



READ SCHOOL

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Read School Child Protection & Safeguarding Policy

Named school personnel with designated responsibility for Child Protection and Safeguarding

Key Contacts	
School Key Contacts	
Headteacher	Ruth Ainley 01757 618248 ext 111 head@readschool.co.uk
Chair of Governors	Lisa Dukes ☐ ldukes@readschool.co.uk
Safeguarding Governors	Dr Ruth Medlock ✉ rmedlock@readschool.co.uk Kim O'Hara ☐ kohara@readschool.co.uk
Designated Safeguarding Lead	Georgina Ashton ☎ 01757 618248 ✉ safeguarding@readschool.co.uk ashton@readschool.co.uk
Deputy Designated Safeguarding Lead(s)	Sally Warren ☐ 01757 618248 or 01757 618033 ☐ warren@readschool.co.uk Elizabeth Hepworth 01757 618248 ☐ hepworth@readschool.co.uk
Mental Health Lead / Head of Inclusion	Philippa Anderson ☐ 01757 618248 ☐ anderson@readschool.co.uk
Key Person(s) (EYFS)	Vicky Burnell ☐ 01757 618248 ☐ burnell@readschool.co.uk

2. Policy review dates, approval, and dissemination processes

Most recent ratification date	Date policy shared with staff	Process for confirming that staff have read and understood this policy
<i>INSET 2025</i>	SAFEGUARD AND KCSIE 2025	Presentation and online training via THE KEY All staff must complete mandatory online training and then sign the electronic training log. A certificate is also issued by THE KEY on completion of training KCSIE 2025 part one and The Key Safeguarding and Child protection: online completed and read by all staff working directly with children KCSIE 2025 Annex A all staff and Governors who do not work in direct contact with pupils Keeping Children Safe in Education 2025 part 1 assessment completed by all staff who do not work

	directly with children Safeguarding for governance – all Governors
This policy will be due for review in September 2026 but may be reviewed sooner if there are changes to government legislation or school practice and procedures	

3. North Yorkshire Local Authority Key Safeguarding Contacts

Early Help Contacts	
North Yorkshire Council Children & Families Service: Early Help	
Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	
<ul style="list-style-type: none"> Where there are significant immediate concerns about the safety of a child, contact the police on 999. If you believe the situation is urgent but does not require the police, call 0300 131 2 131 to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call 0300 131 2 131 to speak to the Emergency Duty Team. Professional’s Consultation Line 01609 535070 is available between 10am and 4pm. 	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children’s social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101 Home Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 533080 lado@northyorks.gov.uk LADO notification form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator -	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	
CAMHS	The single point of access for the TEWV service (covering all North Yorkshire except Craven) is: 0300 0134 778
	Craven: BDCT First response 0800 952 1181 7 days a week, 24 hours
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171 .

Read School Child Protection Policy

(In conjunction with the North Yorkshire Safeguarding Children Partnership)

Introduction and Aims

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

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

Department for Education's [statutory guidance](#) publications for schools and local authorities, including:

[Working Together to Safeguard Children](#) (2023)

[Keeping children Safe in Education](#) (2025)

[Designated teacher for looked-after and previously looked-after children](#) (2018)

[Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty

[Data Protection Act](#) (2018) and [UK GDPR](#)

[Prevent Duty Guidance](#) (2023)

[NYSCP \(safeguardingchildren.co.uk\)](http://safeguardingchildren.co.uk)

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

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

Safeguarding and promoting the welfare of children means:

Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: **'Working Together to Safeguard Children (2023)'**

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

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Child Protection - Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

(Children includes everyone under the age of 18 or 25 if a care leaver).

Our commitment

Read School is committed to ensuring the welfare and safety of all children in our school. We will protect and support our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

All North Yorkshire schools, including Read School, follow the North Yorkshire Safeguarding Children Partnership procedures. The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE).

The School will, of course, always aim to maintain a positive relationship with all parents. This school's Child Protection Policy is available publicly via our website and for staff on the shared drive.

School Commitment and Values

Our commitment to our children

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

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

Roles and Responsibilities

Governors

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

The Governing Body is responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. Governors will ensure

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that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
 - Child protection and safeguarding policy (this document),
 - Behaviour policy and anti-bullying policies
 - Early Years Foundation Stage (EYFS) policy
 - Special Educational Needs and Disability (SEND) policy.
 - Prevent policy
 - Health and safety policy
 - Medical policies
 - Staff behaviour policy/code of conduct
 - Mental health policy
 - Whistleblowing policy
 - Filtering and monitoring
 - AI Policy
 - Low-level concerns policy.
 - Attendance and CME policy (including Safeguarding response to children who go absent from education)
 - Educational visits policy
 - Recruitment and Selection Policy and Procedures
 - LFL (Learning for Life) PSHE, including RSE curriculum policy.
- These policies, along with Part 1, Part 5, and Annex B of KCSIE and information on the role and identity of the DSL is provided to all staff on induction
- We have sought assurances that Child Protection Files are maintained in line with Annex C of KCSIE.
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2025, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
- The school holds more than one emergency contact number for each pupil (where reasonably possible).
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, regardless of whether or not this has been reported.
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely.
- The School has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery

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of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.

- The School contributes to multi-agency working in line with [Working Together to Safeguard Children](#) and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment.
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.
- That the School has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system.
 - That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose.
 - That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role. Furthermore, the governing body is responsible for ensuring that role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2025 Annex C.
 - This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website.

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

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

- Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2025 para 84-91. All governors are responsible for reading and ensuring that para 84-91 of KCSIE 2025 are adhered to.
- The obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure. All governors are responsible for reading and ensuring that para 92-93 and 114-122 of KCSIE 2025 are adhered to.

The Headteacher

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

- All safeguarding related policies and procedures approved by the Governing Body are fully implemented and followed by all staff, pupils, and visitors.
- They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves).
- They ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated.

