



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Safeguarding and Child Protection Policy 2026 – 2027

This policy is applicable to the Wonder Learning Partnership (WLP)

Important: This document can only be considered valid when viewed on the Wonder Learning Partnership website. If this document has been printed or saved to another location, you must check that the version date on your copy matches that of the document online.

Version Approved: September 2026

Chief Executive Officer (CEO) Approved:	Autumn 2026
Name of Responsible Committee/Individual:	Board of Trustees
Implementation Date:	Autumn 2026
Review Date:	July 2027

Contents

1. Mission and Values	4
2. Child Protection – Designated People and Advice Contact List	5
3. Introduction	8
4. Other relevant policies	8
5. The Policy.....	9
6. WLP commitment	9
7. WLP Staff identification	10
8. Confidentiality	12
9. Roles and Responsibilities	12
All Staff	12
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)	13
Governance	15
Contractors	16
Trainee/student teachers	16
Volunteers	16
Staff working in alternative provision settings.....	17
Adults who supervise pupils on work experience.....	17
Pupils/students staying with host families.....	17
Children and Young People	17
Parents and Carers	18
10. Children with special educational needs and/or disabilities or health issues.....	18
11. Records and monitoring (See Appendix 6)	18
12. Transferring and retaining records	19
13. Recognising concerns.....	19
Equality Statement and Family Help	19
Sexual, Physical, Emotional Abuse and Neglect	20
Child Sexual Exploitation (CSE)	20
Criminal Exploitation of Children and ‘County Lines’	21
Female Genital Mutilation (FGM) and Forced Marriage.....	22
‘Honour-based’ Violence	24
Minimum Age for Marriage	24
Possible Violent Extremist Radicalisation.....	24
Child on Child Abuse and Harassment	25
Child-on-child Harmful Sexual Behaviour (HSB), Sexual Harassment (SH) and Sexual Violence (SV).....	28
Serious Violence	29
Domestic Abuse.....	30
Mobile phones, smart watches, and cameras	30
Children Absent from Education (CAE)	31
Concerns about the capacity of parent/carers collecting children	31
Private Fostering.....	32
Direct Payments	32

Mental Health and Emotional Well-being.....	33
Violence Against Women (VAWG)	33
Misogyny	33
Young Carers.....	33
Children Experiencing Homelessness or Housing Instability	34
LGBTQ+ or Gender Questioning	34
Children Who are Questioning Their Gender / Social Transition	35
Children Looked After (CLA) and Previously Looked After (PLAC) and in Kinship Care	37
Elective Home Education (EHE).....	37
Attendance – children with unexplainable and/or persistent absences from education	37
Education Neglect.....	38
Commissioning and oversight of non-school Alternative Provision	39
Children with SEND.....	39
Children with Medical Conditions and Allergies	39
Family Help (Providing Early Help)	40
14. Responding to Concerns	41
Contextual Safeguarding	42
Children Suffering or at Risk of Suffering Significant Harm – Immediate Concerns	43
Passing on concerns	43
15. Further action	43
Considerations.....	43
Follow-up, Recording and Professional Challenge	44
Escalating concerns about individual cases	44
Informing Parents.....	44
CP Referrals (See Appendix 5)	45
Feedback.....	45
Susceptible Children - supporting pupils/students at risk	45
15.7 Joint working with other agencies	46
16. TAF, Strategy Meetings, Case Conferences and Core Group Meetings	46
17. Information Sharing	47
18. Children’s Concerns	48
19. Recruitment and selection of staff	48
20. Induction	49
21. Staff Safeguarding Training and Awareness	50
All Staff	50
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)	51
Volunteers	52
Opportunities to Teach Safeguarding / Preventative Education	52
22. Reasonable Force.....	52
23. Training for Governors and Trustees	53
24. E-Safety & Acceptable Use Policies	53
Filtering and Monitoring.....	54

Acceptable Use and Staff Communication	54
Cyber Security.....	54
Sharing Nude or Semi-Nude Images.....	54
Artificial Intelligence (AI)	55
25. Safe and Appropriate Working	56
26. Restrictive Interventions.....	57
27. Allegations against staff and Whistleblowing.....	58
Low-level Concerns.....	59
Whistleblowing.....	60
28. Expectations of Parents, Carers and Visitors	60
29. Extended School and Offsite Provision & Educational or Residential Visits.....	61
30. Visitors, Supply and Agency Staff and Contractors	61
31. Site Security, Health and Safety and emergency procedures	62
32. Work Experience Placements	63
33. Parents	63
34. Appendices.....	64
Appendix 1: Definitions of Significant Harm & Indicators of Abuse and Neglect	64
Appendix 2: Responding to Concerns and Disclosures	67
Appendix 3: Record of Safeguarding Concern or Disclosure	68
Appendix 3a: Record of Safeguarding Concern - Body Map (Attach to Record of Concern Form)	69
Appendix 4: Example of Advice for Children	71
Appendix 5: Local safeguarding Partnership Procedures	72
Appendix 6: Record Keeping	73
Appendix 7: Safeguarding children: Information for visitors, supply staff and volunteers	74
Appendix 8: Referral System for the Safeguarding Hub	75
Appendix 9: Role of Designated Safeguarding Lead	76
Appendix 10: Response re radicalisation/extremist concerns.....	77
Appendix 11: A Brief Note of Guidance to Staff on Safeguarding	78
Appendix 12: Safe and Appropriate Working - Code of Conduct	80
Appendix 13: ERSCP Effective support for children	81
Appendix 14: Regulated Activity	82
Appendix 15: EYFS Framework September 2026 - Summary of Changes.....	83
Appendix 16 – Advice if there are concerns about the capacity of parent/carers collecting children	85

1. Mission and Values

Our Mission

Our mission is defined by the Trust Board and includes six key statements that define the purpose of our organisation and its culture.

- Recognising locality, rurality, community.
- Respecting the foundation, history, and identity of each school.
- Ensuring every child can attend an exceptional local school.
- Providing every school who shares our mission a choice and home.
- Serving the greater good, the needs of others and our vocation as Servant Leaders.
- Being an advocate for those who we serve.

Our Values

We have four values as a Trust.

Our values are to Educate, Empower, Engage and Enrich.

