare and are committed to working in partnership with them. We will provide appropriate information, advice and support and, where appropriate and safe to do so, involve parents and carers in safeguarding decisions.

Information will be shared in accordance with statutory guidance, data protection requirements and the best interests of the child. Where sharing information may place a child at risk of harm, decisions will be made in line with safeguarding procedures and advice from relevant agencies.

4. Training

The DSL, supported by the DDSL, DSG and Headteacher, is responsible for overseeing staff safeguarding induction and training programme. This includes ensuring that all staff receive safeguarding training appropriate to their role, including Prevent and EYFS requirements where applicable, and that training is refreshed in line with statutory and local requirements.

Safeguarding induction will be provided to all new staff, including those joining during school holiday periods and throughout the year. The DSL will use relevant local safeguarding guidance to plan, monitor and review training. Training records will be maintained centrally and reviewed regularly to ensure compliance.

4.1 All Staff

All staff will undertake safeguarding and child protection training appropriate to their role. All staff members will receive safeguarding and child protection training as part of their induction, including:

- Child protection and safeguarding procedures
- Staff Code of Conduct
- Whistleblowing procedures
- Low-level concerns procedures
- Online safety, including filtering and monitoring expectations
- The identity and role of the DSL and DDSL(s) and DSG
- Access to the current version of the ‘Staff Safeguarding Handbook’

Safeguarding training ensures that staff understand the school's safeguarding systems and procedures, their individual responsibilities, and how to identify, respond to, record and report safeguarding concerns. Training is reviewed regularly to reflect statutory guidance, local priorities and emerging safeguarding risks, including EYFS requirements where applicable.

As part of the whole-school safeguarding approach, training is tailored to staff roles and includes child protection, online safety, filtering and monitoring responsibilities, professional conduct and the Prevent Duty. Staff will also receive regular safeguarding updates throughout the year to maintain awareness of current safeguarding issues and responsibilities.

- This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring

- Have regard to the 'Teachers' Standards' to meet the expectation of all teachers in terms of responsibilities and professional conduct
- Cover the government's anti-radicalisation strategy, Prevent, to enable staff to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas
- Staff will also receive regular safeguarding and child protection updates throughout the year (for example, through emails, e-bulletins and staff briefings) and at least annually through staff inset training

4.2 The DSL and DDSL

The DSL and DDSL will undertake specialist safeguarding and child protection training appropriate to their role at least every three years (or every two years in EYFS settings), in accordance with statutory guidance and local requirements. They will also update their knowledge and skills regularly through training, briefings, professional networks and local and national safeguarding updates to ensure they remain able to carry out their responsibilities effectively. Where applicable, the DSL, DDSL or designated Prevent Lead will undertake enhanced Prevent training, including training relating to radicalisation, extremism and terrorism.

4.3 Governors

All governors will receive safeguarding and child protection training, including online safety, as part of their induction. This training will be regularly updated to ensure governors are able to fulfil their safeguarding responsibilities effectively. It will support governors in providing strategic challenge and oversight, assuring themselves that safeguarding arrangements are effective, promoting a robust whole-school safeguarding culture, and maintaining an understanding of local safeguarding arrangements and relevant statutory guidance.

As the CoG may be required to act as the case manager in the event of an allegation against the Headteacher, appropriate access to additional training, advice and support relating to allegations management will be available.

4.4 Volunteers

Volunteers play an important role in school life and share a responsibility for safeguarding children. The DSL will ensure that all volunteers receive safeguarding information, instruction and training appropriate to their role and level of contact with children before commencing work. This will include the school's safeguarding procedures, the identity and role of safeguarding leads, reporting processes, expected standards of conduct and awareness of the indicators of abuse, neglect and exploitation.

We recognise the importance of appropriate supervision arrangements for volunteers. Supervision arrangements will be proportionate to the volunteer's role, level of contact with pupils and the nature of the activity being undertaken.

5. Opportunities to Teach Safeguarding / Preventative Education

In accordance with the statutory guidance for *'DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education'*, we will provide age, stage and developmentally appropriate safeguarding education that is tailored to the needs of pupils, including those with SEND and other vulnerabilities.

We recognise the vital role that preventative education plays in safeguarding and promoting the welfare of children. Through our curriculum and wider school culture, pupils are supported to develop the knowledge, skills, confidence and resilience needed to recognise

and manage risk, build healthy and respectful relationships, make informed decisions, and seek help when required.

Safeguarding education is embedded within our whole-school approach and reflects the understanding that safeguarding is everyone's responsibility. Pupils are taught about a range of safeguarding issues and risks, both online and offline, including online abuse, the sharing of images and content, cyberbullying, harmful online influences, exploitation, child-on-child abuse, consent, healthy relationships, mental health and wellbeing, personal safety, and how to access support from trusted adults and external services.

The effectiveness of safeguarding education is regularly reviewed through curriculum monitoring, pupil voice activities, safeguarding audits and analysis of safeguarding concerns, ensuring that provision remains responsive to emerging local and national safeguarding risks.

Our safeguarding curriculum is supported by the school's values, behaviour expectations and pastoral systems and is reinforced throughout school life. Where external organisations or visitors contribute to the curriculum, we will ensure that content is appropriate, accurate and of educational value

We recognise that Kirk Ella St. Andrew's Primary School plays a crucial role in preventative education, in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standard which are upheld and demonstrated throughout all aspects of school life. They are underpinned by Kirk Ella St. Andrew's behaviour expectations and policy and pastoral support system, as well as by a planned programme of effective PSHE delivered through the Jigsaw programme and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

Where we invite external organisations and/or visitors to enrich our safeguarding curriculum, we ensure that we review the educational content to ensure it is age appropriate and has educational value.

6. Specific Safeguarding Concerns

Part One and Annex A of KCSiE 2026, provide further information on the types of abuse and a range of specific safeguarding issues. All staff are made aware of the possible indicators of abuse, neglect, exploitation, misogyny and serious violence and how to respond to concerns and allegations and any information shared by children, following school safeguarding procedures. Staff are aware that some children will have an increased risk of abuse, both online and in person and in/ out of school, as listed below.

6.1 Physical, Emotional, Sexual Abuse, Neglect and Exploitation

Please see Appendix 4 – Categories of Abuse, Neglect and Exploitation, for further information. 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

6.2 Child-on-child Abuse

All staff are aware that child-on-child abuse is any form of physical, sexual, emotional or discriminatory abuse, exploitation, violence, coercion, control or harmful behaviour by one child towards another. It can occur online or offline, inside or outside school, and will always be taken seriously and addressed appropriately. Child-on-child abuse may occur as an

isolated incident or as part of a pattern of behaviour and can involve factors such as power imbalance, coercion, intent, vulnerability and repetition. The importance is recognised of distinguishing between child-on-child abuse and lower-level peer conflict to ensure concerns are identified and responded to appropriately.

Child-on-child abuse may include, but is not limited to:

- Abuse within intimate personal relationships between children
- Physical abuse
- Emotional abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Bullying, including cyberbullying
- Sharing of nude or semi-nude images or videos
- Causing another child to engage in sexual activity without consent
- Upskirting
- Initiation or hazing-type violence and rituals
- Behaviour motivated by prejudice or discrimination, including racism, sexism, homophobia, biphobia and transphobia

We recognise that child-on-child abuse may take place even where there are no reported incidents and that some concerns may go unidentified or undisclosed. Staff will therefore remain vigilant, maintain professional curiosity and report any concerns to the DSL or DDSL without delay.

All staff are expected to model appropriate behaviour and challenge inappropriate language and conduct. As part of our commitment to a zero-tolerance approach, behaviours that are abusive, harmful or discriminatory will never be dismissed as banter, harmless fun or part of growing up. Pupils will be encouraged to report concerns, confident that they will be taken seriously and responded to appropriately.

Concerns relating to child-on-child abuse, including incidents occurring outside school, will be recorded and responded to in accordance with the school's safeguarding, behaviour and anti-bullying procedures. Where appropriate, we will work in partnership with parents, carers and external agencies to safeguard and support those involved. Referrals to CSC, Early Help or the Police will be made where required.

Where children involved are known to partner agencies, we will share information appropriately and work collaboratively to support effective safeguarding, risk management and support planning. We will seek to safeguard and support all children involved and minimise disruption to their education wherever possible. Whilst we will not determine criminal guilt, it will take all reasonable steps to protect any child who may have been harmed or be at risk of harm.

Concerns about children' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children involved and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing policies, for example anti-bullying, acceptable use of IT, behaviour and child protection policies.

Note: section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline children 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.

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 any follow up in terms of internal disciplinary procedures and/or making a RFS - 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, 999 must be called.

6.3 Child-on-child Harmful Sexual Behaviour (HSB), Sexual Harassment (SH) and Sexual Violence (SV)

It is recognised that HSB, sexual violence SV and SH are significant safeguarding concerns that can occur between children of any age and sex, both inside and outside school, including online. All concerns will be managed in accordance with Part Five of KCSIE 2026, local safeguarding procedures and relevant HSB guidance. Harmful Sexual Behaviour

We adopt a zero-tolerance approach to all forms of HSB, SV and SH. Such behaviours are never acceptable and will not be dismissed as banter, harmless fun, part of growing up or simply "children being children". We recognise that harmful sexual behaviour exists on a continuum and that early identification, intervention and education are essential in preventing escalation.

We also recognise that misogynistic attitudes and behaviours may contribute to sexual harassment, sexual violence and harmful sexual behaviour. Through our safeguarding culture and preventative curriculum, we promote respectful relationships and challenge harmful attitudes, discrimination and abuse.

HSB, SV and SH may include sexual comments, sexualised behaviour, sexual harassment, online sexual abuse, the sharing of sexual images, AI-generated or manipulated sexual imagery, upskirting, sexual assault, rape, assault by penetration and other behaviour that is harmful, abusive, coercive or developmentally inappropriate.

We understand that children may find it difficult to disclose experiences of HSB, SV or SH and that some children face additional barriers to reporting concerns. The wishes, feelings and lived experiences of the victim will be considered throughout the safeguarding process, and their safety and wellbeing will remain the primary consideration. We also recognise that children displaying harmful sexual behaviour may themselves require safeguarding support and intervention.

Any concerns regarding HSB, SV or SH will be reported immediately to the DSL or DDSL. The DSL will oversee all concerns, undertake and regularly review risk and needs assessments, and ensure appropriate safeguarding, support and risk management measures are implemented. Routinely and 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 decision making will be 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 care and/or the Police) to ensure a consistent approach is taken.
If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team, the Family help School and Community Team and / or SaPH.

We are committed to working in partnership with parents/carers and relevant agencies, including CSC, Family Help services and the Police where appropriate. Technology-facilitated abuse, including incidents involving nudes and semi-nudes, AI-generated sexual imagery and other forms of online sexual abuse, will be managed as safeguarding concerns in accordance with the school's safeguarding and online safety procedures.

Where necessary, appropriate safeguarding measures will be implemented to protect those involved, including risk assessments, safety plans, pastoral support, supervision arrangements and multi-agency interventions. Every effort will be made to minimise disruption to education whilst ensuring that the safety and wellbeing of the victim remains paramount

6.4 Honour Based Abuse (HBA)
All staff are aware of HBA, including FGM, Forced Marriage and Breast Ironing, as outlined in Part One of KCSiE 2026. Staff understand their safeguarding responsibilities and the statutory duty placed upon teachers to report known cases of FGM.

FGM
HBA encompasses incidents, crimes or practices committed to protect or defend the perceived honour of an individual, family, community or culture.

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. Any concerns regarding HBA will be treated as a child protection matter and reported immediately to the DSL or DDSL. The DSL will consider the need for an immediate referral to SaPH and/or the Police in accordance with local safeguarding procedures.

Whilst all staff will speak to the DSL or DDSL regarding any concerns about FGM, there is a specific legal duty on Teachers:

- Teachers have a specific legal duty to report to the Police where, in the course of their professional duties, they discover that an act of FGM appears to have been carried out on a girl under the age of 18
- The DSL should be informed and will support the teacher in making the report; however, the duty to report rests with the teacher

Potential indicators of HBA may include extended or unexplained absences from school, concerns about upcoming overseas travel, restrictions placed upon a child by family members, excessive family control, expressions of fear or anxiety regarding family expectations, or information shared relating to marriage, ceremonies or cultural practices. Staff should remain professionally curious and report any concerns immediately.

6.4.1 FGM Reporting Procedure
The following reporting procedures in-line with ERSCP / Humberside Police agreed arrangements should be followed in case of possible or alleged FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse, Police should be contacted via 999. ERSCP guidance will be accessed to support decision making. Female Genital Mutilation

If a member of staff suspects that a child has suffered, is at risk of suffering, or may be vulnerable to FGM they must report their concerns immediately to the DSL or DDSL. Local procedures will be followed and contact made with SaPH by phone using the' Immediate Concern' line. The DSL and Teacher will follow advice from SaPH before discussing such concerns with parents or carers.

If a member of staff receives information from a child or another source or otherwise becomes aware that FGM may have taken place, the DSL must be informed immediately.

In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and 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. The written RFS should be made immediately to SaPH in-line with ERSCP safeguarding procedures.

In the unlikely event that the DSL or DDSL is unavailable and there is a risk of significant harm, staff must not delay action and should contact SaPH and/or the Police directly in accordance with local safeguarding procedures. The DSL should be informed as soon as reasonably practicable.

6.5 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.

6.6 Contextual Safeguarding

We recognise that safeguarding incidents and behaviours can be associated with factors outside the school and/or outside the home. Abuse, neglect and exploitation can occur within families, peer groups, schools, community settings and online. Our safeguarding practice takes account of these wider environmental factors and the potential impact they may have on a child's safety, wellbeing and development.

Staff will remain alert to contextual safeguarding risks, including CSE, CCE, County Lines, serious violence, harmful sexual behaviour, child-on-child abuse, radicalisation, missing episodes and online exploitation, and will exercise professional curiosity when assessing a child's circumstances, relationships and lived experiences.