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- They provide adequate support and resources for the DSL to be able to fulfil their role, including ensuring cover for this role should the named person be absent or away from school.
- The curriculum that is in place supports children to understand how to keep themselves safe, including online.
- They promote a strong, open and positive culture of safeguarding across the school.

The Designated Safeguarding Lead (DSL) and Deputies

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2025 Annex C. Governors and the Headteacher are responsible for ensuring that the DSL is given adequate resources to fulfil their role. However, it is also the responsibility of the DSL to share any concerns that they have if they feel that they do not have the capacity or capability to fulfil their role fully and effectively.

The DSL and Deputies are responsible for following the guidance as laid out in Annex C of KCSIE 2025 (pages 170-176), pertaining specifically to the following.

- **Be the First Point of Contact:** Serve as the main person for all staff, volunteers, and students to talk to about safeguarding and child protection concerns.
- **Management of referrals:** Handle and manage child protection referrals to external agencies such as children's social care and the police. This includes making sure referrals are made appropriately and in a timely manner.
- **Act as a Link:** Work as a crucial link between the school and other agencies, including children's social care, police, and health services.
- **Providing Advice and Support:** Offer expert advice and support to other staff members on child welfare and child protection matters.
- **Keep Records:** maintain detailed, confidential, and accurate records of all safeguarding concerns, discussions, and actions taken.
- **Provide Training and Support:** Ensure all staff receive appropriate safeguarding training, including regular updates, and understand their roles and responsibilities.
- **Stay Informed:** Keep up to date with local and national safeguarding policies and best practices, and ensure the school's own policies are always current.
- **Raising Awareness:** Promote a culture of vigilance within the school, making sure everyone understands the importance of safeguarding and is aware of the signs of abuse and neglect.
- **Child-Centred:** The Designated Safeguarding Lead (DSL) will:
 - **Actively seek and listen** to the voice of the child throughout any safeguarding process. This is to ensure that the child's wishes and feelings are understood and considered in all decisions affecting them.
 - **Explain the process** to the child in an age-appropriate way. This includes what will happen next, who they will be speaking to, and how their information will be used, while being mindful of confidentiality.
 - **Ensure the child is heard** and that their perspective is given due weight when making a referral or participating in multi-agency discussions.
 - **Advocate for the child's best interests**, which includes representing their views, even if those views are difficult to hear or conflict with those of their parents or other professionals.

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

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The Senior Mental Health Lead

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

- developing a whole-school approach to support mental wellbeing.
- promoting good mental health and emotional wellbeing for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.
- liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation.

All School Leaders, Staff and Volunteers

All School staff are responsible for ensuring that they:

- **Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.**
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction. This includes the:
 - Child Protection policy
 - Behaviour policy
 - Staff behaviour policy/code of conduct
 - Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods.
 - Role of the DSL (including the identity of the DSL and deputies).
- Have read and confirmed that have received, read, and understood the school safeguarding policies and procedures for at least Part 1, Part 5, and Annex B of KCSIE 2025 (or Annex A, if appropriate).
- Have read and understood this policy and how it relates to KCSIE 2025.
- Are aware of their local early help process and understand their role in it.
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments.
- Know what to do if a child tells them he/she/they is/are being abused, exploited, or neglected.
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim is never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor is a victim ever be made to feel ashamed for making a report.
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication.
- Understand that they have a responsibility to provide a safe environment in which children can learn.

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- Are prepared and trained to identify children who may benefit from early help.

The Read School Step-by-Step Guide for Responding to Concerns

The Read School is committed to a "see it, say it, do it" approach to safeguarding. If any member of staff or volunteer has a concern, no matter how small, they should follow this process:

Step 1: Identify the Concern

- **Trust your instincts:** If something feels "off" or makes you uncomfortable, it is worth noting.
- **Observe:** Look for any changes in a child's behaviour, appearance, or communication. This could include unexplained injuries, becoming withdrawn, or expressing unusual or distressing thoughts.
- **Listen:** Pay attention to what a child says, both directly and indirectly. They may not use the word "abuse" but may hint at issues at school, at home or with a peer.

Step 2: Record and Report

- **Do not investigate.** It is not the role of individual staff members or volunteers to interview the child or gather evidence. This could compromise a future investigation.
- **Record immediately.** As soon as possible, write down observations. Use the school's approved safeguarding reporting system. Be *factual, objective, and do not make assumptions*.
 - **What to include:**
 - The child's name and date of birth.
 - The date, time, and location of the incident or observation.
 - What you saw or heard, using the child's own words where possible.
 - The exact words of any disclosure.
 - A description of any actions taken, such as speaking with a colleague.
- **Inform the DSL.** The concern must be reported to the Designated Safeguarding Lead (DSL), or deputy DSL immediately.

Step 3: After You Report

- **Be available.** The DSL may need to ask you for more details or clarification.
- **Maintain confidentiality.** Do not discuss the concern with anyone else, including other staff, parents, or the child's friends, unless explicitly directed to do so by the DSL or a relevant external agency.
- **Continue your duty of care.** Continue to provide the child with a supportive and caring environment, but do not promise them confidentiality you cannot keep.

Working Together to Safeguard Children, Our Multi-Agency Commitment

Our school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding its pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2023.'

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

Furthermore, we commit to:

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

Information Sharing

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

We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Furthermore, we commit to:

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

Record-Keeping and Data Protection

The Read School is committed to maintaining accurate, confidential, and secure records of all safeguarding concerns. This is a critical element of our safeguarding practice, enabling us to build a complete picture of a child's experiences and to ensure timely and effective support.