Trust values define our culture, priorities, shared language, and relationships with each other across our wider partnership. They are distinct but also complement those values that speak to our individual school's context, foundation, history, and children.

For each value, we have a series of statements that define how each values should be 'lived into being' through our work.

Educate: We are committed to educating the whole child and believe every child should reach their full potential.

"Tell me and I forget, teach me and I remember, involve me and I learn." Benjamin Franklin

- Work collegiately to teach consistently good lessons, every hour, every day.
- Identify shared pedagogical approaches and use them effectively.
- Develop in partnership a curriculum that teaches the knowledge and skills pupils need to achieve an exceptional 'world class' education and ensure that it provides a high level of challenge for all.
- Ensure our assessment identifies what children have learned and more importantly, what they have not, so we can teach effectively.
- Create an exciting, vibrant, and stimulating learning environment.

Empower: We will empower our whole school community through support, development, and value in the pursuit of excellence.

"High achievement always takes place in the framework of high expectation" Charles Kettering

- Maximise academic progress and ensure no child is left behind, because of their gender, ethnicity, special educational needs, or social disadvantage.
- Teach our children the techniques, skills, and cultural capital they require to become effective pupils and citizens within our classrooms and our wider society.
- Work collegiately to support each other, to share expertise and best practice, so we can continually seek to refine and improve as professionals, a school and Trust.
- Create clear routes for training, professional development, progression, and advancement.
- Identify, reward, and celebrate exceptional achievement.

Engage: We will engage in best practice to develop the personal qualities and aspirations of pupils and colleagues.

“Be the change, you want to see” attributed to Mahatma Gandhi.

- Value and proactively invest within our community, school, and Trust, to make it a welcoming and supporting place to learn and work.
- Work to build strong positive relationships, trust and be sufficiently humble to listen to others, to recognise our own failings and to overcome barriers to success.
- Work collegiately within the Trust to research and develop the most effective practice, within the classroom and beyond.
- Partner with external charities, Trusts, Teaching Hubs, schools, and research organisations, to learn and to share our expertise for the benefit of all.
- Adopt the latest technology to enhance learning, increase engagement and collaborative working.

Enrich: We will ensure our children are exposed to a wealth of experiences and opportunities.

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”
Anne Frank

- Ensure each child is known and cared for as an individual, to ensure they feel safe, secure, happy, and a valued member of our community.
- Live our values into being, to ensure our words and actions as adults, professionals, and role models are moral and teach our children right from wrong.
- Recognise and celebrate the history, traditions, and values of our rural and coastal communities.
- Enrich our children’s education through the arts and sports. Providing our children with opportunities beyond the classroom, through educational visits, competitions, outdoor pursuits, and the Duke of Edinburgh programme.
- Build strong links with parents, partner with community organisations and local charities, to make a difference to the villages, market towns, and coastal communities we serve.

2. Child Protection – Designated People and Advice Contact List

Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL and DDSL)	Woldgate Helen Handley (DSL) Laura Cavanagh (DDSL) Kerry Smith (DDSL)	Woldgate (01759) 302395 hhandley@woldgate.net lcavanagh@woldgate.net ksmith@wlp.education.net
	Stamford Bridge Nicola Massey (DSL) Rachel Malster (DDSL) Tara Lloyd-Davies (DDSL)	Stamford Bridge (01759) 371430 nicolamassey@stamfordbridgeschool.co.uk rachelmalster@stamfordbridgeschool.co.uk taradavies@stamfordbrodgeschool.co.uk
	Pocklington Kelly Foxton (DSL) Sophie Kirk (DDSL) Helen Fitzpatrick (DDSL)	Pocklington (01759) 302224 kelly.foxton@pocklingtonjuniors.co.uk sophie.kirk@pocklingtonjuniors.co.uk helen.fitzpatrick@pocklingtonjuniors.co.uk

Role / Agency	Name and Role	Contact Details
	Melbourne Victoria Burdett (DSL) Emma Darwin (DDSL)	Melbourne – (01759) 318369 vburdett@mcps.org.uk edarwin@mcps.org.uk
Headteachers	Lauren Adams (WG) Nicola Massey (SB) Vicky Burdett (M) Kelly Foxton (PJS)	01759 302395 01759 371430 01759 318369 01759 302224
SEND CO	Alison Bramall (WG) Jennie Young (SB) Emma Darwin (M) Sophie Kirk (PJS)	01759 302395 01759 371430 01759 318369 01759 302224
Designated Safeguarding Governor	Patrick John (WG) Gill Faulkner (WG) Paul Micklejohn (SB) Emma Gleig (MPS) Louise Sandall (PJS)	01759 302395 01759 302395 01759 371430 01759 318369 01759 302224
Chair of Governors	Patrick John (WG) Roddy Vann (SB) Jane Henley (M) Louise Sandall / Peter Cutress (PJS)	01759 302395 01759 371430 01759 318369 01759 302224
Lead Governor Filtering and Monitoring	Emma Gleig (M) Patrick John (WG)	01759 318369 01759 302395
Lead Governor AP	Emma Gleig (M) Nicola Oliver (WG)	01759 318369 01759 302395
CLA Designated Teacher	Victoria Burdett (M) Emma Darwin (M) Sarah Geary (WG)	vburdett@mcps.org.uk edarwin@mcps.org.uk Sgeary@woldgate.net
E-Safety Coordinator	Yvonne Goulthorp (M) Helen Handley (WG)	01759 318369 01759 302395
Safeguarding and Partnership Hub	Child Protection Request for Service (RFS) Immediate Concerns Line T/c Contact with ASW	Mon – Thurs 8.30am – 5.30pm Friday – 8.30am - 4.30pm 01482 395500 RFS should be sent to safeguardingchildrenshub@eastriding.gov.uk <i>*Please note that there may be some changes in line with the any re-organisation but no change to fundamental CP processes are anticipated</i>
Children's Emergency Duty Team	Urgent CP concerns outside of office hours when a child is at risk of or	01482 393939