Concerns will be reported to the DSL (or DDSL) and responded to in accordance with safeguarding procedures, adopting a contextual safeguarding approach and working in partnership with children, families and relevant agencies to identify, assess and reduce risk.

6.7 Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines

CSE and CCE are significant safeguarding concerns. Staff will remain vigilant to indicators of exploitation, have access to KCSiE 2026 Part One and Annex A: Further Information. Staff will report any concerns to the DSL (or DDSL) without delay. Concerns will be assessed in accordance with local safeguarding procedures and Section 9 of this policy and, where appropriate, a RFS will be submitted to SaPH.

Possible indicators of CSE and CCE may include but are not limited to, missing episodes, unexplained gifts, changes in behaviour, association with concerning individuals or groups, attendance concerns, criminal exploitation and signs of coercion or control. Further indicators are outlined in Appendix 4.

Please note that the reference to and citing of the Effective Support Guidance has been removed due to the imminent changes to the document and the changes to process and structures as a result of wider reforms and the FFP. This as a policy statement and commitment will suffice. If you would like to retain a reference to this document here is the link Effective Support guidance

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

CSE and CCE are forms of abuse in which children are exploited by individuals, groups or organised networks through coercion, manipulation, deception, violence or the misuse of power. Any child can be affected, may not recognise that they are being exploited, and may perceive the relationship as consensual or beneficial. Exploitation may be perpetrated by an individual, organised network or gang, and in some circumstances may constitute modern slavery.

Children involved in criminal activity as a result of exploitation should be recognised and supported as victims of abuse, and their behaviour considered within the context of the exploitation they may have experienced. Children cannot consent to being exploited, abused or trafficked, may not recognise that exploitation is taking place, and those experiencing criminal exploitation may also be vulnerable to sexual exploitation and other forms of harm.

Staff recognise that CSE / CCE can occur online or offline, over time or as a one-off incident. Any child may be affected, and some may not recognise that they are being exploited or may believe the relationship to be genuine or consensual.

County Lines

Staff recognise that County Lines is a form of CCE in which children may be groomed, coerced, controlled, threatened or manipulated into transporting drugs, money, weapons or other items on behalf of criminal networks or individuals. We understand that children involved in County Lines activity are victims of exploitation and may be at significant risk of physical, emotional and psychological harm.

Through training, awareness and professional curiosity, staff remain vigilant to the signs and indicators of County Lines and other forms of criminal exploitation and understand their responsibility to identify concerns at the earliest opportunity. Any concerns will be reported immediately to the DSL or DDSL and will be responded to in accordance with the school's safeguarding procedures, including referrals to relevant agencies where appropriate, to ensure children receive timely support, protection and intervention.

6.8 Possible Violent Extremist Radicalisation & Hate Incidents

Through effective safeguarding arrangements, staff training, risk assessment and partnership working, school has due regard to the Prevent Duty (Section 26 of the Counter-Terrorism and Security Act 2015) and associated guidance and will take appropriate steps to prevent children and staff from being drawn into terrorism, extremism or radicalisation. 2023 Prevent Duty Guidance Making a referral

Staff recognise that children may be vulnerable to extremist ideologies and that radicalisation can be associated with a range of safeguarding concerns, including online harms, misinformation, disinformation, conspiracy theories, misogynistic ideologies and

serious violence. Staff will remain vigilant to indicators of radicalisation and respond to concerns in accordance with the Prevent Duty, KCSIE 2026 and local safeguarding procedures. Any concerns regarding radicalisation, extremism or terrorism will be treated as safeguarding concerns and reported immediately to the DSL or DDSL.

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

Where there is an immediate risk to life or threat to safety, we will contact the Police by calling 999. Where appropriate, Prevent referrals will be made in accordance with national and local procedures. We will continue to follow its safeguarding and behaviour procedures alongside any action taken by external agencies. SaPH will be advised if a Prevent referral has been made and a copy of the Prevent referral will be shared with SaPH in lieu of a RFS.

Through our curriculum and wider safeguarding arrangements, we will promote respect, tolerance and fundamental British values. Age-appropriate opportunities are provided for pupils to discuss sensitive and controversial issues, helping them to develop resilience, critical thinking skills and an understanding of different views and beliefs.

6.9 Serious Violence

Serious violence is a significant safeguarding concern and may be associated with peer conflict, bullying, the carrying or use of weapons, gang affiliation and criminal exploitation. Staff will remain alert to indicators that a child may be at risk of, involved in, or affected by serious violence.

Children with disrupted education, exclusions, AP placements or offending histories may be at increased risk and will receive appropriate support and monitoring. Any concerns regarding serious violence will be reported to the DSL or DDSL and managed in accordance with the school's safeguarding procedures.

We will seek to understand local contextual safeguarding risks and any circumstances in which children may feel unsafe, both within and beyond the school environment. Support will be tailored to individual need and may include trusted adult relationships, pastoral support, mentoring, social and emotional development, targeted interventions and multi-agency working.

6.10 Domestic Abuse

We participate in the Humberside Police and Local Authority 'Operation Encompass' scheme and will respond appropriately to information received in order to support affected children. Staff will remain alert to indicators of domestic abuse, including coercive and controlling behaviour, and report concerns to the DSL or DDSL without delay. Operation Encompass

Information received through Operation Encompass is confidential safeguarding information and will be shared only on a need-to-know basis. Staff are aware they must not discuss Operation Encompass notifications with pupils, parents/carers or other family members unless specifically directed to do so by the DSL. Any communication with parents/carers regarding domestic abuse concerns, safeguarding support or Operation Encompass notifications will be coordinated and managed by the DSL, taking account of safeguarding risks, information-sharing requirements and any advice provided by the Police or other agencies.

Domestic abuse can be psychological, physical, sexual, emotional or financial and may occur as a single incident or a pattern of behaviour. Children may experience domestic abuse directly, witness its effects within the home, or experience abuse within their own intimate relationships. Domestic abuse can have a significant impact on a child's health, wellbeing, development and education. Where there are concerns that a child may be experiencing, witnessing or affected by domestic abuse, appropriate safeguarding action will be taken, including referral to the DSL or DDSL and, where necessary, engagement with external agencies

6.11 Private Fostering and Direct Payments

If we become aware that a child under 16 years of age (or under 18 if disabled) is living with and being cared for by someone who is not a parent or close relative for 28 days or more, the DSL (or DDSL) will make a RFS to SaPH in accordance with local safeguarding procedures. For the purposes of private fostering, a close relative includes a grandparent, sibling, aunt, uncle or stepparent.

Where we becomes aware that a Direct Payments worker or personal assistant is providing care, supervision or overnight support for a child, any safeguarding concerns relating to the suitability of the arrangement, the conduct of the worker, or the child's welfare will be reported to the DSL (or DDSL) and considered in line with local safeguarding procedures. Where appropriate, concerns will be shared with SaPH.

6.12 Mental Health and Emotional Well-being

Staff are well placed to identify children exhibiting concerning behaviour, presentation, or emotional changes. These signs including self-harm, eating difficulties, social withdrawal, persistent emotional distress, or self-neglect must be shared promptly with the DSL or DDSL.

We recognise that mental health difficulties may be both a safeguarding concern and an indicator that a child has experienced, or may be at risk of, abuse, neglect, exploitation or other adverse experiences. Staff will not attempt to diagnose mental health conditions but will ensure that children receive appropriate support, intervention and, where necessary, access to external services.

We will adopt an approach centred on early identification and intervention. Where there is an immediate risk of harm, safeguarding procedures will be followed and appropriate emergency action taken.

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 in-line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area. The DSL will work with the family, the school ELSA, any family support workers and social workers that are involved, contributing to any meetings.

6.13 Violence Against Women (VAWG)

Violence against women and girls (VAWG) encompasses a range of harmful behaviours, including domestic abuse, sexual harassment, sexual violence, stalking, image-based abuse, online abuse, forced marriage, female genital mutilation (FGM) and other forms of honour-based abuse. These behaviours may occur within relationships, families, communities, educational settings and online environments.

Misogynistic attitudes and behaviours can contribute to environments where abuse, harassment and violence are normalised or tolerated. Staff will remain alert to indicators of VAWG and respond to concerns in accordance with safeguarding procedures. Through our safeguarding culture and preventative curriculum, we promote respectful relationships, equality, inclusion and consent, and challenge harmful attitudes, stereotypes, discrimination and abuse.

Staff adopt a zero-tolerance approach to violence, abuse, harassment and discrimination and will take appropriate action to safeguard and support children affected by these behaviours. We will also support initiatives that promote respect and help prevent violence against women and girls, including the White Ribbon campaign.

ERYC White Ribbon

6.14 Misogyny

Misogyny, including prejudice, discrimination or hostility towards women and girls, can be a safeguarding concern and may contribute to harmful behaviours such as sexual harassment, sexual violence, online abuse and other forms of gender-based harm. These behaviours are recognised within the wider context of violence against women and girls (VAWG) and can negatively affect the safety, wellbeing and life opportunities of children and young people.

We are committed to promoting a culture of respect, equality and inclusion and will challenge misogynistic attitudes, language and behaviours. Concerns will be taken seriously, recorded and responded to in accordance with safeguarding and behaviour procedures.

Where concerns are identified, we will assess risk, provide appropriate support, work with parents/carers and relevant agencies where necessary, and take action to promote positive behaviour and prevent recurrence

6.15 Young Carers

Young carers may face additional challenges that affect their wellbeing, attendance, educational achievement and wider outcomes. Staff will remain alert to the needs of young carers and work with pupils, families and relevant agencies to identify concerns and provide appropriate support.

Where a child is identified as a young carer, consideration will be given to any additional support, adjustments or interventions required to reduce barriers to learning, improve attendance, promote wellbeing and safeguard the child.

6.16 Children Experiencing Homelessness or Housing Instability

We recognise that children experiencing homelessness, temporary accommodation or housing instability may face increased safeguarding risks and barriers to education. Housing difficulties can affect children's physical health, emotional wellbeing, attendance, engagement in learning and access to support services. Children may experience significant uncertainty, disruption to routines, social isolation and increased stress because of housing instability.

Staff will be alert to indicators that a child or family may be experiencing housing difficulties, including:

- Frequent house moves
- Temporary accommodation
- Attendance concerns

- Changes in presentation or wellbeing
- Difficulties accessing school transport
- Financial hardship
- Social isolation

Children experiencing homelessness or housing instability may require additional support and consideration. Concerns should be shared with DSL so that appropriate support and referral pathways can be considered.

7. Vulnerable Children and Those Potentially at Risk of Harm

7.1 Children with a Social Worker

Relevant staff will work closely with the VCET Strategic Lead for the Education of Children with a Social Worker and the Virtual School Headteacher and pay due regard to meeting the requirements of relevant statutory and non-statutory guidance.

The DSL will maintain records and details of children who have a Social Worker and also any child in Kinship Care and where information is available, where there has been previous involvement of a Social Worker. The DSL will liaise with school staff to ensure relevant information is shared and that there is consistency of approach and support and reasonable adjustments where appropriate.

In turn this will inform decision making and support to promote positive outcomes spanning attendance, attainment, progress and well-being, as well as pastoral support and managing any safeguarding concerns (for example responding to any attendance and behaviour issues). The DSL will ensure that the allocated Social Worker is kept informed and updated and that information is shared promptly to facilitate multi-agency working.

7.2 Children who are Lesbian, Gay, Bisexual

We recognise that children who are lesbian, gay or bisexual may face bullying, discrimination, prejudice and social isolation, which can have a significant impact on their wellbeing and safety. Staff are aware that these children may be vulnerable to safeguarding concerns and should ensure they are supported within a culture of respect, inclusion and equality. Discriminatory language and behaviour will be challenged and any concerns responded to in accordance with its safeguarding, behaviour and anti-bullying procedures.

7.3 Children Who are Questioning Their Gender / Social Transition

7.3.1 School Approach: General Principles

We recognise that some children may question their gender and may seek support from school staff. In line with KCSiE 2026, any request relating to social transition will be considered on a case-by-case basis, with careful regard to safeguarding, using a cautious and structured approach and prioritising the child's best interests. Social transition may include changes to name, pronouns, appearance or participation in school life and is recognised as an active intervention requiring a careful, evidence-informed and child-centred approach.

We will not initiate social transition and will only consider requests raised by a child or their parent/carer. Decisions will be made on a case-by-case basis, taking account of the welfare, safety, developmental needs and rights of the child and of other pupils. The outcome of any decision will not necessarily reflect the wishes of the child and will be based on what is considered to be in the best interests of all those affected.

In line with KCSiE 2026, support for social transition in primary-aged children should be approached with particular care and agreed only following careful consideration of safeguarding factors, parental involvement, the child's developmental needs and their overall wellbeing.

Parents/carers will normally be involved as a matter of priority unless doing so may place the child at risk of harm. In such circumstances, the DSL will assess the risks and determine appropriate next steps in accordance with safeguarding procedures. Decisions will be recorded, regularly reviewed and made on an individual basis, taking account of the needs, welfare, safety and rights of all children affected.

We recognise that decisions relating to social transition may involve a range of complex safeguarding, welfare, legal and practical considerations. Support offered by the school may be subject to constraints relating to safeguarding duties, the rights and wellbeing of other pupils, statutory requirements, available facilities and operational considerations. Decisions will be made on an individual basis, appropriately recorded, regularly reviewed and amended where circumstances change.

Records will be maintained, including a child's biological sex where this is required for safeguarding, legal or operational purposes, and will ensure that relevant information is shared appropriately with staff who need it to fulfil their responsibilities.