- **Separation of Records:** All child protection and safeguarding records are kept **strictly separate** from the child's main academic file. This ensures that sensitive information is only accessible to those with a direct need to know, in line with safeguarding principles.
- **Staff Training:** All staff, especially those with direct responsibility for recording information, receive regular training on the school's record-keeping procedures. This training emphasises the importance of factual, objective, and timely reporting.
- **Legal Obligations:** We recognise our legal obligations under the **Data Protection Act 2018** and **UK GDPR**. All staff are aware of their responsibilities to handle and share personal information in a secure and lawful manner, prioritising the child's welfare at all times.

Staff Training

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

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All staff receive additional safeguarding and child protection training via termly safeguard training, online training, twilight sessions, email updates on regional and national issues as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively.

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

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

Opportunities to teach safeguarding

- Read School teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.
- The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.
- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective LFL (Learning for Life) delivered in a classroom setting and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).
- Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.
- Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2025 para 128-133.

Online Safety

- Read School has an effective whole school approach to online safety which includes ensuring an understanding of:
 - Roles and responsibilities in relation to filtering and monitoring.
 - Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 135 of KCSIE 2025.
 - Mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Read School is committed to considering how online safety is reflected in:
 - all relevant policies
 - the planning of the curriculum
 - staff training
 - the roles and responsibilities of the DSL and all staff

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- Information and guidance provided to parents.

Use of Mobile and Smart Technology in School

- Read School recognises the importance of having clear policies on the use of mobile devices and smart technology (mobile phones, cameras and smart devices, including smart watches and fitness watches) to safeguard our pupils.
- We carefully consider how these devices and technology are managed on our premises and therefore our school policies include the use of Mobile devices/Smart Technology. This is held in the form of our Acceptable Use and Online Safety Policy

Remote Education

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

Online Information Security, Filters, Access and Monitoring

- Read School has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.
- Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.
- The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access in order to use technology effectively to support their learning.
- The governing body have reviewed the [Department of Education filtering and monitoring standards](#) and [Cyber Security standards for Schools and Colleges](#) and ensured that what needs to be done to meet this standard has been implemented.
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- Read School will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.
- Read School will carry out an annual review of our approach to online safety, including in relation to filtering and monitoring, supported by an annual risk assessment that considers and reflects the risks our children face.

Artificial Intelligence (AI)

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- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.
- Read School recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g., through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g., through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with this policy and our anti-bullying and behaviour policies.
- All staff must be aware of the risks and capabilities of using AI tools and should carry out risk assessments for any new AI tool being used by the school.

Filtering and Monitoring

Read School is committed to providing a safe online environment for all pupils and staff. We understand that a robust filtering and monitoring system is a statutory requirement to safeguard against online harms. Our systems are actively managed to ensure they meet the latest government standards.

- **Compliance:** We confirm that our filtering and monitoring systems adhere to the Department for Education's (DfE) **Filtering and Monitoring Standards** and the requirements outlined in **Keeping Children Safe in Education (KCSIE) 2025**.
- **Proactive Management:** Our systems are not static. We have an assigned individual with responsibility for filtering and monitoring, and we regularly review and test our systems to ensure they are effective in blocking harmful and inappropriate content. This includes a clear protocol for addressing new and emerging online risks.
- **Accessibility:** We strive to balance online safety with educational access. Our systems are designed to block harmful content without unreasonably restricting access to online resources needed for teaching and learning.
- **Generative AI:** The school's filtering and monitoring provision extends to new technologies, including the use of Generative AI, to ensure that all content, regardless of its source, is appropriately filtered.

External Monitoring of Safeguarding, including Independent Schools Inspections

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

Safeguarding Concerns or Allegations about any Staff, Volunteers, or Contractors

- Read School has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.
- Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.
- All allegations about staff, volunteers and/or contractors should be reported without delay to the headteacher or principal. Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).

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- Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.
- Part 4 of KCSIE sets out the definition of an allegation:

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

- behaved in a way that has harmed a child, or may have harmed a child, and/or
 - possibly committed a criminal offence against or related to a child, and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. Read School will record any low-level concerns. This is done via a document on the shared drive and then investigated and actioned by the Deputy Head.
 - The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

Understanding Low-Level Concerns

A **low-level concern** is any concern about a member of staff or volunteer's behaviour towards a child that does not meet the threshold for an allegation but still indicates a potential risk to a child's safety or welfare. It is crucial to address these concerns early to prevent them from escalating.

It's important to remember that a low-level concern is not an allegation. It could be a simple, one-off incident that is a gut feeling or an observation.

Examples of Low-Level Concerns:

- **Overly familiar behaviour:** A staff member being too friendly with a child, such as giving them a nickname that feels inappropriate or sharing too much personal information.
- **Seemingly innocent, but inappropriate contact:** A staff member giving a child a long hug or a reassuring arm around the shoulder that a colleague finds uncomfortable.
- **Spending too much time with a child:** A staff member having a series of one-on-one interactions with a child in a secluded area, or behind a closed door.
- **Unprofessional communication:** A staff member making a flippant or off-the-cuff comment that could be misinterpreted or is disrespectful.

What to Do if Staff Have a Low-Level Concern

1. **Do not dismiss it:** Even if a concern seems minor, it is vital to report it.
2. **Report to the DSL:** You must report the concern to the Designated Safeguarding Lead (DSL). Do not discuss it with anyone else, including the staff member or their friends.
3. **Use the school's reporting system:** Follow the same process as you would for a safeguarding concern, clearly marking that it is a low-level concern.

All concerns must be recorded, even those that appear minor, as a series of low-level concerns could indicate a pattern of harmful behaviour. This proactive approach ensures we can take appropriate action and maintain a safe environment for all children.

What staff should do if a child is seen as at risk of radicalisation³⁰

- Staff should follow the School's normal referral processes when there are concerns about children who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999, the Prevent National advice line 0800 0113764 or For enquiries and referrals, contact Laura Cobb – Community Safety Officer Selby. Telephone 0300 131 2131 email laura.cobb@northyorks.gov.uk or Lesley Gray, Principal Safer Communities Officer (Prevent, Hate Crime, Community Cohesion) Safer Communities Team Telephone 03815 644346 email Lesley.gray@northyorks.gov.uk
- Read School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments³¹ (following consultation with local partners, such as the police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL {and DDSL} to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.