Role / Agency	Name and Role	Contact Details
	suffering significant harm	
Early Help Hub	Early Help RFS	01482 391700 All RFS to be sent to ehphub@eastriding.gov.uk <i>*Please note that this arrangement may change in line with the re-organisation of what was previously Early Help</i>
Family Help School and Community Team Managers	North East West West	Debbie Sturdy – deborah.sturdy@eastriding.gov.uk Carol Vine – carol.vine@eastriding.gov.uk Poppy Dean – poppy.dean@eastriding.gov.uk Emma Stow – emma.stow@eastriding.gov.uk
Local ER Safeguarding Children Teams and Manager	Wolds and Dale SCT	(01482) 395470 / 395471
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational safeguarding advice	Please always use the SiET Inbox to communicate with SiET safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Breene Referral of allegations against staff and volunteers	Please always use the LADO email to communicate with LADO LADO@eastriding.gov.uk
NSPCC Whistleblowing	NSPCC advice line is available here for staff who do not feel able to raise concerns regarding child protection failures internally	0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk
Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL and DDSL)	Woldgate Helen Handley (DSL) Laura Cavanagh (DDSL) Kerry Smith (DDSL) Stamford Bridge Nicola Massey (DSL) Rachel Malster (DDSL) Tara Lloyd-Davies (DDSL) Pocklington Kelly Foxton (DSL)	Woldgate (01759) 302395 hhandley@woldgate.net lcavanagh@woldgate.net ksmith@woldgate.net Stamford Bridge (01759) 371430 nicolamassey@stamfordbridgeschool.co.uk rachelmalster@stamfordbridgeschool.co.uk taradavies@stamfordbrodgeschool.co.uk Pocklington (01759) 302224 kelly.foxton@pocklingtonjuniors.co.uk sophie.kirk@pocklingtonjuniors.co.uk

Role / Agency	Name and Role	Contact Details
	Sophie Kirk (DDSL) Helen Fitzpatrick (DDSL) Melbourne Victoria Burdett (DSL) Emma Darwin (DDSL)	helen.fitzpatrick@pocklingtonjuniors.co.uk Melbourne – (01759) 318369 vburdett@mcps.org.uk edarwin@mcps.org.uk

3. Introduction

The Wonder Learning Partnership (WLP) are committed to safeguarding children and young people, and we expect everyone who works in our schools to share this commitment. Adults in our schools understand the indicators that may suggest a child is suffering or is at risk of suffering abuse, neglect, or harm. Staff take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child or young person.

Pupils/students in the WLP are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum to build resilience and raise awareness of how pupils/students can keep themselves safe. Staff understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising, or abusing children.

The WLP has a well-developed system for the reporting and recording of Child Protection concerns about individual, family or groups of susceptible pupils/students and fully recognises the contribution it can make to protect and support pupils/students in our schools. The aim of the Policy is to safeguard and promote our pupils/student's welfare, safety, and health by fostering an honest, open and a caring, supportive climate. We believe that not only is this a moral and statutory responsibility, but we know that children who feel safe and secure at school are more likely to achieve their full potential. We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff and we accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm.

4. Other relevant policies

The WLP has a duty to ensure that safeguarding permeates all activities and functions. This Policy, therefore, complements and supports a range of other policies and procedures, for instance:

- Behaviour Management
- Anti-Bullying
- Mental Health Policy
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Sex & Relationships Education
- ICT Code of Conduct
- Recruitment and Selection Policy
- Mobile Technology Policy
- Whistleblowing Policy and Notes of Guidance for Staff
- Off-site learning: arrangements and procedures
- Site security
- LGBTQ+ East Riding Guidance

The above list is not exclusive but when undertaking policy development, the WLP will consider Child Protection and other Safeguarding matters within each appropriate Policy or Guideline.

5. The Policy

There are four main elements to our Safeguarding and [Child Protection Policy](#):

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils/students, the SMSC & PSHE elements in the formal and informal curriculum, safer recruitment procedures, and safe and appropriate working practice by staff). Wider safeguarding policies and procedures are in place to establish and maintain a safe and secure school environment.
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping).
- **Support** (to all pupils/students and school staff and to children who may have been abused or are in other ways susceptible).
- **Collaboration** with children & young people, parents, and other agencies to promote Safeguarding & Wellbeing for all of our children and young people.

*This policy applies to all staff, governors, contractors, and visitors to any school in the WLP. We recognise that **Child Protection is the responsibility of all staff** within our schools. We will ensure that all parents and other working partners are made aware of our Safeguarding and Child Protection [Framework](#) and [Procedures](#). All staff new to any school in the WLP will be made aware of Safeguarding Procedures as part of their initial induction process.*

6. WLP commitment

The WLP adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and see any school in the WLP as a safe place when there are other difficulties in their lives. Pupils/students' worries and fears will be taken seriously, and children are encouraged to seek help from, or confide in, members of staff.

The WLP will therefore:

- Establish and maintain an ethos where pupils/students feel secure, are encouraged to talk, and are listened to.
- Ensure that pupils/students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Ensure that staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Ensure that staff understand that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child-on-child abuse and online bullying and abusive behaviour are appropriately acted on, and that both the victim and perpetrator receive appropriate support.
- Ensure every effort is made to establish effective working relationships with parents, and colleagues from other agencies.

- Ensure that staff have an understanding of when to make referrals to the DSL/DDSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual Exploitation, Female Genital Mutilation, Radicalisation, School attendance concerns and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards pupils/student must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continued training and support as required by KCSiE.

7. WLP Staff identification

The wearing of a lanyard for staff, visitors, and children over the age of 16 is compulsory.

Members of staff in school will wear a lanyard that will include the WLP Trust logo and school logo, while onsite at their home school, attending another school within the Trust or working at Trust House (see examples below). Identification badges (content/design) will be approved by the Trust Head of Communication, will be chipped and compatible with the InVentry entry system. All staff should sign in at their individual school as soon as they arrive on the school site and must sign out when leaving. This is to ensure that in case of a fire alarm staff can be accounted for.

Lanyard – On joining the school, staff will be issued with their own lanyard, this must be worn at all times (no exceptions for teaching or support colleagues). If your ID badge is lost, this must be reported immediately to the administration team so that the ID badge can be deactivated.

Lanyards will be provided in three standard RAL colours of green, amber and red. All adults on the premises should either be wearing a green, amber, or red lanyard. All Trust central team will always wear a green lanyard. **No other lanyards will be worn.**

Green: If a member of staff has a current DBS and is an employee of the Trust, they will be issued with a green lanyard.