Arrangements that require information to be withheld from parents/carers or relevant staff will not be supported unless there is a safeguarding reason to do so. Staff will remain alert to the possibility that a child may later change their views about their gender, discontinue a social transition, or seek to detransition, and appropriate support will be provided. We also recognise that some children may wish to live without drawing attention to their circumstances ("living in stealth"), and any decisions relating to confidentiality, privacy and information sharing will be considered carefully within the context of safeguarding responsibilities and the child's best interests

7.3.2 Participation in PE, Sport and Physical Activity

KCSiE 2026 is very clear and explicit about requirements.

p.30	Sport
95	This section applies to schools, institutions within the “further education sector” as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the “further education sector” as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and the importance of ensuring sport is safe and fair.
96	As children get older, some sports are typically taught and played in single-sex groups.26 The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.
97	97. 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 there must be no exceptions. In

	other cases, schools or colleges may have adopted a policy of single-sex sports for reasons related to fairness.
98	Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school or college would need to 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.

In accordance with KCSiE 2026, pupils will ordinarily participate in sport and physical activities in line with their biological sex where this is necessary to promote safety, ensure fairness in participation or competition, or where activities are lawfully organised on a single-sex basis. Many PE lessons and physical activities are delivered in mixed-sex groups where this is appropriate.

Any request to participate in a group or activity designated for the opposite biological sex will be considered on a case-by-case basis. Decisions will be made using a cautious and structured approach, taking account of safeguarding, safety, fairness, the rights and wellbeing of other pupils, and the best interests of the child. Where participation according to biological sex is necessary to ensure safety, no exceptions will be made

7.3.3 Toilets

KCSiE 2026 is very clear and explicit about requirements.

p.32	Regulations and safeguarding requirements relating to school premises
	Toilets
105	This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.
106	Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender
107	Schools must 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). This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014 which apply to both maintained schools, academies and independent schools and reflects schools' safeguarding obligations.
108	While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.
109	Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools and colleges should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative

	arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.
110	It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.
111	Where a school or college provides mixed-sex toilets in addition to single-sex toilets, schools and colleges should assess safeguarding risks and plan accordingly, for example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor).

We are committed to providing toilet facilities that protect the privacy, dignity, safety and wellbeing of all pupils. Pupils will not be permitted to use toilet facilities designated for the opposite biological sex.

Toilet provision will reflect the differing needs of pupils and comply with relevant legal and safeguarding requirements. For pupils aged 8 and over, separate toilet facilities will be provided for boys and girls, except where toilets are self-contained, intended for use by one pupil at a time and capable of being secured from the inside.

Pupils are expected to use toilet facilities designated for their biological sex. This approach supports safeguarding and helps maintain the privacy, dignity and wellbeing of all pupils.

Any gender-neutral or mixed-sex toilet facilities provided by the school will be single-occupancy, self-contained and capable of being locked from the inside. They will be located and managed in a way that supports appropriate safeguarding, supervision and risk management arrangements, while maintaining pupils' privacy and dignity.

Requests for alternative toilet arrangements will be considered on a case-by-case basis. Decisions will be made using a cautious and structured approach, taking account of safeguarding, the needs of the individual child, the privacy and dignity of other pupils, and the best interests of the child. In all cases, pupils will not be permitted to use toilet facilities designated for the opposite biological sex.

7.3.4 Changing Rooms and Showers

KCSiE 2026 is very clear and explicit about requirements.

p.32	Changing Rooms and Showers
112	This section applies to schools, institutions within the “further education sector” as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the “further education sector” as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.
113	Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. This is required by the School Premises (England) Regulations 2012 and the Education (Independent

	School Standards) Regulations 2014, which require maintained schools, academies and independent schools to provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. This means that the changing accommodation and showers must be suitable for the pupils they are provided for, having regard to their ages, numbers, and sex and any special requirements they may have and is informed by the school's safeguarding obligations. When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms designated for the opposite sex.
114	While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply
115	If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools and colleges should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children.
116	It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly

In accordance with KCSiE 2026, pupils are required to use changing room and shower facilities designated for their biological sex. This approach supports safeguarding and helps maintain the privacy, dignity and wellbeing of all pupils.

Changing rooms and shower facilities will be organised in a way that reflects the age and needs of pupils and complies with relevant legal and safeguarding requirements. For pupils aged 11 years or over at the start of the school year, separate changing and shower facilities will be provided for boys and girls where such facilities are required.

For younger pupils, changing arrangements will be organised in a manner that is appropriate to their age, developmental needs and safeguarding requirements, while maintaining privacy and dignity for all pupils.

Appropriate steps will be taken to protect pupils' privacy when changing or showering. This may include the provision of individual changing areas, private cubicles, separate showering facilities or other suitable arrangements, taking account of pupils' age, stage of development and individual needs.

Requests for alternative changing or shower arrangements will be considered on a case-by-case basis. Decisions will be made using a cautious and structured approach, taking account of safeguarding, the needs of the individual child, the privacy, dignity and wellbeing of other pupils, and the best interests of the child.

Pupils will not be permitted to use changing room or shower facilities designated for the opposite biological sex. Where appropriate, we may consider alternative arrangements that maintain the safety, privacy and dignity of all pupils.

7.3.5 Boarding and Residential Accommodation

KCSiE 2026 is very clear and explicit about requirements

p.52	Boarding and residential accommodation

197	This section applies to schools, institutions within the “further education sector” as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the “further education sector” as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.
198	To comply with their safeguarding duties, schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation designated for the opposite sex.
199	In allocating sleeping arrangements such as dormitories, tents or shared rooms for school or college trips, schools and colleges must have regard to their duties under the Equality Act, their safeguarding obligations, and other relevant regulations and standards, including those relating to boarding and residential accommodation.
200	If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible. Alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. They might include, for instance, finding a suitable separate room for the child.
201	Where a child’s concern reflects a request for support with social transition, the school or college should consider the section on “considering requests for support with social transition” before making any decisions.
202	Schools and colleges should have regard to the National Minimum Standards for boarding schools, the National Minimum Standards for residential special schools and the Further Education residential accommodation: national minimum standards, as appropriate.

In accordance with KCSiE 2026, residential and overnight accommodation provided as part of school visits, trips, exchanges, residential experiences or boarding provision will be organised according to pupils' biological sex. Pupils will be accommodated in sleeping arrangements designated for their biological sex and will not share sleeping accommodation with pupils of the opposite biological sex. This approach supports safeguarding and helps maintain the privacy, dignity and wellbeing of all pupils.

Accommodation arrangements will be planned and managed to reflect pupils' age, needs and welfare, while ensuring appropriate safeguarding, supervision and risk management measures are in place.

Requests for alternative accommodation arrangements will be considered on a case-by-case basis. Decisions will be made using a cautious and structured approach, taking account of safeguarding, needs of the individual child, the privacy, dignity and wellbeing of other pupils, the practical arrangements available, and the best interests of the child.

Where appropriate, consideration may be given to alternative accommodation arrangements that maintain the safety, privacy and dignity of all pupils. Alternative

arrangements will not involve a pupil sharing sleeping accommodation designated for the opposite biological sex.

7.4 Children Looked After (CLA) and Previously Looked After (PLAC) and in Kinship Care

Kirk Ella St Andrew's Primary School recognises the common reason for children becoming 'looked after' is a result of abuse and / or neglect and that a PLAC and child in Kinship Care can potentially remain vulnerable because of past adversity and trauma.

The Designated Teacher who supports and promotes the educational achievement of both CLA and PLAC, working closely with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff colleagues to ensure that support is provided and ensure that the needs identified in the child's PEP are met.

Records of professionals involved will be maintained by the DSL and information shared as required in a timely manner and when requested by VCET.

The DSL and Designated Teacher, and any other staff as appropriate, will work together to ensure staff have the information required to support this cohort and that staff are aware of and meet the requirement for information to be made available for statutory review meetings.

7.5 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, local procedure will be followed and the LA informed about the decision. Where the 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.

7.6 Attendance - Children with unexplainable and/or persistent absences from education

We will follow relevant statutory guidance and work in partnership with parents/carers, the local authority and other agencies, as appropriate, to promote good attendance and remove barriers to education – '*DfE (2026) Working Together to Improve School Attendance A multi-agency approach will be adopted where concerns arise*' Working Together to Improve School Attendance

We are committed to promoting excellent attendance and recognise that regular attendance is fundamental to pupils' safety, wellbeing, educational progress and personal development. Attendance is monitored, tracked and reviewed at both an individual and cohort level, including for pupils accessing AP.

It is recognised that poor attendance, persistent absence and children missing education may be indicators of safeguarding concerns, including neglect, child sexual exploitation, child criminal exploitation, serious violence, mental health difficulties and other forms of vulnerability. Early identification and intervention are therefore a key part of our school's safeguarding arrangements.

Accurate and up-to-date contact information for pupils and will hold details for at least two emergency contacts wherever possible, will be in place. Parents/carers are expected to notify the school promptly of any absence and provide an appropriate reason.

Unexplained, persistent or prolonged absence will be followed up promptly. We will make all reasonable efforts to establish the whereabouts and welfare of any pupil whose attendance gives cause for concern and will work with the Education Welfare Service (EWS) and other relevant agencies where appropriate.

Where attendance concerns involve a pupil who is considered vulnerable, is subject to a Child Protection Plan, Child in Need Plan, EHCP, or is otherwise receiving support from external agencies, the DSL will consider the safeguarding implications and ensure that relevant professionals are informed and involved as necessary.

A pupil will only be removed from the admission register where the statutory grounds for removal are met and the local authority will be notified in accordance with statutory requirements. We will work proactively with the Education Welfare Service (EWS) where attendance concerns emerge and will notify the EWS where a pupil has failed to attend without permission for a continuous period of 10 school days or more, or sooner where there are safeguarding concerns, evidence that the pupil has relocated, or their whereabouts are unknown. Attendance concerns falling below agreed thresholds will also be discussed with the EWS, as appropriate.

Where a pupil leaves the school site without permission or cannot be located, the school will initiate an immediate search and contact parents/carers, emergency contacts and relevant professionals as appropriate. If the pupil is not located promptly, or there are concerns regarding their safety, vulnerability or welfare, the Police will be informed without delay.

Further information on attendance expectations, absence reporting procedures, escalation processes and support available to pupils and families can be found in the school's Attendance Policy.

7.6.1 Education Neglect

Staff recognise that educational neglect may be an indicator of wider safeguarding concerns and can have a significant impact on a child's wellbeing, development and future life chances. Educational neglect occurs when a parent or carer fails to ensure that a child receives an appropriate education or fails to support regular attendance, resulting in persistent absence, poor engagement or barriers to learning. We understand that educational neglect may be linked to other forms of abuse, neglect or family vulnerability and therefore requires a safeguarding response.

We will work proactively with pupils, parents, carers and external agencies to identify concerns at the earliest opportunity, understand underlying causes and provide appropriate support. Where concerns persist or a child's welfare may be at risk, these will be reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) and managed in accordance with safeguarding, attendance and child protection procedures.

7.7 Commissioning and oversight of non-school Alternative Provision

We recognise that pupils accessing AP are often among its most vulnerable learners and may be at increased risk of poor attendance, exclusion, exploitation, mental health difficulties and becoming missing from education. The attendance, safety and wellbeing of these pupils will be subject to robust monitoring and regular review in partnership with the AP and other relevant agencies.

Accordingly, any use of AP will be commissioned and overseen in line with the requirements of KCSiE 2026 (Para. 208-213 and 402) statutory guidance *DfE (2025) 'Arranging*

Alternative Provision A Guide for Local Authorities and Schools' - AP Guidance Feb 2025. School will also reference *'DfE (2025) Non-school alternative provision Voluntary national standards'.* Voluntary National Standards

Guidance from the LA / SiET will also be used to structure the approach and as a school we will communicate to the LA the details of any commissioning of AP for our pupils.

The process of due diligence, commissioning, structured and robust ongoing monitoring and review of all aspects of an AP that is commissioned will ensure that the setting is good quality, safe, delivered by high quality staff with suitable training and experience and meets the needs of the pupil. School will retain overall responsibility for safeguarding, attendance, progress, well-being and outcomes of any pupil placed at an AP. This will include written confirmation of safer recruitment practices.

A Designated Governor for AP will provide strategic oversight of the AP commissioning process – nb. The school does not currently have any pupils accessing AP and therefore does not currently have a designated governor.

7.8 Children with SEND

We recognise that children with SEND or certain medical conditions or requiring intimate care can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation and online harm.

Staff are aware that children with SEND may experience communication barriers which can make it more difficult to recognise, manage, disclose or report abuse. Some children may not understand that what is happening to them is harmful or abusive. Children with SEND may also be more likely to require intimate care, experience social isolation, or be dependent on adults for support and personal care, increasing their vulnerability to harm.

In addition, some children may experience difficulties with cognitive understanding, including distinguishing between fact and fiction in online content, understanding the risks and consequences of online behaviour, or recognising when they are being manipulated, exploited or exposed to harmful content.

Staff will remain particularly vigilant to these additional vulnerabilities and ensure that safeguarding responses, support and education are tailored to the individual needs, age, stage of development and circumstances of each child. Ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support 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.

Kirk Ella St. Andrew's Primary School has robust intimate/personal care policies (Intimate care policy in staff shared area) which 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.

7.9 Children with Medical Conditions and Allergies

We recognise that children with medical conditions and allergies may require additional support to ensure their health, safety and wellbeing. In accordance with statutory guidance, school will make appropriate arrangements to support pupils with medical conditions, including, where required, the implementation and regular review of IHP. Managing Medical Conditions

Kirk Ella St Andrews Primary School has robust intimate/personal care policies which 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. Further information can be found in our policies: Safer handling policy, medical conditions policy.

Staff will be made aware of relevant medical needs, treatment requirements and emergency procedures so that pupils can access education safely and effectively. In line with KCSiE 2026, an incident involving a child's medical condition or allergy would not normally constitute a safeguarding concern. However, safeguarding concerns may arise where there is evidence that a child is at increased risk of neglect, abuse or exploitation because their medical needs are not being appropriately met, for example where essential information, medication or treatment is repeatedly withheld. Staff will remain vigilant to such concerns and will follow the school's safeguarding procedures where a child's welfare may be at risk.