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

- All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2025 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children. Child-on-child abuse can take many forms, including but not limited to:
 - **Physical Abuse:** Unwanted touching, hitting, or kicking.
 - **Sexual Violence & Sexual Harassment:** Sexual assault, sharing of explicit images without consent, or persistent unwanted sexual comments.
 - **Bullying:** This includes prejudice-based bullying, such as homophobic, bi-phobic, or transphobic bullying, and online bullying.
 - **Emotional Abuse:** Social exclusion, humiliation, or threats.
- This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:
 - **Educate pupils:** Implementing a curriculum that teaches children about healthy relationships, consent, appropriate online behaviour, and positive influences. This is delivered in an age-appropriate way and signposts children as to what to do if they think they are in an unhealthy relationship or need to address negative influences.
 - **Empowering pupils to speak out:** Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible.
 - **Robust processes:** Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of KCSIE 2025.
 - **Support:** Having clear guidelines for supporting victims, perpetrators and any other children affected by child-on-child abuse.
 - **Provide Training:** Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
 - **Zero-tolerance:** Making clear our zero-tolerance approach to abuse, in line with Part 5 of KCSIE 2025.

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- Taking all reports seriously: Recognising that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

Responding to Allegations Against Child on Child abuse (Care of Perpetrators)

1. Introduction and Guiding Principles

This section outlines the school's approach to allegations of harm or abuse committed by a child against another child or a member of the school community. The school's primary duty is to protect and ensure the safety of all children, with a particular focus on the victim. At the same time, we recognise our responsibility to the child who is the subject of the allegation (the "perpetrator"). Our response will be guided by the following principles:

- **Prioritising Victim Safety:** The immediate safety and well-being of the victim and any other vulnerable child(ren) are paramount.
- **Fair and Consistent Process:** The school will follow a fair, impartial, and consistent process for investigating all allegations.
- **Support and Accountability:** We will provide support to the perpetrator while holding them accountable for their actions.
- **Rehabilitation and Education:** Our goal is to promote a restorative and educational approach, addressing the underlying causes of the behavior and preventing future incidents.
- **Confidentiality:** All information related to an allegation will be handled with the utmost confidentiality, shared only on a "need-to-know" basis with relevant staff and external agencies.

2. Immediate Actions and Risk Assessment

Upon receiving an allegation, the Designated Safeguarding Lead (DSL) will immediately:

- **Ensure Separation:** Take immediate steps to ensure the safety of the victim and separate them from the alleged perpetrator, as appropriate and without causing further distress.
- **Initial Fact-Finding:** Conduct a preliminary investigation to determine the nature and severity of the alleged incident.
- **Risk Assessment:** Complete a thorough risk assessment to identify any immediate or ongoing risks posed by the alleged perpetrator to the victim or other students. This may include a risk of retaliation, further harm, or escalation of behavior.
- **Contact with Parents/Carers:** Inform the parents/carers of the alleged perpetrator, unless doing so would pose a risk to the child or the investigation, in line with established child protection procedures.

3. Support and Welfare for the Perpetrator

The school will provide support to the child who is the subject of the allegation, recognising that they may be experiencing significant emotional distress, and that their behavior may be linked to their own vulnerability or personal history. This support may include:

- **Pastoral Care:** Offering pastoral support from a form tutor, Head of Key Stage, SENCO, or school counselor.
- **Educational Intervention:** Implementing educational interventions aimed at helping the child understand the impact of their behavior, develop empathy, and learn appropriate social and emotional skills.
- **Restorative Justice:** Where appropriate and safe for the victim, engaging in restorative practices to help the perpetrator understand the harm they have caused and take responsibility for their actions.

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- **Professional Referrals:** Making referrals to external agencies, such as child and adolescent mental health services (CAMHS), social services, or youth justice services, if there are concerns about the perpetrator's own welfare or if the behavior is part of a wider pattern of concern.

4. Disciplinary Actions

The school's disciplinary procedures will be followed in response to the outcome of the investigation. Disciplinary actions will be proportionate to the nature and severity of the incident and will be designed to hold the child accountable while providing an opportunity for learning and change. This may include:

- **Internal Sanctions:** Detentions, loss of privileges, or internal exclusions.
- **Exclusion:** In severe cases where the perpetrator's actions pose an unacceptable risk to the safety and well-being of others, a fixed-term or permanent exclusion may be considered, in line with school policy and national regulations.
- **Review and Reintegration:** Following any disciplinary action, the school will develop a plan for the child's re-entry into the school community, with ongoing support and monitoring to ensure the safety of all students.

5. Communication and Record Keeping

- All communication with the perpetrator, their parents/carers, and external agencies will be documented accurately and confidentially.
- A clear and comprehensive record of the allegation, investigation, risk assessment, and all actions taken will be maintained by the DSL and stored securely.

Identifying Children and Young People who may Need Early Help

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

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

Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2023).

Read School will support local organisations and agencies to work together to support families within the early help service and will:

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

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- Engage effectively with families and their family network, making use of family group decision-making to help meet the needs of the child.

Identifying Children and Young People who are suffering or likely to suffer significant harm

Our staff understand that behaviours linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can indicate that children are at an increased risk of harm.

Our requirements of staff are aligned to para 19-28 of KCSIE 2025, to ensure that:

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

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

Supporting Children and Young People Potentially at Greater Risk of Harm

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

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

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

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

Children Absent from Education

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

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

Elective Home Education (EHE)

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

We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals work to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

Supporting Children Requiring Mental Health Support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We recognise also that poor mental health can pose a significant safeguarding risk for children.