Green Lanyard = Trusted Adult



Amber: If a visitor provides proof of a DBS they will be issued with an amber lanyard – **note a physical copy of the DBS must be provided and details will be taken and added to the SCR.** Those wearing an Amber lanyard should also be provided with an information sheet, sharing the schools safeguarding procedures, key information, the fire evacuation, and assembly points.

Amber Lanyard = Trusted Visitor to School



Red: These will be given to visitors who are not engaged in regulated activity and, as a result, has not evidenced a DBS check. **Adults wearing a red lanyard must be escorted by a member of staff wearing a green lanyard at all times.**

Red Lanyard = Visitors who need to be with a Trusted Adult

Red and Green Should Always be Seen Together



Secondary School only Blue: All students who are enrolled in the Sixth Form.

If you see anyone on the premises without a lanyard, or unaccompanied wearing a red lanyard, then adults in WLP have a duty of care to stop, challenge and report this immediately to Reception. In all instances the adult, without a lanyard, **MUST** be escorted to the office where the appropriate identification and lanyard can be obtained.

Any intruders on the school site/grounds this should also be immediately reported to Reception who will contact a senior member of staff or the Police as appropriate and senior leaders will follow there in hours school lockdown procedures, as reqd. Pupils are told to expect all adults in school to be wearing a green lanyard with a photographic ID card or an amber or red lanyard obtained from Reception when they sign in. Pupils are told to report any adults not wearing a lanyard. If you have any concerns whatsoever regarding child protection and/or safeguarding, at any time, these should be reported to our Designated Safeguarding Lead.

8. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the Headteacher/Head of School/DSL/DDSL will share such information on a 'need to know, what and when' basis.

Staff are made aware that these concerns or other matters relating to pupils/students should never be discussed elsewhere, inside or outside the school, unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action and risks bringing the school into disrepute. In specific circumstances this may place children at risk.

Remember these key points:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy designated safeguarding lead).

9. Roles and Responsibilities

All Staff

Safeguarding and child protection is everyone's responsibility. This framework applies to all staff, volunteers, and LGC members in the school. Our framework and procedures also apply to extended school and off-site activities.

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

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

All staff receive and have time allocated to read and the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education (September 2026) – Part 1 Information for all School and College staff
- Keeping Children Safe in Education (September 2026) – Annex A and Annex B
- School Staff Code of Conduct
- Staff Child Protection Procedures

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.

In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All Trust colleagues receive scheduled safeguarding training through the National College training website. This 3-year rolling programme of training ensures compliance with the latest safeguarding guidance.

All staff have access to current full guidance:

1. All adults working with, or on behalf of, children have a professional, moral, and legal responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse, neglect, exploitation, and violent extremist radicalisation and to record and report concerns to staff identified with Child Protection responsibilities within the school.
2. It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff (See staff Handbook, WLP “Whistleblowing” Policy and related Notes of Guidance for Staff). **Failure to report such concerns may be considered an act of misconduct or gross misconduct within the Trust’s Disciplinary Policy.**
3. There are key people within the WLP and the Local Authority who have specific responsibilities. The names of those carrying such responsibilities for the current year are listed at the start of this document.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

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

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

Designated safeguarding staff and school leadership will have access to CPOMS, whilst ensuring that the confidential nature is protected through restricted access. This will help ensure concerns are received, reviewed and dealt with promptly.

During term time, the DSL, DDSL or another appropriately trained senior member of staff will be available to provide advice and support to staff, coordinate safeguarding activity and respond to child protection

concerns. Appropriate safeguarding arrangements and named points of contact are in place for any out-of-hours, off-site or holiday activities for which school has safeguarding responsibility.

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

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

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

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

The DSL or DDSL will be available on site when the school is open to advise staff or respond to urgent Child Protection matters. For school visits the DSL/DDSL will be available outside of these hours if needed.

The responsibilities of the DSL are:

- providing advice and support and information to staff as appropriate, liaising with the LA and other agencies, including involvement in Early Help Assessments and plans
- to maintain accurate records of safeguarding concerns, conversations and actions taken and ensure that the DDSL(s) does the same.
- obtaining, maintaining, and transferring CP Records for individual pupils/students and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for, and attendance at, Case Conferences, Core Groups, and other multi-agency meetings
- arranging appropriate induction and continuing training for all staff
- encouraging a culture in staff of listening to pupils/students and taking account of their wishes and feelings to ensure supporting measures and plans can be put in place to support or protect them; and
- liaising with the Headteacher/Head of School (if different staff member from the DSL/CP Lead) and Child Protection Governor (CPG).
- Updating LGC members on the composition of the CP register and picture of CP needs across the school.
- Meeting with the LGC safeguarding governor to oversee school-based processes.
- Working alongside the Trust to carry out safeguarding audits annually.

The role of the DDSL(s) is/are:

- To support the DSL in the undertaking of their safeguarding duties and responsibilities, being directed by the DSL as necessary
- To maintain accurate records of safeguarding concerns, conversations and actions taken
- providing advice and support and information to staff and parents as appropriate, liaising with the LA and other agencies, including involvement in Early Help Assessments and plans

- supporting the DSL in encouraging a culture in staff of listening to pupils/students and taking account of their wishes and feelings to ensure supporting measures and plans can be put in place to support or protect them
- Offer challenge to the DSL in the making of key safeguarding decisions as required

The DSL should meet with the DDSL(s) regularly (at least once per week) and following any safeguarding disclosures to ensure that key information is shared and acted upon. The DDSL(s) must consult with the DSL in making key decisions relating to the safeguarding of pupils and offer challenge where necessary. In the absence of the DSL or in the case of unresolved challenge regarding a key safeguarding decision, DDSLs must consult with the headteacher.

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

1. Management and leadership by the Headteacher and Governors ensures that the time, resources, and training are adequate to ensure that the DSL responsibilities of the school, as outlined in KCSiE, are carried out and that all strategic Child Protection and Safeguarding arrangements are in place and effective.
2. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher/Head of School. If the allegation is against the Headteacher/Head of School it should be referred to the Chair of Governors, CEO, the Deputy Headteacher, or the ER LADO.
3. The Governing Committee has the responsibility to monitor and ensure that all CP arrangements, procedures, policies, and training are in place and effective. Safeguarding is a regular agenda item at Governing Committee Meetings, and any relevant reports regarding CP are reported to governors in this way. The Safeguarding Governor has half-termly scheduled visits to Trust schools to check on compliance with safeguarding practices and framework.