We will comply with the requirements of 'Benedict's Law' and associated guidance relating to allergy safety. Allergy Management We are committed to creating a safe environment for children with allergies by maintaining appropriate healthcare plans, ensuring staff are aware of the medical needs of individual pupils, promoting effective communication with parents/carers and health professionals, and taking steps to reduce the risk of allergic reactions. Staff will receive appropriate information and training to support pupils with allergies and to respond effectively in an emergency. This will take place alongside the safeguarding training in September. The policy can be located on the staff shared area.

8. Family Help (providing Early Help)

We recognise that children and families may require additional support at any stage of a child's life. We are committed to identifying emerging needs at the earliest opportunity and working with families to access appropriate support before difficulties escalate. Early intervention can improve outcomes for children, strengthen family resilience and help prevent concerns from becoming more serious.

All staff will be alert to signs that a child or family may benefit from Early Help or Family Help support. Any child may benefit from additional support before statutory services are required. Staff will remain vigilant in identifying pupils who may need extra help, including those with disabilities, health conditions, special educational needs, mental health needs, caring responsibilities, or who are pregnant or young parents. Particular attention will also be given to children displaying harmful or abusive behaviours, those at risk of exploitation, criminal involvement, radicalisation, educational neglect, or those who frequently go missing from education, home or care.

Children experiencing family challenges such as domestic abuse, parental offending, substance misuse, adult mental health difficulties, honour-based abuse (including Female Genital Mutilation and Forced Marriage), private fostering arrangements, or difficulties arising from their own substance misuse may also require additional support. Early identification, assessment and intervention are essential to safeguarding children and promoting positive outcomes.

Educational concerns, including repeated classroom removals, multiple suspensions, part-time timetables, attendance concerns, risk of permanent exclusion, or placement in AP or a Pupil Referral Unit, may indicate broader safeguarding needs and should be carefully considered.

Any concerns regarding a child's welfare, wellbeing or emerging needs will be shared with the DSL, who will determine the most appropriate course of action.

We work closely with the East Riding Family Help Service and its allocated Family Help School and Community Practitioner. Where a child's needs cannot be fully met through support available within school or through universal services, and with parental consent where appropriate, additional support may be sought through the Family Help process.

Family Help in the East Riding is delivered at two levels. We will support and facilitate access to the most appropriate level of intervention. Family Help supports children and families with emerging needs and is typically delivered through school-based support, universal services and community resources using a Team Around the School (TAS) or Team Around the Family (TAF) approach. Targeted Family Help is available for children and families whose needs are more complex and require coordinated whole-family support from a range of agencies. Both levels aim to identify needs early and ensure that children and families receive the right support at the right time.

Where appropriate and with consent, staff will work in partnership with families and other agencies to complete an Early Help Family Form and contribute to a coordinated package of support. Through the TAS and TAF process, school will actively participate in multi-agency meetings and reviews to help ensure that support remains effective and focused on improving outcomes for the child and family.

If, at any point, the DSL believes that a child may be a Child in Need, or is suffering or likely to suffer significant harm, child protection procedures will take precedence.

9. Child Protection Procedures

9.1 Identifying Concerns

School staff are well placed to identify concerns about a child's welfare and will remain vigilant to signs of abuse, neglect, exploitation and other safeguarding risks. Concerns may arise through a child's behaviour, presentation, attendance, emotional wellbeing or information shared by the child or others. Safeguarding concerns can occur both within and beyond the home, including online.

All staff receive safeguarding and child protection training appropriate to their role and are required to read and understand Part One of KCSIE 2026. Staff will act in the best interests of the child, maintain an attitude of "it could happen here" and follow school procedures for recording and reporting concerns.

Safeguarding concerns may include extra-familial harm such as CSE, CCE, county lines activity, serious violence, online abuse and child-on-child abuse. Staff will remain professionally curious, consider each child's individual circumstances and promptly share concerns with the DSL or DDSL.

9.2 Responding to Concerns

All staff are responsible for responding appropriately to safeguarding concerns and information shared by children, parents, carers or others. Any concern relating to a child's welfare, safety or wellbeing must be reported to the DSL or DDSL without delay and recorded in accordance with the school's safeguarding procedures.

Staff understand that they do not need proof that a child is being harmed and must never investigate concerns themselves. Their role is to recognise concerns, listen, reassure, record and report. Where concerns relate to a physical injury or mark, this should be recorded in accordance with school procedures, including the completion of a body map where appropriate (see below). Photographs of injuries should not be taken unless advised by CSC or the Police.

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.

This information must be 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 is located on the CPOMS referral form.

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.

When responding to a child, staff will:

- Listen carefully and remain calm.
- Reassure the child that they have done the right thing by speaking up.
- Avoid promising confidentiality.
- Use open questions only where clarification is necessary.
- Avoid leading questions or attempting to investigate.

The DSL will determine the most appropriate response to any concern. This may include support within school, Family Help intervention, consultation with partner agencies, referral to CSC, Police involvement, or other safeguarding action as required. Parents and carers will be involved where appropriate and safe to do so.

Safeguarding concerns, including concerns about the conduct of a colleague, must be shared appropriately. The DSL will oversee safeguarding concerns, ensure appropriate information sharing and multi-agency working, and provide feedback to staff where appropriate

9.3 Children Suffering or at Risk of Suffering Significant Harm – Immediate Concerns

Where there is reason to believe that a child is suffering, or is likely to suffer, significant harm, the DSL will take immediate action. If a child is in immediate danger or requires an urgent response, the Police will be contacted via 999 and the SaPH Immediate Concerns line.

We will normally discuss concerns with parents/carers and seek consent before contacting the Safeguarding and Partnership Hub (SaPH). However, consent will not be sought where doing so may place a child or others at increased risk of harm, compromise a police or safeguarding investigation, or where the nature of the concern requires an immediate referral.

Where immediate safeguarding concerns exist, the DSL will contact SaPH without delay and follow local safeguarding procedures. Referrals will be made within required timescales and accurate records of concerns, decisions, actions and outcomes will be maintained.

Where a child is already receiving support from CSC or other agencies, the DSL will liaise with the professionals involved and ensure that relevant safeguarding information is shared appropriately to support coordinated decision-making, effective multi-agency working and the promotion of the child's welfare.

9.4 Children's Emergency Duty Team – out of hours concerns

Where a child is believed to be suffering, or is at risk of suffering, significant harm outside normal working hours, contact will be made with the CEDT for advice and intervention.

On contacting CEDT, we 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. We will ensure that staff making the referral remain available to provide additional information and receive feedback from the allocated social worker.

All contacts, decisions and actions will be recorded on the child's safeguarding record. Where appropriate, a RFS will be submitted on the next working day.

9.5 TAF / TAS, Case Conferences, Core Group, & Strategy Meetings

We recognise our responsibility to work effectively with partner agencies in accordance with local safeguarding arrangements, Working Together to Safeguard Children 2026 and KCSiE 2026. We are committed to early intervention, effective information sharing and collaborative working to safeguard and promote the welfare of children.

The Senior Leadership Team, Governing Body and DSL will maintain effective working relationships with relevant agencies and ensure that appropriate staff contribute to safeguarding meetings, including Child Protection Conferences, Core Groups and other multi-agency forums. Written reports will be prepared and submitted in accordance with local safeguarding procedures and timescales.

Where appropriate, reports will be shared and discussed with parents/carers prior to submission. Every reasonable effort will be made to ensure representation at safeguarding meetings, including those held during school holidays.

Records of safeguarding meetings, decisions, actions and communications with partner agencies will be maintained securely within the school's safeguarding records. Following safeguarding meetings, relevant information and agreed actions will be shared with staff on a need-to-know basis to support the child's safety, welfare and educational progress.

9.6 Concerns Shared by Children

We are committed to maintaining a child-centred approach to safeguarding. We recognise the importance of listening to children, taking their views seriously and ensuring they know how to access help and support. Our aim is to help children feel safe, build resilience and develop the confidence to speak to a trusted adult if they have a concern.

Staff understand that children may face barriers to sharing concerns and are committed to developing positive, trusted relationships that encourage communication. Staff will remain vigilant to safeguarding concerns, including those arising within the home, community and online, and will respond in accordance with safeguarding procedures.

Our preventative curriculum plays a key role in maintaining a strong safeguarding culture by equipping pupils with the knowledge, understanding and confidence to recognise risk, navigate challenges safely and make informed choices. Through age-appropriate learning and discussion, pupils understand how to identify concerns, seek help for themselves or others, and access support from trusted adults and relevant services.

We maintain clear and accessible reporting pathways to enable children to raise concerns confidently. All safeguarding concerns, including child-on-child abuse, sexual violence and sexual harassment, will be taken seriously and managed in accordance with safeguarding procedures.

We will actively seek and value the views of children on safeguarding matters through pupil voice activities, surveys and other consultation opportunities. Feedback from pupils is used to inform and strengthen safeguarding practice and support arrangements.

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. The schools' reporting mechanism is promoted via our Jigsaw programme and assemblies, and the guidance from Part Five of KCSiE 2025 is followed.
Safe school procedures, including Child Protection matters, will be discussed by the School Council and through school surveys, etc., to gather children's opinions about the support systems in place. In turn, this will inform the ongoing development of support structures and safeguarding procedures – Safeguarding is discussed at all staff meetings and Senior Leader meetings.

9.7 Follow-up, Recording and Professional Challenge

Where a RFS has been submitted, the DSL will monitor the outcome and any actions agreed by the SaPH, EHPH or CSC. If no response is received within expected timescales (SaPH 24 hours / EHPH 48 hours), or concerns become more urgent, the DSL will follow up promptly.

The DSL will maintain accurate records of all concerns, decisions, actions taken and discussions with children, families and professionals, including the rationale for any decisions made. Relevant information will be shared with staff on a need-to-know basis.

Where the DSL disagrees with a decision, response or lack of progress, they will raise concerns with the appropriate manager and follow the ERSCP Escalation Procedure where necessary. ERSCP Escalation Procedures

All staff have a responsibility to challenge decisions where they believe a child remains at risk or that appropriate action has not been taken. Any such concerns should be discussed with the DSL. If concerns remain unresolved, staff may seek advice or make contact directly with senior school leaders, SaPH, the allocated Social Worker or the LADO, as appropriate.

9.8 Information Sharing, Record Keeping and Transfer of Records

Effective information sharing and accurate record keeping are essential to safeguarding and promoting the welfare of children. Concerns about sharing information must never prevent action being taken to protect a child. Staff will act in the best interests of the child and share information appropriately where safeguarding concerns exist.

In line with Keeping Children Safe in Education (KCSIE) 2026, DfE Information Sharing: Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers (2025) and relevant data protection legislation, we will ensure that information is shared lawfully, proportionately, securely and in a timely manner to safeguard and promote the welfare of children. Where appropriate, concerns will be referred without delay to CSC, the Police or other relevant agencies.
Information sharing guidance

We recognise the importance of confidentiality and respect for the privacy of children and families. Safeguarding information will be shared on a need-to-know basis only. Staff must not promise confidentiality where there are concerns about a child's safety or welfare and must seek advice from the DSL where necessary. However, uncertainty about information sharing must not delay action where a child may be at risk of harm.

The DSL will ensure that safeguarding records are clear, accurate, secure and up to date. Records will distinguish between fact, professional opinion and third-party information where appropriate, and access will be restricted to authorised staff.

Where a child transfers to another school or setting, the DSL will ensure that relevant safeguarding information is shared securely and without delay to support continuity of safeguarding arrangements. Wherever possible, this will include direct contact between safeguarding leads and the transfer of a summary of current concerns, risks, support arrangements and agency involvement.

Safeguarding records will be retained and disposed of in accordance with statutory guidance, data protection legislation and the school's records retention arrangements.

10. Online Safety and Filtering and Monitoring

Safeguarding children from harmful and inappropriate online content is an integral part of safeguarding and promoting their welfare. Technology is a significant factor in many safeguarding and wellbeing concerns, and we are committed to promoting the safe, responsible and positive use of digital technologies throughout the school community.

In line with KCSIE 2026 and the '*DfE (2026) Meeting Digital and Technology Standards in Schools and Colleges, 2026' we* will maintain effective arrangements to safeguard children online, including appropriate leadership, governance, staff training, filtering and monitoring systems, cyber security measures and online safety education.
Digital Standards Plan Technology For Your School

Online risks can be categorised under four key areas:

1. Content - exposure to harmful, illegal or inappropriate material, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, violence, misinformation, disinformation and conspiracy theories
2. Contact - harmful interactions with others online, including grooming, exploitation, peer pressure, sextortion, coercion, commercial influences and contact with adults posing as children. These risks may also arise through the use of generative artificial intelligence (AI)
3. Conduct - online behaviour that may cause harm to self or others, including cyberbullying, online abuse, harassment and the creation, sharing or receipt of explicit or harmful content, including AI-generated imagery
4. Commerce -risks associated with online gambling, scams, phishing, financial exploitation and inappropriate advertising

Through a whole-school approach, we seek to minimise these risks by educating pupils, staff and parents/carers, maintaining appropriate technical safeguards, and providing clear systems for reporting and responding to concerns.

Online safety education is embedded throughout the curriculum and wider school life and includes online relationships, privacy, digital resilience, cyberbullying, exploitation, misinformation and disinformation, emerging technologies and how to access support.

10.1 Filtering and Monitoring

The Governing Body retains strategic oversight of online safety and will ensure appropriate filtering and monitoring arrangements are in place and reviewed regularly in line with statutory guidance and the DfE Filtering and Monitoring Standards.

The DSL will take lead responsibility for online safeguarding and will work alongside school leaders, a designated governor and IT support staff to oversee the effectiveness of filtering and monitoring arrangements.