Furthermore, we commit to:

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

Supporting Looked After Children and Previously Looked After Children, Including Care Leavers

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

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Furthermore, we commit to:

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

Private Fostering

Private fostering is a private arrangement made by a parent for their child to be cared for by someone who is not a close relative (parent, step-parent, grandparent, sibling, aunt or uncle) for a period of 28 days or more. This is a statutory duty and not a matter of choice. It includes arrangements where:

- A child is living with a friend's family for an extended period.
- A child lives with a host family for language lessons or cultural exchange.
- A child is a boarder at an independent school for a holiday of more than two weeks, where the child is under 16 or 18 if disabled.

Staff Responsibility

Any member of staff who becomes aware of a potential private fostering arrangement must **immediately** report this to the Designated Safeguarding Lead (DSL). Staff should not attempt to investigate or handle the situation themselves.

DSL Responsibility

Upon receiving a report of a private fostering arrangement, the DSL will:

1. **Notify the Local Authority** within one working day of being made aware of the arrangement.
2. **Liaise with the Local Authority** to provide any relevant information required to ensure the child's safety and welfare.
3. **Ensure that the arrangement is safe** and that the child's welfare is being adequately promoted.

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

Read School recognise that additional barriers can exist when recognising abuse, neglect or exploitation for some children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

Furthermore, we commit to:

- Training staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- Ensuring that we consider what additional and different measures we can put in place in order to support these children to recognise and communicate abuse, neglect or exploitation.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

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

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

Therefore, we commit to ensuring that our curriculum prepares children for life in modern Britain and to creating an inclusive environment where LGBTQ+ children feel safe to raise any concerns.

The use of 'Reasonable Force' to Safeguard Children

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely.

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

Boarding Facilities

- We understand that our school has additional factors to consider with regard to safeguarding and are alert to signs of abuse and work closely with the host local authority and, where relevant, any local authorities that have placed their children there.
- We are alert to the extra vulnerabilities of SEND children in our school, inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly in schools where there are significantly more girls than boys or vice versa. The DSL works closely with the host local authority and, where relevant, any local authorities that have placed their children in our school.
- We are vigilant in reporting inappropriate relationships or where behaviours are a cause for concern.
- Proactive in sharing information with statutory partners, including where children reside outside North Yorkshire Local Authority when not attending boarding school.
- We are aware of the additional requirements in regard to safeguarding relating to National Minimum Standards and regulations for the relevant setting and all schools and colleges with residential provision for children must comply with their obligations relating to them.
- The School's policy on sexual relationships between children (and importance of boarders understanding this policy).
- The School's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation.
- The approach to protecting children where there is a significant gender imbalance in the School.
- The approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems. All electronic items are handed in at the pupil's designated shower time and locked away safely. The only exceptions to this are 6th form pupils and at the weekend.

Use of School Premises for Non-School Related Activities

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

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

Where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) though aspects of this policy may not apply. Where this is the case, we will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate as outlined in keeping children safe in out-of-school settings guidance 2023. [Keeping children safe in out-of-school settings guidance](#).

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

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

Policy References

This policy draws on the following legislation and guidance:

- The Education Act 2002 (sections [157](#) / [175](#))
- [Section 157](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to the proprietors of independent schools, including academies and city technology colleges
- [Sections 175](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to local education authorities and the governors of maintained schools and Further Education Colleges
- [North Yorkshire Safeguarding Children Partnership \(NYSCP\) Safeguarding Procedures and Practice Guidance](#)
- [Working Together to Safeguard Children HM Government 2023](#)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2024](#)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- [What To Do If You Are Worried a Child is Being Abused 2015](#)
- Recommendations from national and local Serious Case Reviews
- Statutory Framework for the Early Years Foundation Stage

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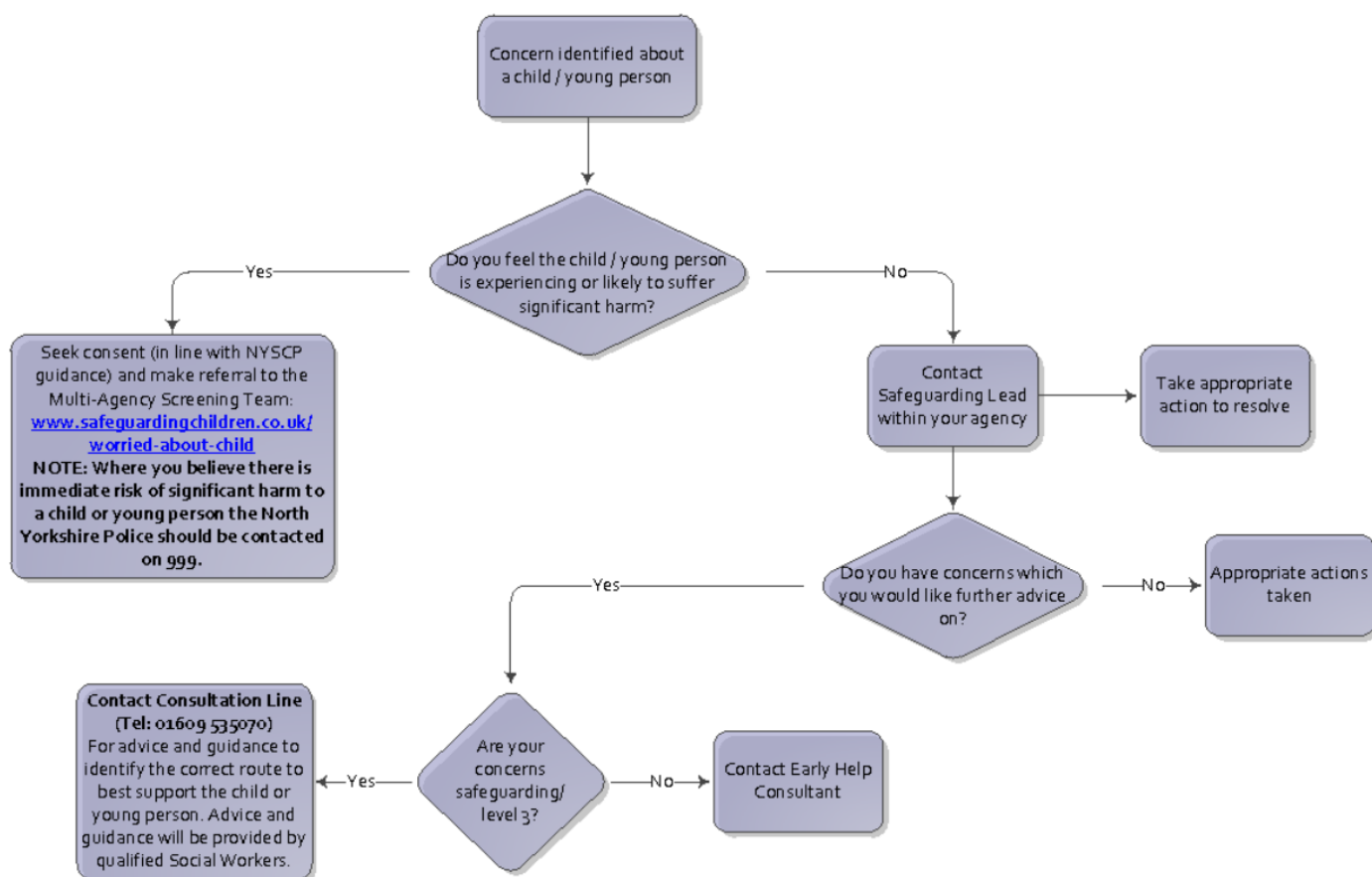
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- Sections [26](#) & [29](#) of the Counter Terrorism Act 2015
- Sections [1](#) and [5B](#) of the Female Genital Mutilation Act 2003 & Section [70](#) of the Serious Crime Act 2015
- Section [3](#) of the Domestic Abuse Act 2021
- [SEND Code of Practice](#)