The Governing Committee fully recognises its responsibilities with regard to Safeguarding and Child Protection and promoting the welfare of children as outlines in KCSiE.

- The Safeguarding Governor acts as a 'Champion' for Safeguarding and Child Protection and liaises with the Headteacher/Head of School/DSL in order to report to, and update and advise, the Full Governing Committee on the strategic and operational aspects of safeguarding.
- The DSL & Safeguarding Governor meet over Safeguarding issues and prepare Safeguarding Reports to be discussed at meetings of the Full Governing Committee. Governors will not normally have access to details of individual Safeguarding and Child Protection cases and understand the requirement for confidentiality.

Governance

The Board of Trustees are collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice. Trustees will receive appropriate safeguarding and child protection (including online safety and expectations, applicable roles, and responsibilities in relation to filtering and monitoring) training at induction, and this will be updated on a regular basis.

Trustees are responsible for the oversight of safeguarding arrangements and fulfil this role at a strategic level. There is a named Trustee who champions safeguarding within the Trust. The Trust's named Trustee for

safeguarding is John Sinclair. To contact John, please go through the WLP website **Contact us | Wonder Learning Partnership (wlp.education)**.

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

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

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check.

This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school. self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity (see [Appendix 15](#)).
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.
- Record all volunteers on the SCR.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we will obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff. The Local Authority should also be informed. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs.

For further information on the WLP checks and procedures carried out when placing a pupil in alternative provision, please see the Alternative Provision Policy.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils/students staying with host families

Where the school makes arrangements for pupils/students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Children and Young People

We are committed to maintaining a strong safeguarding culture in which children feel safe, valued and listened to. Through effective safeguarding arrangements and a preventative curriculum, children will be supported to seek help, report concerns, access trusted adults and develop the knowledge, skills and

confidence to stay safe online and offline. Their views, wishes and feelings will be considered in all safeguarding processes.

Parents and Carers

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

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

10. Children with special educational needs and/or disabilities or health issues

The WLP recognise that children with Special Educational Needs or Disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Our Safeguarding and Child Protection framework reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Colleagues must ensure that reports of abuse involving children with SEND receive additional scrutiny and close liaison with the Designated Safeguarding Lead (or a deputy) and the Special Educational Needs Coordinator (SENCO) or the named person with oversight for SEND in a school.

11. Records and monitoring (See Appendix 6)

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. All staff are made aware of the need to record, and report concerns about a child or children within our school.
2. All staff should record such concerns or disclosures using the individual school's Safeguarding referral system.

The **DSL/DDSL** is responsible for such records and for deciding at what point these records should be shared with, or transferred to, other agencies or schools, in consultation with the Headteacher/Head of School (if different staff member from DSL) or appropriate senior manager. This should be within 5 days for an in-year transfer or with the first 5 days of the start of a new term. They should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

3. Child Protection records are stored using CPOMS which will contain a chronology detailing clearly and referencing any concerns, contact with parents and other agencies, information shared, case conferences and other events. Any subsequent actions will be recorded clearly, and the file will also contain all other relevant information and be separate from the child's school records.
4. Historical CP files are stored in a secure location. Only the Head/DSL/DDSL have access to these files. The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies, by liaising with the DSL/DDSL.
5. Only factual verified information is recorded as such. If unsubstantiated information is recorded, it is indicated as such.
6. Parents/Carers may request to read their child's file. School will seek advice from the LA if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.
7. The DSL/DDSL/Headteacher/Head of School will decide what information needs to be shared with whom, and when, on a case-by-case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of them or at the least that individual children are being monitored.
8. Child Protection Records are reviewed regularly to check whether any action, advice and updating are needed.

12. Transferring and retaining records

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including the FE or other settings before the age of 18. Copies of records will be made if siblings attend the school and the records are relevant to them.

When children transfer schools at normal phase transition, Child Protection and other safeguarding concerns will be discussed between DSL/DDSL and the appropriate pastoral staff or DSL at the receiving school.

Records are sent or if possible, handed to the receiving school separately from other records and marked 'Private and Confidential for the attention of the DSL.' If sending by post records will be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery. Written receipt of records will be obtained from the receiving school. Where digital systems are used, the specific transfer procedures set out within the systems shall be followed.

When admitting children at times other than the normal phase transition checks with the previous school will be made to establish if there is Child Protection information in respect of the child or children.

The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

13. Recognising concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk-taking behaviour, changes in behaviour, poor or irregular attendance and failure to develop appropriately. In particular, staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

Staff are also made aware of emerging local safeguarding trends and given advice on what they may identify.

Equality Statement and Family Help

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. Those pupils with protected characteristics may be at more risk of harm and colleagues are aware that they need to recognise this when applying framework and procedures. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

As a Trust we:

- must not unlawfully discriminate against pupils/students because of their protected characteristics
- must consider how they are supporting pupils/students with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils/students face. For example, by making reasonable adjustments for disabled children, including those with long term conditions, and supporting girls if there is evidence, they are being disproportionately subjected to sexual violence or harassment.

The East Riding of Yorkshire Safeguarding Effective Support Windscreen is used to assess level of help and signs of safety ([Appendix 14](#)).

Any child may benefit from Family help, but all staff should be particularly alert to the potential need for Family help for a child who:

- Is disabled and has specific educational needs and/or disabilities (SEND);
- Has SEND (whether or not they have a statutory Education, Health, and Care Plan);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, or exploitation;
- Is at risk of being radicalised or exploited;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their families from care; and
- Is a privately fostered child.