Effective filtering and monitoring systems will be maintained that help safeguard pupils from harmful or inappropriate content whilst supporting teaching and learning. All staff will understand their responsibilities in relation to online safety, filtering and monitoring.

Any safeguarding concerns identified through filtering or monitoring systems will be reported to the DSL and managed in accordance with safeguarding procedures. The school uses Smoothwall for filtering and monitoring. The DSL, DDSLs and Business manager receive alerts. The Business manager records all alerts and requests further information from IT services as necessary. Filtering alerts or concerns identified by staff monitoring will be recorded and reported to the DSL who will review and respond as appropriate in liAs detailed in the Staff Code of Conduct and Acceptable Use Policy.
It may be necessary to consider proportionate sanctions for breaches of the school ICT Acceptable Use Policy.

Digital Standards F&M

10.2 Acceptable Use and Staff Communication
We have an Acceptable Use Agreements which set out expectations for the safe and responsible use of technology.

Communication between staff and pupils will only take place through approved school systems and devices. Staff must not use personal accounts or devices to communicate with pupils unless specifically authorised in accordance with school procedures. Staff must adhere to the Staff Code of Conduct and all relevant policies relating to the safe use of technology.
All communication with parents or carers will take place using official school communication channels / devices provided by school. Any communication outside of this should be avoided and discussed with / reported to the DSL. The DSL will ensure that that staff are aware of any restrictions placed on them with regard to use of personal mobile phones and cameras, for example:

- Limits on any use of personal mobile phones to non-contact time, when pupils are not present.
- Taking pictures or recording pupils on personal phones or cameras is prohibited.

10.3 Cyber Security
We will take appropriate steps to protect pupils, staff, systems and data from cyber security threats and will work towards meeting the DfE Digital and Technology Standards, including the Cyber Security Core Standard.
Staff will receive appropriate training and updates to support cyber security awareness and safe working practices.

Digital Standards Cyber Security

10.4 Sharing Nude or Semi-Nude Images
The sharing of nude or semi-nude images, videos or live streams by children is recognised as a safeguarding issue and may constitute a criminal offence.

Any concerns relating to nude or semi-nude imagery will be reported immediately to the DSL or DDSL and managed in accordance with national guidance and local safeguarding procedures.

Staff must not view, copy, print, save, share or delete imagery, nor ask a child to share or download content. Staff should reassure the child, explain that support is available and report the concern immediately. The DSL will assess each incident on a case-by-case basis, determine the appropriate safeguarding response, record actions taken and involve parents/carers and external agencies where appropriate.

As part of our online safety arrangements, we may search, screen or confiscate electronic devices where there are reasonable grounds to suspect that a device contains prohibited, harmful or inappropriate content, or where its use may place a child or others at risk of harm. Any concerns relating to cyberbullying, exploitation, sexual abuse, harmful sexual behaviour, radicalisation, sharing of nude or semi-nude images, AI-generated harmful content, or other safeguarding matters identified through these processes will be referred immediately to the DSL (or DDSL) and managed in accordance with safeguarding and child protection procedures. All actions will be taken lawfully, proportionately and in line with relevant statutory guidance, with the welfare of the child remaining paramount at all times.

Searching Screening and Confiscation

10.5 Artificial Intelligence (AI)

We recognise both the opportunities and safeguarding risks associated with generative artificial intelligence (AI).

AI technologies may present risks including bullying, harassment, exploitation, grooming, impersonation, misinformation, disinformation, deepfake imagery, nudification images, image-based abuse and other forms of online harm. Any misuse of AI that causes harm, creates a risk of harm or breaches safeguarding, behaviour or online safety expectations will be treated as a safeguarding concern and managed in accordance with school procedures.

A risk-based approach will be adopted to the use of AI, ensuring that the safety, welfare and best interests of pupils remain paramount. Staff will remain vigilant to safeguarding risks associated with AI and other emerging technologies and will receive appropriate training and guidance to support safe practice.

DfE (2025) *'Generative artificial intelligence (AI) in education'*
Generative AI in education
DfE (2026 update) *'Using AI in education settings: support materials'*
AI education support materials
DfE (2026 update) Using '*AI in education: support for school and college leaders'*
AI support for leaders

11. Restrictive Interventions, Reasonable Force and Seclusion

We will have regard to the '*DfE 2025 Restrictive Interventions, Including Reasonable Force in Schools'* and will ensure that any restrictive intervention is lawful, necessary, reasonable, proportionate and applied in accordance with the school's Restrictive Intervention/Behaviour Policy and safeguarding procedures

Restrictive Interventions

We are committed to promoting positive behaviour and maintaining a safe, inclusive environment in which all pupils are treated with dignity and respect. Staff will seek to prevent incidents through positive relationships, effective behaviour support, de-escalation strategies and reasonable adjustments where required.

Restrictive interventions, including the use of reasonable force, will only be used where lawful, necessary, proportionate and in the best interests of the child. They will be used as a last resort to prevent a pupil from causing harm to themselves or others, committing a criminal offence, causing significant damage to property, or seriously disrupting the good order of the school. Any intervention must be the least restrictive option available and used for the shortest time necessary.

We recognise that restrictive interventions may be physical or non-physical. Non-physical interventions may include reasonable restrictions on a pupil's movement, access or choices, such as directing a pupil to remain in a supervised area or use a designated calm space.

Seclusion is not used as a behaviour management strategy. Any restriction of a pupil's liberty will only occur in exceptional circumstances where there is an immediate risk of serious harm and no less restrictive alternative is available.

When considering the use of restrictive intervention, staff will take account of the pupil's age, developmental stage, communication needs, medical needs and any SEND. Restrictive interventions will never be used as a punishment. Where there is a foreseeable risk that restrictive intervention may be required, appropriate risk assessments and behaviour support plans will be developed and reviewed in partnership with parents/carers and, where appropriate, other professionals.

All incidents involving restrictive intervention, restraint, reasonable force or any restriction of a pupil's liberty will be recorded promptly and reviewed by an appropriate senior leader. Records will include the reasons for the intervention, de-escalation strategies used, the nature and duration of the intervention, those involved, any injuries sustained and any follow-up actions required.

Parents/carers will normally be informed as soon as reasonably practicable, and wherever possible on the same day. Any incident that raises safeguarding concerns will be reported immediately to the DSL and managed in accordance with the school's safeguarding procedures.

The Governing Body will receive periodic information regarding the use of restrictive interventions, restraint and reasonable force as part of its safeguarding and behaviour oversight responsibilities. This will enable governors to monitor patterns, review effectiveness, consider any equality implications, and seek assurance that restrictive practices are used only where necessary, proportionate and in accordance with statutory guidance and school policy.

Staff will receive appropriate training and guidance in positive behaviour management, de-escalation, trauma-informed practice, safeguarding and, where relevant, the safe use of restrictive interventions. The use of restrictive practices will be monitored to support learning, reduce future incidents and ensure practice remains lawful, proportionate and in the best interests of pupils.

12. Safer Recruitment and Staff Vetting

School complies fully with KCSiE 2026, Part Three, and the East Riding of Yorkshire Council (ERYC) Safer Recruitment Guidance.

We are committed to safer recruitment and adopt practices that help deter, identify and reject unsuitable individuals from working with children. Recruitment and selection procedures will be conducted in accordance with KCSIE 2026 and other relevant statutory guidance.

This includes all stages of the recruitment process, including advertising, shortlisting, online searches of shortlisted candidates, scrutiny of employment history, references, interviews, pre-employment vetting and the accurate recording of recruitment information.

An accurate SCR will be maintained in accordance with statutory requirements. Regular audits will be undertaken to ensure compliance and identify any areas requiring action.

Safeguarding responsibilities do not end once recruitment checks have been completed. All staff are expected to maintain high standards of conduct and must inform the Headteacher of any cautions, convictions, investigations, prohibitions, restrictions or other circumstances that may affect their suitability to work with children. Where concerns arise, we may undertake additional safeguarding checks or seek advice from relevant agencies.

At least one member of every recruitment panel has completed appropriate safer recruitment training. Staff and governors who regularly participate in recruitment processes will also receive suitable training and updates.

All required pre-employment checks will be completed in accordance with KCSIE 2026, including Enhanced DBS and Barred List checks, Teaching Regulation Agency checks, Section 128 checks and any other checks relevant to the role. Appropriate assurance will be obtained for ITT, agency and supply staff.

We will operate in accordance with the definition of regulated activity set out in KCSIE 2026 and will ensure that all individuals undertaking regulated activity with children are subject to the appropriate safeguarding and vetting checks.

The importance of appropriate supervision arrangements for volunteers is recognised. Volunteers engaged in regulated activity, as defined by KCSIE 2026, will be subject to an Enhanced DBS check with children's barred list information. Occasional volunteers who are not engaged in regulated activity will be appropriately supervised at all times and subject to suitable safeguarding and risk management arrangements. The level of supervision will be proportionate to the volunteer's role, level of contact with pupils and the nature of the activity being undertaken.

Volunteers, contractors, visitors and representatives from external organisations will be subject to appropriate safeguarding arrangements, vetting checks, supervision and risk assessment arrangements proportionate to their role and level of contact with pupils.

Where applicable, we will comply with the requirements of the Childcare Act 2006 and associated regulations. Relevant staff are required to disclose any information that may affect their suitability to work with children. We will obtain and review suitability declarations and undertake appropriate checks in accordance with current requirements and school procedures. Childcare disqualifications checks are completed annually.

Agency staff, contractors and other third-party personnel will be required to provide appropriate assurance that relevant safeguarding checks have been completed. Identity will be verified on arrival and we will ensure all visitors comply with safeguarding, security and reporting procedures.

13. Allegations against staff, including supply teachers, volunteers and contractors

13.1 Concerns that meet the 'Harm Threshold.'

KCSiE 2026, Part Four, outlines the 'Harm Threshold' and supporting procedures that school will follow.

This section applies to all individuals working in or on behalf of schools and colleges in a paid or unpaid capacity.

Where allegations or safeguarding concerns involve individuals not directly employed by the school, such as supply staff, ITT, contractors or agency workers, there is a shared safeguarding responsibility between the school and the employing organisation and will involve close working with the employing organisation and, where appropriate, the LADO. School leaders / DSL remain responsible for managing the safeguarding process and any necessary referrals, while the employer, agency, or provider will normally lead on employment and disciplinary matters.

All staff are expected to report concerns where the behaviour of an adult working in or on behalf of the school may have

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

Any member of staff who receives an allegation, witnesses concerning behaviour, or has concerns about the conduct of a colleague must report this immediately to the Headteacher. Concerns relating to the Headteacher must be reported without delay to the CoG or directly to the LADO, as appropriate. Failure to report such concerns is unacceptable and may be treated as a disciplinary matter.

The Headteacher (or CoG where appropriate) will contact the LADO on the same day that the allegation is received. Following consultation with the LADO, a decision will be made regarding whether the concern meets the harm threshold and what further action is required to safeguard children and manage the concerns relating to the adult involved.

All allegations and concerns will be managed fairly, consistently, proportionately, and without unnecessary delay. The welfare of children will remain paramount throughout the process, while appropriate support will be provided to both those who raise concerns in good faith and those who are the subject of an allegation.

All staff have access to: (Staff shared area and hard copies in the staff room)

- KCSiE 2026 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors
- Staff Code of Conduct 2026-2027
- Whistleblowing Guidance 2026-2027
- Contact details for the CoG and LADO

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

We will fulfil our statutory duty to refer relevant safeguarding cases to the DBS. Where a member of staff, volunteer, contractor or other individual is considered to have harmed, or poses a risk of harm to, a child, and has been removed from regulated activity (or would have been removed had they not resigned or otherwise left), a referral to the DBS will be considered. Where the individual is engaged in teaching work, we will also consider whether a referral to the TRA is required.

13.2 Low-level Concerns

In line with KCSiE 2026, we recognise the importance of identifying and managing low-level concerns at an early stage. Any concern, however small, regarding the conduct of an adult working in or on behalf of the school that is inconsistent with the staff code of conduct will be reported, recorded, reviewed and addressed appropriately. This helps maintain professional standards, supports a strong safeguarding culture of vigilance, and reduces the risk of harm to pupils

Low-level concerns are an important aspect of safeguarding and enable the identification and management of behaviours that may be inconsistent with the staff code of conduct, but which do not meet the harm threshold for referral to the LADO. KCSiE 2026 emphasises that a low-level concern is any concern, however small, including a sense of unease or a "nagging doubt", that an adult working in or on behalf of the school may have acted in a way that is inconsistent with expected professional standards.

Low-level concerns may arise from a variety of sources, including observations, suspicions, complaints, concerns shared by children, parents or adults, information identified through vetting processes, or self-reporting by staff.

Such concerns may relate to behaviours that are inadvertent, thoughtless, contextually inappropriate, or which, when viewed in isolation, appear minor but may indicate emerging safeguarding risks.

Examples may include being overly familiar with pupils, showing favouritism, engaging in one-to-one situations in inappropriate settings, taking photographs contrary to school policy, using inappropriate language, or humiliating pupils.

Effective management of low-level concerns helps to maintain clear professional boundaries, promote a strong safeguarding culture, identify potential training or support needs, protect staff from misunderstandings or false allegations, and reduce the risk of behaviour escalating into more serious safeguarding concerns. All low-level concerns will be shared responsibly, recorded appropriately, reviewed for patterns or emerging risks, and responded to in a timely and proportionate manner.

Procedures for reporting, recording, reviewing, and responding to low-level concerns are set out in the school’s Low-level concerns policy.

The Headteacher will lead on the management of low-level concerns and ensure that appropriate action is taken. Concerns relating to the Headteacher will be reported to the CoG.

Where concerns relate to agency, supply or contracted staff, school will share relevant information with the individual's employer to enable appropriate oversight and the identification of any patterns of behaviour. Where information suggests that the harm threshold may have been met, the matter will be managed in accordance with our allegations procedures and referred to the LADO as appropriate.