North Yorkshire Local Safeguarding Procedures

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

All staff and volunteers working within North Yorkshire schools should follow the [NYSCP Child Protection Procedures and Practice Guidance](#) which is consistent with [Keeping Children Safe in Education](#); [Working Together to Safeguard Children](#) 2023 and [What To Do If You Are Worried A Child is Being Abused 2015](#).

For guidance regarding how to make a referral to the Children and Families Service in North Yorkshire please visit: [NYSCP \(safeguardingchildren.co.uk\)](http://www.nyscp.org.uk)



Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse, neglect or exploitation;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse, neglect or exploitation received from the child, or from any other person, including disclosures of abuse, neglect or exploitation perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including inappropriate behaviour e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;

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- Any concerns related to exploitation and serious crime, including knife crime;
- Any concerns relating to child-on-child abuse;
- Any concerns relating to youth produced sexual imagery (sexting); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

Responding to a Disclosure

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

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

Principles

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

Staff should:

- Stay calm.
- Listen to and take seriously any disclosure or information.
- Try not to show signs of shock or disbelief.
- Do not express feelings or judgements.
- Allow the child to talk freely and avoid asking leading questions (TED questions are advised – tell me, explain and describe).
- Reassure the child and explain that they have done the right thing in telling you.
- Never promise confidentiality, you have a duty to refer.
- Explain to the child, what you have to do next and who you have to contact.
- Record the information / disclosure immediately in the child's 'own words.'
- Record the facts and do not put your own judgement within the record. Always record who was present, date, time, the questions you asked and what the child has said in their own words.
- Report the incident to the DSL.
- Do not disclose this information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

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

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

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

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

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

b. Referrals

Schools should ensure that all staff are familiar with the process for making referrals to the local authority, in line with KCSIE 2025 [UPDATED] and Working Together to Safeguard Children 2023. Where there are safeguarding concerns related to a child resident in a boarding school, please follow the same NYSCP referrals guidance below.

Actions by the DSL

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

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

Worried about a child	Who to contact
Where there are significant, immediate concerns about the safety of a child.	Contact the Police on 999 Refer to the guidance, 'When to call the Police' here
If you believe the situation is urgent but does not require the Police. E.g. <ul style="list-style-type: none"> • Has suffered significant harm and /or; • Is likely to suffer significant harm. 	Contact the Multi-Agency Screening Team (MAST) on 0300 131 2 131
If your call is out of business hours (Mon-Fri 9am to 5pm)	Contact the Emergency Duty Team on 0300 131 2 131
If you need to report a crime that does not need an emergency response.	You should call North Yorkshire Police on 101
Following the telephone call to 0300 131 2 131, a universal referral form must be completed and submitted within 24 hours of your call.	Send form to social.care@northyorks.gov.uk Link to universal referral form here
You do not need to make a telephone contact prior to submitting a written referral, should the situation not be urgent e.g. The child has developmental and welfare needs, which are likely only to be met through provision of family support services (with agreement of the child's parent).	Send form to social.care@northyorks.gov.uk Link to universal referral form here
MAST / Professional Consultation Line The consultation line should be used when you have concerns about a child's safeguarding situation and you are unsure of how to proceed with the next steps. The concerns should be of a higher threshold than of what can be supported by Early Help.	When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation, you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on 01609 535070
Early Help – Should you wish to speak with your local NYC Children & Families Service: Early Help, in relation to a child, young person or family who may require Early Help	Contact: Early Help East (Scarborough, Whitby, Ryedale): 01609 534852