Sexual, Physical, Emotional Abuse and Neglect

- **Sexual abuse:** behaviour changes, precocity, withdrawal, sexually inappropriate behaviour
- **Emotional abuse:** excessive dependence, inappropriate emotional responses, over-reaction to mistakes
- **Neglect:** inadequate clothing, hunger, lack of sleep, lack of supervision
- **Physical Abuse:** aggression, inconsistent explanations, refusal to discuss injuries

A fuller list of possible Signs and Symptoms is contained in [Appendix 1](#). It is important to note that these signs are not proof of abuse, but they can give rise to suspicion and these suspicions must be reported and logged.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college, or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Criminal Exploitation of Children and ‘County Lines’

Across the country, young people and susceptible adults are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as ‘county lines’, as young people travel to different regions where they’re unknown to the police and can therefore operate undetected. These young people can be as young as 10 and are often subjected to threats, violence, and sexual abuse by the gangs.

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders, and often children who are looked after. Signs that should prompt people to consider a young person’s involvement in county lines include:

- Being found in distant areas
- Unexplained new clothes, money, or phones
- Being associated with older people

- Significant change in behaviour or mental state

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

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

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

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

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

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

Female Genital Mutilation (FGM) and Forced Marriage

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.

- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as child protection concerns and in-line with school and local safeguarding arrangements. Any concerns regarding HBA will be treated as a child protection matter and reported immediately to the DSL or DDSL. The DSL will consider the need for an immediate referral to SaPH and/or the Police in accordance with local safeguarding procedures.

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

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

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

All staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Part One of KCSIE 2026 and that they have a statutory duty and responsibility to report concerns relating to FGM.

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

Reporting Concerns

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

1. If a member of staff suspects that a child has suffered, is at risk of suffering, or may be vulnerable to FGM **they must report their concerns immediately to the DSL or DDSL**. Local procedures will be followed and contact made with SaPH by phone using the 'Immediate Concern' line.
2. The DSL and Teacher will follow advice from SaPH before discussing such concerns with parents or carers.
3. If a member of staff receives information from a child or another source or otherwise becomes aware that FGM may have taken place, **the DSL must be informed immediately**. In this case, if the member

of staff is a teacher (or employed to carry out teaching duties) the referral to Police and SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL, but this will need to identify the member of staff and the information they have reported. The written RFS should be made immediately to SaPH in-line with ERSCP safeguarding procedures.

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

‘Honour-based’ Violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the DSL/DDSL as a matter of urgency.

Minimum Age for Marriage

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

Possible Violent Extremist Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty.’ Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL/DDSL.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils/students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society. The PSHE/SMSC curriculum will ensure that issues such as tolerance, respect, democracy, and individual liberty are covered in age-appropriate ways. Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE/SMSC activities within each school in the WLP.

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

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

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

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

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

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

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

All staff have undertaken 'Prevent' E-learning training and are made aware that concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL/ DDSL or other senior staff. In line with ERSCP, ERLA and Humberside Police arrangements, advice will be sought by contacting SaPH – (previously known as EHSH) which includes Humberside Police Decision makers ([Appendix 10](#)). If there is an immediate concern of risk or emergency the school will call 999.

Child on Child Abuse and Harassment

All staff are aware that child-on-child abuse is any form of physical, sexual, emotional or discriminatory abuse, exploitation, violence, coercion, control or harmful behaviour by one child towards another. It can occur online or offline, inside or outside school, and will always be taken seriously and addressed appropriately. Child-on-child abuse may occur as an isolated incident or as part of a pattern of behaviour and can involve factors such as power imbalance, coercion, intent, vulnerability and repetition. The importance is recognised of distinguishing between child-on-child abuse and lower-level peer conflict to ensure concerns are identified and responded to appropriately.

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

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

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

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

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

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

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

Note: section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline children for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.

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

This will not prevent or delay the any follow up in terms of internal disciplinary procedures and/or making a RFS - Request for Service - to SaPH if this is required. If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, 999 must be called.

The WLP believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils/students. We understand the importance of explaining to children that the law is in place to protect them rather than criminalise.

We recognise that some pupils/students will sometimes negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under the individual school's Behaviour Policy. Occasionally, allegations may be made against pupils/students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more susceptible pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils/students in the school
- indicates that other pupils/students may have been affected by this pupil/student
- indicates that young people outside the school may be affected by this pupil/student

It is important for all staff to be aware that children are capable of abusing other children/young people and that any allegations, disclosures, or concerns about such behaviour are treated as potential abuse and referred to the DSL/DDSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of.

If there is a concern that the level of possible abuse would reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from YFS or Children's Centre, the DSL/DDSL will refer the matter to SaPH for advice. If the behaviour does not reach a threshold for referral to SaPH or advice from SaPH is that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

In either case if any child involved is open to the CST the Social Worker or YFS worker will be informed.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the pupils/students involved. Each school in the WLP will make every effort to ensure that during such investigations all pupils/students involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

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

The term 'victim' is a widely recognised and understood term. It is important that WLP schools that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We will be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

Similarly, the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)' are widely used and recognised terms. However, WLP schools will think very carefully about terminology, especially when

speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

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

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'. The key points are below:

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Recording of the incident should include the time and location of where it happened and action recorded to make that location safer.

Action should be taken to gain an understanding of intra familial harms, and any necessary support for siblings following incidents.

We have a responsibility to be part of discussions with statutory safeguarding partners.

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

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

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

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

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

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

Any concerns regarding HSB, SV or SH will be reported immediately to the DSL or DDSL. The DSL will oversee all concerns, undertake and regularly review risk and needs assessments, and ensure appropriate safeguarding, support and risk management measures are implemented.

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

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

Serious Violence

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

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

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

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime.

These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with, individuals associated with criminal networks or gangs

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office **Preventing youth violence and gang involvement** and its **Criminal exploitation of children and susceptible adults: county lines** guidance.

Domestic Abuse

All staff should be aware of what constitutes domestic abuse. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- can take place inside or outside the home.

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

Information received through Operation Encompass is confidential safeguarding information and will be shared only on a need-to-know basis. Staff are aware they must not discuss Operation Encompass notifications with pupils, parents/carers or other family members unless specifically directed to do so by the DSL. Any communication with parents/carers regarding domestic abuse concerns, safeguarding support or Operation Encompass notifications will be coordinated and managed by the DSL, taking account of safeguarding risks, information-sharing requirements and any advice provided by the Police or other agencies. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy) in school before the child or children arrive at school the following day.