13.3 Whistleblowing

We are committed to promoting a culture of openness, trust, and transparency in which all staff feel confident to raise concerns about wrongdoing, unsafe practice, or conduct that may place pupils, staff, or the wider school community at risk. Whistleblowing is an important part of our safeguarding arrangements and provides staff with a means of reporting concerns where they believe that malpractice, illegal activity, breaches of

statutory requirements, health and safety risks, or attempts to conceal such matters may be occurring.

All staff are expected to report concerns promptly. Concerns may relate to matters such as risks to the health, safety, or welfare of pupils or staff, failures to comply with legal or statutory obligations, or any conduct that is not in the public or school's best interests. All concerns will be taken seriously, investigated appropriately, and treated as confidentially as possible.

The school Whistleblowing Policy, available to all staff (Staff-shared are/hard copy in the staffroom) sets out the procedures for raising and managing concerns. Staff should normally report concerns to the Headteacher, DSL or another member of the Senior Leadership Team. Where the concern relates to the Headteacher, it should be reported to the CoG. Staff who raise concerns will be supported and we will ensure that they are not subjected to victimisation, harassment, discrimination or any detriment because of doing so.

Staff who feel unable to raise concerns internally, or who believe their concerns have not been addressed appropriately, may contact the NSPCC Whistleblowing Advice Line for advice and support. The service can be contacted on 0800 028 0285 (8am to 8pm, Monday to Friday) or via email at help@nspcc.org.uk.

14. Complaints

We are committed to maintaining open, honest and transparent communication with all members of our school community. We value feedback, suggestions and concerns from parents and carers and encourage these to be raised directly with the school so that they can be considered and addressed promptly.

Our aim is to resolve concerns at the earliest opportunity through constructive discussion and mutual understanding. Where concerns cannot be resolved informally, the school's Complaints Policy sets out the formal process for raising and managing complaints, including routes of escalation where appropriate.

All concerns will be taken seriously and considered in accordance with relevant school policies and procedures. In return, we expect all communication and interactions with staff to be reasonable, respectful and courteous. Where behaviour falls below these expectations, including conduct that is aggressive, abusive, unreasonable or otherwise inappropriate, the school reserves the right to take appropriate action in line with its policies to safeguard the wellbeing of staff and the wider school community. The school Complaints Policy can be found on the school website.

14.1 Management of Unreasonable and Persistent Complaints

We are committed to working positively and constructively with parents, carers, pupils and other stakeholders, and will always seek to resolve concerns and complaints fairly and promptly. However, where a complaint is judged to be unreasonable, persistent, abusive, vexatious or harassing in nature, the school reserves the right to take appropriate action to protect staff, pupils and resources. This may include limiting communication to a single point of contact, restricting the frequency or method of correspondence, declining to respond to repetitive issues that have already been fully addressed, or, in exceptional circumstances, seeking advice from the relevant authorities. Any such action will be proportionate, evidence-based and consistent with the school's duty of care, safeguarding responsibilities and applicable complaints procedures.

14.2 Expectations of Parents, Carers and Visitors

We value positive relationships with parents, carers and visitors and recognise the important role they play in supporting children's education, wellbeing and safeguarding.

All members of the school community are expected to communicate and behave in a respectful, courteous and constructive manner. We will not tolerate behaviour that is abusive, threatening, intimidating, discriminatory, harassing or otherwise unacceptable towards pupils, staff, governors, volunteers, visitors or other members of the school community.

This includes, but is not limited to:

- Aggressive, threatening or abusive language or behaviour.
- Harassment, intimidation or discrimination.
- Conduct that causes staff, pupils or visitors to feel unsafe.
- Inappropriate use of social media, email, telephone or other forms of communication.
- Repeated or unreasonable demands that place a disproportionate burden on staff or school resources.

Where concerns arise regarding an individual's conduct, we will seek to resolve matters proportionately and constructively. However, where behaviour is considered unacceptable, the school reserves the right to take appropriate action to protect staff, pupils and the wider school community. This may include restrictions on communication, withdrawal of permission to access the site, involvement of external agencies, or other measures considered necessary and proportionate in the circumstances.

15. Use of School by External Organisations

Where services or activities are delivered by an external organisation using the school's premises, the Headteacher and Governing Body will seek appropriate written assurance that effective safeguarding and child protection policies, procedures and safer recruitment practices are in place. This includes relevant safeguarding checks for staff and volunteers. Where satisfactory assurance cannot be provided, permission to use the premises will not be granted.

We will have regard to the '*DfE (2026), Out-of-School Settings: Safeguarding Guidance for Providers'* - Out-of-school settings: safeguarding guidance for providers - when considering safeguarding arrangements for external providers operating on school premises.

Safeguarding requirements will form part of any transfer of control, lease, licence or hire agreement and compliance with these requirements will be a condition of using the premises.

Failure to comply may result in the suspension or termination of the agreement. These arrangements apply regardless of whether the children attending the activity are pupils on the school's roll.

Our expectation is that external providers work collaboratively with school and relevant safeguarding partners, sharing information where appropriate and in accordance with data protection requirements. Any safeguarding concern shared or allegation arising whilst an external organisation is using the premises will be managed in accordance with local safeguarding procedures and statutory guidance. This may include referral to CSC, the Police, or the LADO, where required.

We reserve the right to request copies of relevant safeguarding policies, risk assessments, insurance documentation and evidence of staff training where this is considered necessary to satisfy safeguarding expectations.

16. Site Security and Protective Security Arrangements

We maintain appropriate arrangements to promote the safety, security and wellbeing of pupils, staff and visitors. These arrangements include routine site inspections, regular health and safety monitoring, governor oversight, and clear systems for identifying, reporting and responding to site security and health and safety concerns. Fire evacuation procedures are tested regularly throughout the year, and any issues identified are addressed promptly.

We operate in accordance with its Health and Safety Policy, site-specific risk assessments, and other relevant safeguarding and premises management procedures. All staff share responsibility for maintaining awareness of site security and for reporting concerns or vulnerabilities without delay. There is a School Specific H & S policy in place and the Local Authority generic Health & Safety Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate.

Any site security or health and safety issue that may present a safeguarding risk to children will be reported immediately to the DSL and addressed without delay through the appropriate safeguarding and health and safety procedures. Security incidents, breaches or concerns will be recorded, reviewed and, where necessary, incorporated into safeguarding, health and safety or risk management arrangements.

We recognise our responsibilities under the Terrorism (Protection of Premises) Act 2025 (Martyn's Law) and will continue to review and develop its protective security and emergency preparedness arrangements in line with national guidance and statutory requirements.

protective-security-and-preparedness-for-education-settings

Martyns Law Factsheet

Whilst serious security incidents in education settings remain uncommon, we will nonetheless maintain and regularly review procedures for evacuation, invacuation, lockdown and bomb threat incidents. In line with national guidance, we will assess risks proportionately, review site security arrangements, and maintain effective emergency response procedures.

Appropriate arrangements for controlling access to the site will be maintained, including the management of entrances, gates, doors and visitor access systems. Appropriate checks will be undertaken in respect of all visitors, volunteers and contractors attending the school. Visitors will be required to sign in and out, wear identification whilst on site, and comply with the school's safeguarding and visitor procedures.

Any unidentified person on site will be challenged appropriately and asked to verify their identity and reason for being on the premises. Pupils will be encouraged to report concerns about unfamiliar or unauthorised individuals to a member of staff.

We operate a zero-tolerance approach to behaviour that compromises, or may compromise, the safety, security or wellbeing of pupils, staff or visitors. Where necessary, appropriate action will be taken, including restricting or withdrawing permission to access the site.

17. Volunteers

This section sets out the school's arrangements for the recruitment, induction, vetting, supervision, management and safeguarding of volunteers. It should be read alongside Sections 4 (Training) and 12 (Safer Recruitment and Staff Vetting)

All volunteers will receive an appropriate induction before commencing activities within the school. This will include information relating to safeguarding, professional conduct, health and safety, and other relevant school procedures. The induction will be documented, and appropriate records maintained.

Volunteers will be recruited and engaged in accordance with the our established safer recruitment procedures. Relevant school policies will be made available, and appropriate checks will be undertaken based on the nature of the role and level of contact with children. This may include the completion of an application form, references, an interview or discussion regarding suitability and motivation to work with children, and any other safeguarding checks required by statutory guidance.

Volunteers undertaking regulated activity with children will be subject to an Enhanced DBS check, including Children's Barred List information, and the relevant details will be recorded on the SCR. This is regardless of any supervision in place.

Where volunteers are occasional and not engaged in regulated activity, we will undertake an appropriate risk assessment and ensure suitable safeguarding, supervision and risk management arrangements are in place.

Volunteers will not be permitted to undertake activities involving unsupervised access to pupils unless all relevant safeguarding requirements have been met. We will ensure that volunteer arrangements are subject to appropriate oversight and review by the DSL and relevant school leaders.

18. Visitors, Contractors, Agency Staff and ITT

Contractors, visitors, supply staff, agency staff and ITT will be subject to appropriate safeguarding arrangements in accordance with KCSiE 2026.

Appropriate checks will be undertaken to verify the suitability of individuals working with, or having access to, children. Where individuals are employed by a third-party organisation, school will obtain written confirmation that all required safer recruitment, safeguarding and vetting checks have been completed and recorded. Where necessary, additional checks may be undertaken by the school.

Individuals undertaking regulated activity with children will be subject to the appropriate DBS and pre-employment checks required for their role. Where individuals are not engaged in regulated activity, school will ensure that appropriate supervision, risk assessment and safeguarding arrangements are in place.

All visitors, contractors and other adults attending the school are required to report to reception on arrival, sign in and out, wear identification whilst on site, and comply with the school's safeguarding and visitor procedures. Appropriate identity checks will be completed before access to the premises is granted.

Contractors, visitors and other adults working on site will be provided with relevant safeguarding information, including the identity of the DSL and how to report concerns about a child or adult.

A SCR will be maintained in accordance with statutory requirements. The SCR records all required recruitment, safeguarding and vetting checks for staff, governors, volunteers, supply staff, agency workers and others as required by KCSiE 2026.

19. Extended School, Off-Site Provision and Educational/Residential Visits

Where extended school activities are provided and managed by the school, the requirements of this policy will apply, and any arrangements will have due regard to the requirements outlined in Section 7.3.

Where pupils attend off-site activities, including educational visits, residential visits, work-related learning placements, AP, tuition programmes, sporting activities and other external activities, school will seek appropriate written assurance that effective safeguarding and child protection arrangements are in place. This will include confirmation that providers have suitable safeguarding policies and procedures, safer recruitment arrangements, staff training and clear processes for managing and reporting safeguarding concerns.

The DSL will work closely with the Educational Visits Coordinator (EVC), visit leaders and other relevant staff during the planning process to identify and address any safeguarding concerns, vulnerabilities or additional support needs relating to individual pupils or groups of pupils.

Appropriate risk assessments will be completed prior to visits and activities, taking account of safeguarding, health and safety, medical, behavioural and SEND considerations. Where necessary, arrangements will be put in place to ensure pupils can participate safely and inclusively.

We will follow East Riding of Yorkshire Council (ERYC) guidance and procedures, or equivalent local authority arrangements, for the planning, approval, risk assessment and management of educational visits and off-site activities.

We understand that we remain responsible for safeguarding and promoting the welfare of our pupils when they are attending off-site provision and will ensure appropriate communication, oversight and information sharing arrangements are in place with external providers.

20. Work Experience Placements

Where pupils undertake work experience or work-related learning, we will ensure that appropriate safeguarding arrangements are in place in accordance with KCSiE 2026.

Whilst schools cannot require employers to obtain an Enhanced DBS check, including Children's Barred List information, for staff supervising pupils aged 16 to 17 on work experience placements, we will maintain appropriate oversight of all placements through risk assessment, employer assurance, and effective communication with the placement provider, pupil and parent/carer where appropriate.

Prior to the placement, appropriate assurance will be sought regarding safeguarding arrangements, supervision, staff suitability, health and safety arrangements, and procedures for identifying and reporting safeguarding concerns. Risk assessments will be undertaken, taking account of the nature of the placement, the age, needs and vulnerabilities of the pupil, and any identified safeguarding risks.

Monitoring arrangements, including contact with the pupil and placement provider and, where appropriate, placement visits, will be proportionate to the nature of the placement and any identified risks.

Where a placement may involve activities that meet the threshold for regulated activity, or where safeguarding concerns are identified, school will undertake further enquiries and seek additional assurances or safeguarding measures as required.

Any safeguarding concerns arising before, during or after a placement will be reported immediately to the DSL and managed in accordance with the school's safeguarding and child protection procedures.

21. Homestay and Host Family Arrangements

Nb – the school does not currently arrange homestay/host family arrangements.

Where school arranges for pupils to stay with host families as part of an educational visit, exchange programme, cultural visit or sports tour, appropriate safeguarding arrangements will be implemented in accordance with KCSiE 2026. Any arrangements will have due regard to the requirements outlined in Section 7.3.

Where school is responsible for arranging the homestay and has the authority to terminate the arrangement, host adults will be subject to appropriate safeguarding and suitability checks. This will include an Enhanced DBS check and, where required, Children's Barred List information. We will also consider the need for Enhanced DBS checks for other household members aged 16 or over residing at the address where a pupil will be staying.

Where homestay arrangements are organised privately by parents/carers or pupils, responsibility for the arrangements rests with the family and does not fall within the school's role as a regulated activity provider.

For overseas homestays, we will work with partner organisations, schools and host providers to seek appropriate assurance that safeguarding arrangements are in place and that host families are suitable to accommodate pupils. Parents/carers will be provided with clear information about the arrangements and associated expectations.

Pupils will be provided with information about how to seek help, raise concerns and access support during the homestay. We will maintain appropriate communication and support arrangements throughout the visit and will respond promptly to any safeguarding concerns that arise.