	<p>Early Help West (Harrogate, Craven, Knaresborough, Ripon): 01609 534842</p> <p>Early Help Central (Hambleton, Richmondshire, Selby): 01609 534829</p> <p>For further information and resources on Early Help in North Yorkshire, visit the dedicated page Early Help</p> <p>Link to Early Help Information and Early Help Assessment form here</p> <p>Link to the Framework for decision-making: Right help, at the right time by the right person here</p>
<p>CAMHS Crisis Service Where there are urgent concerns regarding a child or young person’s mental health, please call CAMHS Crisis Service in the appropriate locality.</p>	<p>Northallerton, Hambleton and Richmondshire: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours</p> <p>Harrogate, Knaresborough and Ripon: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours</p> <p>York and Selby: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours.</p> <p>Scarborough, Whitby & Ryedale: TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours.</p> <p>Craven: BDCT First response 0800 952 1181 7 days a week, 24 hours</p>
<p>Healthy Child Service for children 0-6 years old</p> <p>Anyone who is expecting a child or who has a child up to the age of 6 will have a named Health Visitor.</p>	<p>Parents and carers can contact their local 0-6 Healthy Child Service (Health Visiting Team) directly for information by calling 03003 030 916.</p> <p>Professionals can also contact the service by calling 03003 030 916.</p>
<p>Healthy Child Service for children and young people 6-19 years old</p> <p>The healthy child programme for older children, is aimed at those children who:</p> <ul style="list-style-type: none"> ● need safeguarding support ● need support for emotional wellbeing and resilience and alongside other local services, in reducing risk taking in young people ● are in care 	<p>Parents, carers and young people themselves can access the Emotional Wellbeing and Resilience Service for support and information by calling 03003 030 916.</p> <p>For more information about the Healthy Child Service visit: www.northyorks.gov.uk/healthy-child-service</p>

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

Consent

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

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

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

Action following a child protection referral

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

The DSL should:

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

Recording and Monitoring

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

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

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

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

Professional Resolutions

Professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of the shared responsibility for safeguarding children, all partners must be prepared to challenge each other if they feel that

responses to concerns, assessments, or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

Local professional resolution procedures for raising concerns in respect of poor practice are outlined [here](#).

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

Staff identifying a concern should follow the school's own procedures. Schools should then follow the guidance in Part 4 of KCSIE 2025 [UPDATED].

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

Immediate response

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

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

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

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

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

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

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

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

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

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

The NYC 'Managing Allegations Against Those Who Work or Volunteer with Children' procedures can be found [here](#).

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

Procedures and notifications

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

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

Low Level Concerns

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

Early Year's Providers

Additionally, any Early Years' provider must inform Ofsted in line with the requirements of the EYFS Statutory Framework Section 3 (para 3.7-3.8 for group and school-based providers and para 3.8-3.9 for childminders). See Early Year's section for more details.

Whistleblowing Procedures

Local procedures for whistleblowing can be found [here](#).

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

d. Alternative Provision

Schools should follow KCSIE 2025 [UPDATED] para 171-172 and 333-334 and when any pupils within their school attends **any** Alternative Provision. Schools should also work to the local protocol which can be found [here](#). Schools are reminded that it is their responsibility to quality assure this provision and ensure the safeguarding arrangements are in place for any pupil they place there, including attendance monitoring and follow up of any absence, and retain the duty of care as well as ensuring that the provision meet the pupil's needs.

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

e. Adults Who Supervise Children on Work Experience

Schools should follow KCSIE 2025 para 335-340 when any pupil within their school undertakes **any** work experience.

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

f. Bullying, including online experiences

Schools should follow KCSIE 2025 which requires them to have a behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) in place.

Local bullying guidance from NYSCP is also available [here](#).

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

g. Child Abuse Linked to Faith or Belief Including So Called Honour Based Violence (HBV), Female Genital Mutilation (FGM) Forced Marriage and Witchcraft

Schools should follow KCSIE 2025 guidance in Part 1 (para. 42) and Annex B.

Local guidance is also available from the NYSCP [here](#) and [here](#). Further specific guidance for [Forced Married](#), [FGM](#) (including the local procedure for managing this) and [Honour Based Violence](#) is also available.

Forced Marriage Online training can be found on the NYSCP e-learning page [here](#).

FGM Online training can be found [here](#)

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

Schools should ensure that all staff are familiar with guidance on child-on-child abuse from KCSIE 2025 Part 1, (para 159-160) as well as the statutory guidance in relation to child-on-child sexual violence and sexual harassment contained within KCSIE 2025 Part five and within Annex B.

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

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

Schools may also find the NYSCP guidance on [Underage Sexual Activity](#) useful.

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

Information about definitions and indicators for schools is provided in KCSIE 2025 [UPDATED] Part 1 and Annex B.

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Local NYSCP procedures for managing CSE can be found [here](#) and [here](#).

Local NYSCP procedures and guidance for managing CCE and County lines can be found [here](#).

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

Schools may also find the NYSCP guidance on [Underage Sexual Activity](#) useful.

MACE (Multi-Agency Child Exploitation)

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

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

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

Child Criminal Exploitation and County Lines e-learning training can be found on the NYSCP e-learning page [here](#).

j. Cybercrime

A definition of cybercrime and further supporting resources can be found in KCSIE 2025 [UPDATED] within Annex B.

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

NYSCP training linked to cybercrime can be found [here](#).

National Cyber Security Centre Training found [here](#)

k. Domestic Abuse

Information about domestic abuse can be found in KCSIE 2025 Part 1 and Annex B

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

Schools may also find the guidance on [Stronger Relationships](#) and [Substance Misuse in Parents and](#)

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[Carers](#) on the NYSCP Website.

Domestic abuse online training can be found on the NYSCP e-learning page [here](#).

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

Schools should follow the appropriate [Statutory framework for the early years foundation stage](#) for their setting. Para 3.5 of the framework for groups and schools, clarifies that schools are not required to have separate policies to cover EYFS requirements, provided the requirements are already met through an existing policy, but schools are reminded that they should check their existing policies to ensure that all of Section 3 of the EYFS framework is covered.

Providers may also find the government guidance [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) helpful.