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

Mobile phones, smart watches, and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Smart watches have various apps and functions that may link to a mobile phone, this may include the ability to take and store photographs and/or make and receive telephone calls. Staff must not wear a smart watch with the function to take photographs for the protection of children and themselves. Staff must turn off phone notifications, including emails, calls, social media, and any form of messaging service, during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Staff must ensure they follow the Information Governance Policy and the Acceptable Use Policy.

Children Absent from Education (CAE)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Absence from school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. The WLP monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in [KCSiE \(2026\)](#) the WLP has:

- a. Staff who understand what to do when children do not attend regularly
- b. Appropriate policies, procedures, and responses for pupils/students who go missing from education (especially on repeat occasions).
- c. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- d. Procedures to inform the local authority when we plan to take pupils/students off-roll when they:
 - i. leave school to be home educated
 - ii. move away from the school's location
 - iii. remain medically unfit beyond compulsory school age
 - iv. are in custody for four months or more (and will not return to school afterwards); or
 - v. are permanently excluded

The Department for Education statutory guidance on school attendance [Working together to improve school attendance](#) sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.

Each school will ensure that pupils/students who are expected to attend the school but fail to take up the place will be referred to the local authority. When a pupil leaves the school, it will record the name of the pupil's new school and their expected start date. Further guidance can be found in [Children Missing Education](#) statutory guidance.

Each school in the WLP will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance. The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.

If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL/DDSL will contact the assigned social worker or CST duty desk if unavailable.

If a child not open to the CST that the school has concerns about, does not attend school, the school will contact SaPH, the EWS and/or the Police depending on the circumstances.

If a child absconds from a primary school site the school will make an initial search, contact the parent/carer or other emergency contact (and social worker if open to CST) and phone the police immediately. In a secondary school if, after the search, the child is not located the school will contact the police within 20 minutes of the alert.

Concerns about the capacity of parent/carer collecting children

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

- drunk;
- under the influence of other drugs whether prescription or not;
- behaving in an irrational, aggressive or concerning way;

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

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

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

- 1) Staff concerned will alert Senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re-assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask her/him to be patient and calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others, 999 will be called and SaPH or EDT notified.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents, or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially susceptible group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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

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

Direct Payments

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children, SaPH will be notified.

Mental Health and Emotional Well-being

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

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

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

Violence Against Women (VAWG)

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

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

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

Misogyny

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

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

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

Young Carers

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

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

Children Experiencing Homelessness or Housing Instability

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

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

- Frequent house moves
- Temporary accommodation
- Attendance concerns
- Changes in presentation or wellbeing
- Difficulties accessing school transport
- Financial hardship
- Social isolation

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

LGBTQ+ or Gender Questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as susceptible as children who identify as LGBT.

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. Pupils will therefore be made aware of a safe space for them to access to speak out or share concerns with a member of staff.

When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Children Who are Questioning Their Gender / Social Transition

School Approach: General Principles

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

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

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

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

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

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

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

Participation in PE, Sport and Physical Activity

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

Any request to participate in a group or activity designated for the opposite biological sex will be considered on a case-by-case basis. Decisions will be made using a cautious and structured approach, taking account of

safeguarding, safety, fairness, the rights and wellbeing of other pupils, and the best interests of the child. Where participation according to biological sex is necessary to ensure safety, no exceptions will be made

Toilets

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

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

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

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

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

Changing Rooms and Showers

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

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

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

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

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

Residential Accommodation

In accordance with KCSiE 2026, residential and overnight accommodation provided as part of school visits, trips, exchanges, residential experiences or boarding provision will be organised according to pupils' biological sex. **Pupils will be accommodated in sleeping arrangements designated for their biological sex**

and will not share sleeping accommodation with pupils of the opposite biological sex. This approach supports safeguarding and helps maintain the privacy, dignity and wellbeing of all pupils.

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

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

Where appropriate, consideration may be given to alternative accommodation arrangements that maintain the safety, privacy and dignity of all pupils. Alternative arrangements will not involve a pupil sharing sleeping accommodation designated for the opposite biological sex.

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

Staff recognise the common reason for children becoming 'looked after' is a result of abuse and / or neglect and that a PLAC and child in Kinship Care can potentially remain vulnerable because of past adversity and trauma.

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

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

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

Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, local procedure will be followed and the LA informed about the decision. Where the child involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers.

We will work together with, and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

Attendance – children with unexplainable and/or persistent absences from education

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

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

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

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

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

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

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

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

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

Education Neglect

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

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

Commissioning and oversight of non-school Alternative Provision

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

Accordingly, any use of AP will be commissioned and overseen in line with the requirements of KCSiE 2026 (Para. 208-213 and 402) statutory guidance DfE (2025) 'Arranging Alternative Provision A Guide for Local Authorities and Schools' - AP Guidance Feb 2025. School will also reference 'DfE (2025) Non-school alternative provision Voluntary national standards'. Voluntary National Standards

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

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

A Designated Governor for AP will provide strategic oversight of the AP commissioning process.

Children with SEND

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

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

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

Staff will remain particularly vigilant to these additional vulnerabilities and ensure that safeguarding responses, support and education are tailored to the individual needs, age, stage of development and circumstances of each child. Ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan. The DSL will work closely with the SENDCo to plan support as required.

Children with Medical Conditions and Allergies

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

Each school has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies.

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

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

Family Help (Providing Early Help)

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

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

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

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

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

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

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

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

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

14. Responding to Concerns

‘Never Do Nothing – Do the basic things well – It can happen here’

All staff in the WLP have a responsibility to respond to disclosures by children, or other concerns they may have, and pass these concerns on to the DSL/ DDSL immediately (as outlined in [Appendix 2:](#))

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

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

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

Any suspected Child Protection issues must be dealt with as a matter of priority. There should be no delay in recording and reporting any instances.

These include:

- Visible marks on the child that are not satisfactorily explained.
- Child discloses that they have been abused.
- Reporting of abuse from other agencies including parents

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

When responding to a child, staff will:

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

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

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

If for any reason neither the DSL nor the DDSL are available, staff must speak to a member of SLT.

- Staff do not need 'proof' of abuse and should not 'investigate' concerns.
- Wherever possible, this information should be recorded using the 'Record of Concern Form' or through the individual schools Safeguarding reporting system. If a concern is made verbally, this should be followed up promptly and both the DSL/ DDSL will be alerted.
- Concerns relating to marks or injuries should be described, in addition to recording on a 'Body Map' outline within [Appendix 3a](#) or by using the individual school reporting system.
- Photographs must not be taken of any marks or injuries.