We will consider whether any homestay arrangement constitutes a private fostering arrangement and, where applicable, will comply with relevant statutory duties and local authority procedures.

22. Mobile Phones and Smart Devices

We are committed to maintaining a calm, safe and focused learning environment and, in accordance with KCSiE 2026 and the statutory guidance DfE 2026 '*Mobile Phones in Schools'*, school will operate as a mobile phone-free environment by default. Pupils will not have access to mobile phones or other personal smart devices during the school day, including during lessons, between lessons, breaktimes and lunchtimes, except where a specific educational, medical, accessibility or safeguarding need has been identified and authorised by the school leadership.

We will communicate clear expectations regarding the bringing, storage and use of mobile phones and smart devices. Any misuse of a device, or failure to comply with the school's requirements, will be managed in accordance with the Behaviour Policy, Acceptable Use Agreement and other relevant school procedures. Where necessary, devices may be confiscated, searched or examined in accordance with current legislation and DfE guidance.

We recognise that mobile phones and smart devices can present safeguarding, wellbeing and behaviour risks, including cyberbullying, online abuse, image sharing, inappropriate recording, distraction from learning and access to harmful content. Staff will remain vigilant to these risks and will respond to any concerns in accordance with the school's safeguarding and child protection procedures.

Staff are expected to use mobile phones and personal devices professionally and in accordance with the Staff Code of Conduct and Acceptable Use Policy. Personal devices must not be used to photograph, record or communicate with pupils unless expressly authorised and in line with school procedures.

Where concerns arise regarding the use of mobile phones, smart devices or other technology, appropriate safeguarding action will be taken, including liaison with parents/carers and, where necessary, referral to external agencies.

Appendix 1 - Definitions and Acronyms

AP	Alternative Provision
DBS	Disclosure and Barring Service
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
DPO	Data Protection Officer

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
FGM	Female Genital Mutilation
FH	Family Help (Previously Early Help)
GDPR	General Data Protection Regulation
HSB	Harmful Sexual behaviour - Sexual behaviours displayed by children that are developmentally inappropriate, abusive, coercive, harmful or potentially harmful to themselves or others. HSB may include repeated sexualised behaviours, inappropriate sexual touching, sexualised language, coercion, intimidation, manipulation, sexual behaviours involving a significant power imbalance, exposure to sexual content, or technology-facilitated sexual behaviours. HSB exists on a continuum and should always be considered within the context of the child's age, stage of development and individual circumstances.
IHP	Individual Healthcare Plan
ITT	Initial Teacher Trainee (Non-salaried and Salaried)
KCSiE 2026	Keeping Children Safe in Education 2026
LADO	Local Authority Designated Officer
MAC	Making a Change Team
NEST	Neglect and Environmental Screening tool
PLAC	Previously Looked After Children
PEM	Partner Engagement Meeting
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
RFS	Request For Service
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

SH	Sexual Harassment - This may include sexual comments, sexualised "jokes", taunting, unwanted physical behaviour of a sexual nature, online sexual harassment, the sharing of nudes and semi-nudes, sharing unwanted sexual or explicit content, upskirting, sexualised online bullying, unwanted sexual comments or messages (including via social media, gaming platforms and messaging apps), the spreading of sexual rumours, and sexual exploitation involving coercion, manipulation, intimidation or threat. Any incident of sexual violence will be treated as a serious safeguarding concern and responded to in accordance with Part Five of KCSiE 2026
SV	Sexual Violence – This may include rape, assault by penetration, sexual assault, or causing, coercing or forcing another child to engage in sexual activity without freely given consent. Sexual violence may occur between children of any age and sex and can take place in person or online. Any incident of sexual violence will be treated as a serious safeguarding concern and responded to in accordance with Part Five of KCSiE 2026
SiET	Safeguarding in Education Team
SCR	Single Central Record
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
TRA	Teacher Regulation Agency
VCET	Vulnerable Children Education Team

Appendix 2 - Related Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and the Children Act 2004 and is informed by relevant legislation, statutory guidance, and local safeguarding procedures. Particular regard has been given to KCSiE 2026 and Working Together to Safeguard Children 2026, which require schools and colleges to have effective safeguarding and child protection arrangements in place.

This includes but is not limited to:

- Keeping Children Safe in Education 2026 (Department for Education, September 2026)
- Working Together to Safeguard Children 2026 (Department for Education, March 2026)
- ERSCP Effective Support for Children, Young People and Families in the East Riding of Yorkshire (East Riding Safeguarding Children Partnership, August 2025)
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings (Safer Recruitment Consortium, February 2022)
- Restrictive Interventions, Including Use of Reasonable Force, in Schools (Department for Education, April 2026)
- Searching, Screening and Confiscation: Advice for Schools (Department for Education, July 2022)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (Department for Education, May 2024)
- Guide to the UK General Data Protection Regulation (UK GDPR) (Information Commissioner's Office, current edition)
- Data Protection in Schools (Department for Education, July 2026)
- Revised Prevent Duty Guidance: England and Wales (Home Office, March 2024)
- The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation (Department for Education, September 2023)
- Multi-Agency Statutory Guidance on Female Genital Mutilation (HM Government, July 2020)
- Working Together to Improve School Attendance (Department for Education, August 2024)
- Disqualification under the Childcare Act 2006 (Department for Education, August 2018) -
- Children Missing Education: Statutory Guidance for Local Authorities (Department for Education, September 2025)
- Support for Pupils Where Mental Health Issues Affect Attendance (Department for Education, February 2023)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (Department for Education, August 2024)
- Behaviour in Schools: Advice for Headteachers and School Staff (Department for Education, February 2024)
- Local Authority Educational Visits Guidance and Procedures (ERYC or Trust equivalent)
- The Designated Teacher for Looked-After and Previously Looked-After Children (Department for Education, February 2018)
- Promoting the Education of Looked-After and Previously Looked-After Children (Department for Education, February 2018)
- Promoting the Education of Children with a Social Worker and Children in Kinship Care Arrangements: Virtual School Head Role Extension (Department for Education, September 2025)
- After-school Clubs, Community Activities and Tuition: Safeguarding Guidance for Providers (Department for Education, September 2023)
- Meeting Digital and Technology Standards in Schools and Colleges (Department for Education, June 2026)
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (UK Council for Internet Safety (UKCIS), March 2024)
- Teaching Online Safety in Schools (Department for Education, January 2023)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (Department for Education, 2025 update)
- Use of Unregulated Alternative Provision Guidance (East Riding of Yorkshire Council, August 2025)
- Generative Artificial Intelligence: Product Safety Expectations (Department for Education, January 2025)
- Cyber Security Standards for Schools and Colleges (Department for Education, June 2026)
- Arranging Alternative Provision: A Guide for Local Authorities and Schools (Department for Education, February 2025)
- Non-school alternative provision: voluntary national standards (Department for Education, August 2025)
- The Equality Act 2010: Advice for Schools (Department for Education, April 2014)
- SEND Code of Practice: 0 to 25 Years (Department for Education and Department of Health, January 2015)

SiET Policies

Consideration is being given to the structure and format of these documents as there is a potential duplication and crossover with ERYC documents that have been through a formal approval and consultation process.

Until this is concluded our suggestion is to extend the current policy documents, updating the reference to KCSiE from 2025 to 2026 and check for any local updates.

Please maintain the current procedures in place to ensure continuity of process and safeguarding responsibilities

These documents are no longer owned by the ERSCP so please remove references and branding to this effect for the moment and position as standalone school policy documents approved by your Governing Body or equivalent

- School Staff and Volunteer Code of Conduct (~~East Riding Safeguarding Children Partnership, September 2025~~)
- School Whistleblowing (Child Protection and Safeguarding) Guidance (~~East Riding Safeguarding Children Partnership~~, ~~September 2025~~)
- Low-level Concerns Policy (~~East Riding Safeguarding Children Partnership, September 2025~~)

Appendix 3 - Other Safeguarding Related School Policies

Safeguarding is everyone's responsibility and requires a whole school approach. The school is committed to promoting the welfare, safety, and wellbeing of all pupils. Safeguarding considerations are embedded throughout the school's policies, procedures, curriculum, and daily practice.

This Child Protection and Safeguarding Policy should be read alongside the following policies and guidance, which collectively support the school's safeguarding arrangements and help ensure that children are protected from harm, abuse, neglect, exploitation, and radicalisation

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Positive Handling / Physical Intervention Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Educational Visits Policy
- Health and Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Online Safety Policy
- Filtering and Monitoring Policy/Standards
- Acceptable Use Policy IT(AUP)
- Data Protection Policy
- Information Security Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Safer Recruitment Policy
- Staff Induction and Training Procedures
- Managing Allegations Against Staff and Low-Level Concerns Procedures
- Equality, Diversity, and Inclusion Policy
- Mental Health and Emotional Wellbeing Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- Site Security Policy
- Alternative Provision Policy (where applicable)
- Looked After and Previously Looked After Children

Appendix 4 – 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 a single definition or label. In many cases, multiple issues will overlap and interact.

Staff should remain alert to changes in a child's behaviour, presentation, attendance, relationships, and emotional wellbeing.

Professional Curiosity and Reporting Concerns - the indicators provided within this appendix are not exhaustive and may be associated with other circumstances and do not necessarily mean abuse is taking place. Staff should exercise professional curiosity and report any safeguarding concern promptly to the DSL or DDSL

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, mood or attainment
- Age-inappropriate sexual knowledge or behaviour
- Self-harm, suicidal thoughts, or risk-taking behaviour
- Withdrawal, anxiety, or depression.
- Reluctance to change for PE.
- Unexplained gifts, money, or possessions.
- Sexual health concerns

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

- Unexplained injuries or injuries inconsistent with explanations
- Frequent injuries or repeated presentations
- Injuries in unusual locations or patterns
- Delays in seeking medical treatment
- Reluctance to discuss injuries
- Covering injuries unnecessarily.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern
- Aggressive behaviour or severe temper outbursts

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
- Excessive need for approval, attention, and affection
- Sudden speech disorders
- Self-harming or Eating Disorders
- Extremes of passivity and/or aggression or withdrawal
- Excessive need for approval or reassurance.
- Fear of parents/carers being contacted.
- Difficulties forming or maintaining relationships

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
- Delayed development
- Poor relationship with peers
- Low Self Esteem
- 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)
CCE and CSE are forms of abuse that can have a significant impact on a child's safety, wellbeing and educational outcomes. These forms of exploitation often overlap, and victims may experience multiple types of abuse simultaneously. Exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity. This may be in exchange for something the child needs or wants, such as money, gifts, affection, drugs, alcohol, accommodation or status. In some cases, the child may not recognise that they are being exploited.

Children can be exploited by adults or by other children. Where a child is involved in exploiting another child, professionals should recognise that the child perpetrator may also be a victim of exploitation and require safeguarding support.

All children are vulnerable to exploitation; however, factors such as age, disability, special educational needs, communication difficulties, social isolation, family circumstances, sexual identity, emotional wellbeing and economic vulnerability may increase risk.

The following indicators may be associated with both CCE and CSE:

- Unexplained gifts, money, clothing or other possessions
- Association with individuals or groups known to be involved in exploitation.
- Changes in behaviour, emotional wellbeing or presentation
- Increased use of drugs and/or alcohol
- Going missing from home, care or education
- Frequent lateness or unexplained absence from school
- Poor attendance or disengagement from education
- Secretive behaviour or increased use of multiple mobile phones or social media accounts
- Relationships with controlling or older individuals
- Unexplained injuries or signs of physical assault

Children who have experienced exploitation are likely to require additional safeguarding, pastoral and educational support to enable them to remain safe and engaged in education.

Child Sexual Exploitation (CSE)
Child Sexual Exploitation is a form of child sexual abuse. It may occur through a single incident or through a series of incidents over time and can range from opportunistic abuse to complex organised exploitation.

CSE can involve physical contact, including assault by penetration, or non-contact activities such as persuading children to engage in sexual activity online, produce sexual images or participate in sexual conversations. Exploitation may involve coercion, intimidation, manipulation, threats, violence or grooming.

Additional indicators that may suggest a child is being sexually exploited include:
- Relationships with significantly older individuals.
- Receipt of gifts, money, drugs, alcohol or accommodation in exchange for attention or sexual activity.
- Sexually transmitted infections.
- Pregnancy.
- Sexualised behaviour that is inappropriate for the child's age or stage of development.
- Sharing or possession of sexual images.
- Concerns relating to online grooming or exploitation.

Child Criminal Exploitation (CCE)
Child Criminal Exploitation occurs where an individual or group takes advantage of a power imbalance to coerce, control, manipulate or deceive a child into criminal activity.

Children may be exploited to transport drugs, carry weapons, commit theft, fraud or violence, or facilitate criminal activity through the use of their homes, personal belongings or bank accounts. Children involved in criminal exploitation should always be viewed as potential victims first, even where they appear to be offending or are involved in criminal behaviour.

County Lines
County lines is a form of Child Criminal Exploitation involving organised criminal networks or gangs. These groups use dedicated mobile phone lines or other communication methods to supply and distribute illegal drugs.

Children and vulnerable adults may be exploited to transport, store and sell drugs and money on behalf of criminal networks. Exploitation frequently involves coercion, intimidation, threats, violence, sexual violence and the use of weapons.
Recruitment can take place in schools, colleges, pupil referral units, children's homes, care settings and increasingly through online platforms and social media.

Children can become trapped within county lines activity through manufactured debt, threats to themselves or their families, grooming, intimidation and fear of violence.