If schools are adapting and adopting this NYC template Child Protection and Safeguarding Policy, the following sections from the group and school-based providers EYFS framework is incorporated within the template:

- Promoting good health
- Supporting and understanding behaviour
- Maintaining records, policies, and procedures
- Concerns about children's safety and welfare
- Safeguarding training
- Training and skills
- Before/after school care and holiday provision
- Supporting and understanding children's behaviour.

m. Looked after Children, including previously looked after children

Safeguarding information for looked after children and previously looked after children can be found in KCSIE 2025 [UPDATED] para. 190-192.

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

n. KINSHIP Care and Private Fostering

Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. For further information on all types of kinship care arrangements refer to Working Together to Safeguard Children 2023, page 158 – 159.

For more information on Kinship Care link [here](#).

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

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

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

NYSCP Private Fostering Practice Guidance [here](#)

o. Mental Health - Self-Harm and Suicidal Ideation

Schools should be familiar with the reference made to self-harm or suicide within KCSIE 2025 (para. 46 within the serious violence section, para. 135 – online content, Annex B – within Serious Violence section).

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

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

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found [here](#).

National mental health lead training can be found [here](#).

p. Neglect

Information about neglect can be found in KCSIE 2025. References to neglect are made throughout KCSIE as it is an underlying issue in many child protection concerns.

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

q. Online Safety

Information about online safety can be found in KCSIE 2025. Staff should be familiar with the references within Part 1 and Annex B. Additionally, governors should be familiar with their requirements to have oversight of online safety, including filtering and monitoring as set out in Part 2 of KCSIE 2025 [UPDATED].

Local guidance and information is also available on the NYSCP website [here](#).

r. Partnership with Parents and Carers and with Other Agencies

NYSCP has adopted the Strength in Relationships practice model to provide an evidence-based framework by which all practitioners across North Yorkshire can operate. Central to the approach is the understanding that practitioners will work with children and their families in a solution focused way that builds on a family's strengths and places children at the heart of any assessments or plans.

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Schools should commit to working with parents, carers, and other agencies positively, openly, and honestly, in line with KCSIE 2025 and the NYSCP practice model found [here](#).

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

Schools may also find the guidance on [Stronger Relationships](#) and [Substance Misuse in Parents and Carers](#) on the NYSCP website helpful.

s. Preventing Radicalisation, Prevent duty, Extremism and Channel

Information to support schools with definitions and guidance to preventing radicalisation, The Prevent duty and Channel can be found in KCSIE 2025 within Annex B.

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

Local processes are outlined below:

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place.
- All staff including the Prevent lead/ DSL follows the NYSCP procedures.
- Partner agency communication channels are in place.
- An audit trail for notification reports/referrals exists.
- Prevent referrals/notifications are managed or overseen by The Prevent lead.
- A process is in place to identify and develop 'lessons learnt.'

Protect and Prepare:

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

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

- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assess the security of the school site and make necessary improvements.
- Develop lock down and invacuation procedures.
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#).

The guidance can be accessed by logging into [Emergencies and Health & Safety on CYPInfo](#).

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

t. Professional Curiosity

School staff in North Yorkshire schools are encouraged to work in professionally curious ways at all times to ensure they have a thorough understanding of children's lived experiences to help keep

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children safe. Local guidance and information, including best practice procedures and clarification on what professional curiosity can look like is available on the NYSCP website [here](#).

u. Pupil Information sharing

Schools should follow KCSIE 2025 for guidance on information sharing. Further local guidance on information sharing is also available on the NYSCP website [here](#) and [here](#).

v. Related School Safeguarding Policies

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

Links to any sample templates as well as national guidance and the recommended review cycles have been included. Further details of how to use the spreadsheet are included within the notes tab of the spreadsheet. This overview should replace the version released in October 2022.

w. Safer Recruitment and Selection

Schools undertaking recruitment should familiarise themselves with the guidance in KCSIE 2025 Part 3.

Locally, schools who buy into NYHR services should follow [NYHR Schools' Recruitment procedures and guidance](#) (login required). For other schools the guidance on the NYSCP website available may be useful [NYSCP \(safeguardingchildren.co.uk\)](#).

Safer recruitment training is available through [NYES Human Resources \(HR\) | NYES Info](#) and via [NSPCC on line and face to face training](#)

x. Safeguarding Curriculum

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

- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- [National curriculum in England: computing programmes of study - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) (Part 2 – Opportunities to Teach Safeguarding para. 128-132)

Local support, guidance and resources are available through the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4 along with suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is accessible and further supporting resources from the [North Yorkshire Healthy Schools Website](#). Schools are also encouraged to partake in the biennial Growing Up in North Yorkshire (GUNY) survey as this will help them to identify

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additional contextual safeguarding concerns for their pupils that schools will want to address through their safeguarding curriculum.

Finally, schools may find the [NSPCC teaching resources and lesson plans](#) helpful.

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

Schools should follow KCSIE 2025 Annex D when any pupil within their school undertakes **any** school arranged homestay.

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

z. Staff Training, including Induction

Schools should be familiar with the reference made to staff training in KCSIE 2025 para. 123-127.

School Staff

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

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

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

New to DSL / DDSL Training

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

DSL / DDSL Refresher Training

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

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2025 [UPDATED]. This training should be regularly updated.

In NYC, this training can be provided by our governance service and available through [NYES](#).

aa. NYSCP Further Information

Safeguarding Practice Review Group (SPRG)

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

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

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

The Child Safeguarding Practice Review Group (SPRG) carry out Rapid Reviews on cases where the local authority has made a Serious Incident Notification (SIN) to the National Child Safeguarding

Practice Review Panel (CSPRP) and the Department of Education that a child has died or been seriously harmed and abused, neglect or exploitation is suspected and the Panel has recommended that a Rapid Review should be carried out. For further information about this process please see [here](#).

The Child Death Overview Panel

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

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

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

Reviewed by: Ruth Ainley (Head)

March 2026

Next review: September 2026