In addition to the indicators listed above, concerns may arise where a child:

- Goes missing from home, care or education and is found in areas away from where they normally live
- Is found in accommodation with no obvious connection to them, including so-called "trap houses", cuckooed properties or hotel rooms linked to drug activity
- Is involved in carrying, storing or supplying drugs
- Is receiving instructions or requests through mobile phones associated with drug distribution
- Has unexplained travel patterns, particularly to locations known for drug activity
- Has unexplained money, train tickets or hotel receipts
- Is involved in serious violence, including knife-enabled crime
- Owes a debt to individuals or groups involved in criminal activity
- Has their bank account, phone or personal belongings used by others
- Is exposed to methods of drug concealment, including “plugging”(concealing drugs internally within the body) or "stuffing" (concealing drugs in the mouth or clothing to avoid detection

APPENDIX 5 – Responding to Concerns – Advice to Staff

When a child, young person, parent or carer shares information that causes concern:

- Remain calm and attentive
- Listen carefully and take what is being said seriously
- Do not promise secrecy. Explain that you may need to share the information with people who can help. Promise confidentiality, not secrecy
- Be aware of your verbal and non-verbal responses
- Keep your responses short, simple, supportive and non-judgemental
- Allow the child, young person, parent or carer to speak freely and do not interrupt unnecessarily
- Do not investigate, interview or ask leading questions
- Only ask open questions for clarification where absolutely necessary. In many cases, this is best left to the DSL

Examples of Open Questions

The use of TED questions may be appropriate:

- Tell me what happened.
- Explain what you mean.
- Describe what happened next.

Other appropriate open questions may include:

- Can you tell me more about that?
- What happened next?
- Is there anything else you would like to tell me?

If you have difficulty understanding the child, young person, parent or carer's communication method, reassure them that appropriate support will be found to help them communicate

Reassure them that they have done the right thing by speaking to you.

Avoid expressing shock, disbelief, judgement or personal opinions

Do not make promises that you cannot keep

Explain honestly what will happen next and who the information may need to be shared with

Recording the Concern

As soon as possible, make a record using the school's safeguarding recording system. The school uses CPOMS to record concerns, action taken and resolution of concerns. The concern should be recorded by the member of staff involved (e.g. has had a disclosure made to them) and not passed to another staff member to record.

Record:

- Exactly what was said, using the person's own words wherever possible.
- The date, time and location of the concern.
- Who was present.
- Any questions asked and the responses given.
- Any observations of behaviour, presentation or demeanour.
- Any actions taken following the information shared
- Your name, role, signature (where applicable) and the date of the record

Ensure records are:

- Factual and accurate
- Clear, legible and dated
- Stored securely and treated as confidential

- Injuries or Mark

<u>If you observe, or are shown, any marks or injuries:</u>

- Do not ask the child to remove clothing
- Do not photograph injuries unless this forms part of the school's agreed safeguarding procedures and has been authorised
- Record what you have seen factually and pass the information to the DSL immediately

Appendix 6 – Example of Advice for Children

If someone is hurting you, upsetting you, or making you feel unsafe, it is not your fault. You are not alone. There are people who can help you and stop the behaviour that scares or hurts you. You have the right to feel safe, respected, and listened to.

If you are worried about yourself or another child, there are people who can help. You do not have to deal with it on your own.

This could include someone hurting you physically, bullying you, making you feel frightened, unwanted touching, problems at home, worries about friendships or relationships, or concerns about something happening online.

What You Should Do

- Talk to a trusted adult as soon as possible
- Speak to your teacher, form tutor, Head of Year, Designated Safeguarding Lead, or another member of staff
- Tell your parent, carer, or another trusted family member if you can.
- Keep telling someone until you get the help you need
- Tell an adult if you are worried about a friend

What You Should Not Do

- Do not keep worries or abuse a secret
- Do not think it is your fault
- Do not let anyone tell you that you will get into trouble for asking for help
- Do not feel embarrassed about speaking to someone
- Do not try to deal with serious problems on your own

Who Can Help in School?
Class teacher or form tutor
Any trusted member of staff
Designated Safeguarding Lead (DSL): John Sheppard
Deputy Designated Safeguarding Lead(s): Suzanne Coxon, Louise McGarry
School safeguarding email/reporting system: mr.sheppard@kirkella.eriding.net
Help Outside School
www.nspcc.org.uk
www.childline.org.uk Freephone: 0800 1111
www.barnardos.org.uk
www.saferinternet.org.uk
www.thinkuknow.co.uk
www.kooth.com

Remember
You are never to blame for abuse or harm caused by another person.
If something does not feel right, speak to a trusted adult. We will listen, take your concerns seriously, and do our best to help keep you safe.

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.

Appendix 7 - Example - Safeguarding Children; Information for Visitors, Supply Staff and Volunteers

Kirk Ella St Andrew's Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, visitors, contractors and agency personnel to share this commitment.
Safeguarding is everyone's responsibility. If you have any concern about the welfare or safety of a child, you must report it immediately.

<u>If You Have a Safeguarding Concern</u>
If you are concerned about a child's welfare, safety or wellbeing, you must:

- report your concern immediately to the Designated Safeguarding Lead, Deputy DSL, or a member of the Senior Leadership Team
- record any observations or concerns as soon as possible on the school's safeguarding system or reporting form
- include the date, time, child's name, your name, and a factual account of what was seen, heard, or shared

<u>Do not:</u>

- investigate concerns yourself
- question the child in detail
- ask leading questions
- discuss concerns with anyone who does not need to know
- promise to keep secret

<u>You May Be Concerned If:</u>

- you notice an injury or mark that causes concern
- a child shares information with you
- another person raises concerns about a child
- a child's behaviour or presentation changes significantly
- you observe behaviour that causes you concern
- something simply does not feel right

Always share concerns. It is better to report a concern that proves unfounded than to miss an opportunity to help a child.

<u>If a Child Shares a concern</u>
If a child tells you something that may indicate they are at risk of harm:
Do:

- stay calm and listen carefully
- reassure the child that they have done the right thing by telling you
- take what the child says seriously
- explain that you may need to pass the information on to people who can help
- record the child's words as accurately as possible
- report the concern immediately

Do Not:

- promise confidentiality.
- ask leading or investigative questions.
- interrupt or challenge the child.
- express shock or disbelief.
- discuss the concern with others unnecessarily.

Allegations About Staff or Volunteers

- if you have a concern about the behaviour or conduct of any adult working with children, including a member of staff, volunteer, contractor, governor, or visitor, you must report this immediately to the Headteacher or DSL.
- if the concern relates to the Headteacher, it should be reported to the Chair of Governors.

Emergency Situations

- If a child is at immediate risk of harm and the DSL / DDSL / Senior Leader are not immediately available, take appropriate action to protect the child and inform the school as soon as possible
- If a child is in immediate danger, contact the Police by calling 999 and share with school asap

Key Safeguarding Contacts

Designated Safeguarding Lead:
John Sheppard
Deputy Designated Safeguarding Lead(s):
Suzanne Coxon, Louise McGarry
Headteacher:
Suzanne Coxon (Interim Leadership Support)
Safeguarding Governor:
Jack Danson
School Telephone Number:
01482 657208

Remember

If you see something, hear something, or are worried about something, report it.
You do not need proof or certainty to share a safeguarding concern. Prompt reporting helps ensure children receive the support and protection they need.

Appendix 8 - Advice if there are concerns about the capacity of parent/carer collecting children

The school has a duty to safeguard and promote the welfare of all children. If a parent, carer, or other authorised adult arrives to collect a child and staff have reason to believe they may be unable to provide safe care or transport, appropriate safeguarding action will be taken.

Concerns may arise where an individual appears to be:

- Under the influence of alcohol.
- Under the influence of drugs (prescribed or non-prescribed).
- Behaving in a manner that is irrational, aggressive, distressed, or otherwise causes concern.
- Appearing unable to safely supervise or transport a child.

Whilst the school does not generally have the legal authority to prevent a parent or person with parental responsibility from collecting their child, staff have a safeguarding duty to take reasonable steps to protect children from harm and to seek appropriate advice where concerns exist.

Procedure

Where staff have concerns about the capacity of a parent, carer, or authorised collector, the following steps should be taken:

- Inform a senior member of staff immediately, preferably the Headteacher, Deputy Headteacher, DSL, or DDSL.
- Assess the situation calmly and sensitively, speaking with the adult where appropriate to clarify any concerns and determine whether the child can be collected safely.
- Consider alternative collection arrangements, such as contacting another authorised adult named on the child's emergency contact list.
- Keep the child safely supervised within school whilst advice is sought and alternative arrangements are explored.
- Where concerns remain and there is a risk that the child may suffer harm if released into the adult's care, the school will:
- Explain concerns professionally and calmly.
- Seek advice from SaPH and/or the Police as appropriate.
- Request that the adult remains on site while advice is obtained where this can be done safely.
- If the adult insists on leaving with the child and staff believe the child is at immediate risk of significant harm, or that there is an immediate risk to public safety (for example, suspected impaired driving), the Police will be contacted immediately via 999.
- A safeguarding record of the incident will be completed, including:
- Date and time.
- Names of those involved
- Observations made by staff
- Actions taken
- Advice received from external agencies
- Outcome of the incident

Staff Safety

Staff should not place themselves at risk, physically intervene, or attempt to prevent an adult from leaving with a child unless there is an immediate risk of serious harm and they are acting in accordance with their training and the school's procedures.

Where the behaviour of an adult becomes threatening, aggressive, or places others at risk, the Police should be contacted immediately.

Record Keeping and Follow Up

All incidents of this nature will be reported to the DSL and recorded in accordance with the school's safeguarding procedures. The DSL will consider whether the incident should be shared with SaPH, CSC, Family Help services, or other partner agencies and whether any additional support is required for the child and family.

Appendix 9 - Information for Parents

At Kirk Ella St Andrew's Primary School, we recognise that your child's welfare is our responsibility and our priority. We are committed to working in partnership with you and will wherever possible discuss with you any concerns that we may have about your child, as well as any concerns you may wish to raise.

We aim to keep parents and carers informed and involved in matters relating to their child whenever possible.

However, as your child's welfare is our paramount concern, there may be exceptional circumstances where we need to consult with other agencies before informing you.
The ERSCP has established the procedures that we follow, and the school has adopted a Child Protection and Safeguarding Policy in line with this guidance to help ensure the safety and wellbeing of all children.

If you would like further information about our safeguarding procedures or policies, please speak to the Headteacher, the Designated Safeguarding Lead, or your child's Class Teacher. Alternatively, you may contact Jack Danson of DSG, the Governor with responsibility for safeguarding and child protection, via the school office.

Appendix 10 - EYFS Framework September 2026 - Summary of Changes

Changes to the EYFS framework from 1 September 2026

The revised Early Years Foundation Stage (EYFS) statutory framework for 2026, introduces enhanced safeguarding and welfare requirements designed to establish more robust safety parameters across all early year's provisions. Driven by recent government consultations, expert health recommendations, and lessons learned from historic safeguarding reviews, the Department for Education (DfE) has amended Section 3 of the framework (The safeguarding and welfare requirements) to ensure consistent interpretation and implementation across all settings.

Rather than relying on differing external advice, the updated framework incorporates mandatory requirements directly into the statutory text - most notably introducing strengthened criteria for safer background checks, lowering the legal thresholds for reporting allegations of harm, and formalising explicit environment parameters for infant safer sleep. Ultimately, these revisions shift our day-to-day operations from a culture of advised "best practice" to one of strict statutory compliance, ensuring a uniform safety standard that fully protects the children in our care.

Summary of Changes

Vetting, Safer Recruitment, and Disclosures (EYFS Sections 3.15 – 3.20)
To prevent unsuitable individuals from accessing children within your setting, the following absolute recruitment parameters are legally enforced:

- **Prior Employment DBS Verification:** No new employee or staff member should commence work in any capacity—regardless of supervision status—before their physical Enhanced Criminal Records (DBS) certificate has been formally received and checked by management. Working on a "pending" status is strictly prohibited
- **Universal Volunteer Screening:** All regular or occasional volunteers must clear an Enhanced DBS check alongside a Children's Barred List check prior to deployment, eliminating past exemptions for supervised volunteers.
- **References:** Secure, written employment references are a mandatory statutory prerequisite for all personnel files prior to contract confirmation.
- **Continuous Suitability Disclosures:** All staff are under a continuous statutory obligation to immediately disclose any personal health changes, police investigations, cautions, convictions, or external child protection involvements that impact their suitability to work with minors

Notification of Allegations and the "Harm" Threshold (EYFS Section 3.10)

The setting must adhere to statutory reporting timelines for managing allegations regarding allegations made against individuals working, volunteering, or residing on the premises:

- **Lowered Reporting Bar:** The DSL must notify Ofsted (or the relevant childminder agency) of any allegation relating to **"harm"**. This replaces the old legal threshold of "serious harm".
- **Reporting Timeline:** Any allegation matching the harm threshold must be escalated internally instantly, ensuring a formal notification is made to Ofsted within the required statutory window of the incident or allegation arising

Infant Safer Sleep Environments & Practices (EYFS Section 3.86)

To mitigate the risks of Sudden Infant Death Syndrome (SIDS) and ensure physical safety, sleep rooms must operate under prescriptive statutory mandates as below:

- **Equipment Restraints:** Children aged 12 months and under must sleep exclusively on a separate, firm, flat, waterproof mattress housed within an approved cot or travel cot. Sleep mats, pods, and cushions are strictly forbidden for this age bracket.
- **The Bare Cot Standard:** Cots must contain only the sleeping infant and their bedding. Soft bumpers, pillows, loose blankets, sleep positioners, or soft toys are banned.
- **Positioning and Supervised Proximity:** All infants under 24 months are placed to sleep in the "feet-to-foot" position. For infants under 6 months old, a qualified practitioner must maintain a **continuous physical presence** in the room throughout the sleep period.

Environmental Safety & Banned Dog Breeds (EYFS Section 3.82)

- **Dangerous Dogs Prohibition:** No registered childcare operations may take place on any premises where a legally **banned dog breed** is kept, housed, or present at any time. This setting enforces a total prohibition on these specific breeds across all grounds