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant; they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- delay recording or passing concerns to the DSL/CPC.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- discuss with parents or carers.
- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions. I.e. Tell me..., Explain..., Describe...,

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

Contextual Safeguarding

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

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

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

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

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

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

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

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

Passing on concerns

Each case will be considered by the DSL/DDSL, who will decide what information to share with which staff. Arrangements for passing on concerns are detailed in notes written and up dated for staff annually. These are always presented to all staff during a Training Day in September, at the start of the new academic year; key points are emphasised. Notes can be found in [Appendix 11](#).

Children's Emergency Duty Team – out of hours concerns

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

On contacting CEDT, we are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information to an on-call CEDT social worker. We will ensure that staff making the referral remain available to provide additional information and receive feedback from the allocated social worker.

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

15. Further action

Considerations

After taking advice from SaPH or CST if needed, the DSL/DDSL will decide which of the following actions is appropriate:

- If it is considered that a pupil may have suffered, or may be at risk of suffering significant harm, or that the concern might constitute a criminal offence, an immediate contact to SaPH will be made before discussing the matter with parents or carers. This will be done as soon as the information or

concern emerges to ensure that the CST, and in some cases, the police are able to respond within the school day.

- If the child's case is already 'open' to a social worker, an initial contact should be made with that social worker (or duty team member if the social worker is unavailable).
- If after consultation with SaPH an Early Help Assessment is agreed to be appropriate and that school is best placed to initiate this assessment consent must be obtained from parents or carers and if appropriate the pupil. Advice about the EHA process is available from SaPH.
- After consultation with SaPH, the DSL/DDSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases, records of discussions with SaPH and other professionals and any subsequent decisions and action taken, including details of other persons involved in the decision-making will be recorded in the Child's file.

Follow-up, Recording and Professional Challenge

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

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

Escalating concerns about individual cases

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

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

Records of all such discussions and responses must be retained in the pupil's/students file chronology.

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

The DSL/DDSL will update the school referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or other Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to SaPH, the allocated Social Worker, or the LADO.

Informing Parents

In all cases before parents or carers are informed the DSL/DDSL should contact SaPH and be advised as to who should inform parents and when. In certain circumstances parents should **not** be informed, particularly where there are concerns about physical or sexual abuse involving family members or where to inform parents may put the pupil at increased risk of harm.

These include situations when:

- Informing parents/ carers might place the child at increased risk.
- A disclosure by a child about sexual or physical abuse involves a parent or other family member.
- There is a possibility that a crime may have been committed.
- In cases of suspected fabricated illness, radicalisation, FGM or forced marriage.
- Informing parents or carers might place staff at risk.
- Where a delay may be caused in referring if contact cannot be made with parents.

CP Referrals (See Appendix 5)

If a school makes a CP Referral, the East Riding Safeguarding Children Partnership Procedure will be followed by the DSL/DDSL

After a telephone contact to SaPH, the DSL/DDSL will email a written 'Confirmation of Referral' as soon as possible (ideally immediately after initial telephone referral), and at the latest within 24 hours. This information will be made available to the CST manager by SaPH. (See [Appendix 8](#))

Feedback

Within 24 hours of receiving the referral from SaPH, the CST in whose area the child lives should report back to the DSL/DDSL and indicate their decision on future action.

If no response is received within 24 hours, or sooner in urgent cases (where, for example, school need to be updated before the end of the school day), the DSL/DDSL should contact the CST Manager to seek information. If this fails to get a response, the DSL/DDSL should contact SaPH for advice.

Whatever the outcome of reported concerns, the DSL/DDSL will report back to the member(s) of staff involved and appraise them of the situation, as appropriate, under the 'need to know' principle.

Susceptible Children - supporting pupils/students at risk

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.
- Children with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

The WLP identify pupils/students who might need more support to be kept safe or to keep themselves safe by:

1. providing such children with the support that is necessary and build their self-esteem and confidence.
2. ensuring that staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support and keep them alert to factors which may be of concern.
3. reminding staff that children with SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children.

- the Designated Teacher supporting Children Looked After will liaise with the DSL/DDSL and staff involved with Children Looked After to support the child and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
 - Work with the Virtual School Headteacher to support CLA, PCLA, Children with a social worker and promoting the educational achievement of children in kinship care.
4. considering safeguarding implications when Individual Support Plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.
 5. if a child, who is the subject of a Child Protection Plan or is otherwise open to the CSC (Children's Social Care), does not attend school without a verified, valid reason the DSL/DDSL will contact the assigned social worker or CSC duty desk if unavailable.
 6. if a child is not open to CSC that the school has concerns about, and does not attend school, the school will contact SaPH, the EWO (Education Welfare Officer) and/or police depending on the circumstances.

15.7 Joint working with other agencies

The WLP recognises that inter-agency working is essential if children are to receive effective, targeted support as early as possible. In this way we work with energy to ensure that barriers to learning, and inclusion are minimised for children.

We are, therefore, committed to initiating and supporting inter-agency work through:

- Early Help Assessments.
- CP Case Conferences (& Reviews), Strategy & Core Group Meetings, and other Multi-Agency Meetings.
- Family Help Service, Prevention in Education Team & Children Centre intervention.
- Health and CAMHS intervention and assessment.

The WLP also works in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and within the Safer Schools Partnership arrangements with the local Community Policing Team.

16. TAF, Strategy Meetings, Case Conferences and Core Group Meetings

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

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

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

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

- The DSL/DDSL/Headteacher/Head of School will ensure that the appropriate member(s) of staff attend Initial and Review Case Conferences and subsequent Core Group Meetings and provide written reports for these.
- Reports will be compiled after discussion with relevant staff.
- Reports will be discussed with parents, if possible, before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Case Conference.
- Feedback will be given to staff under the 'need to know' principle on a case-by-case basis.

17. Information Sharing

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

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

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

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

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

In cases involving possible child abuse or neglect, the school has a duty, and the legal right, to share information.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk).

The DSL/DDSL/Headteacher/Head of School will ensure that the sharing of information is:

- necessary, proportionate, relevant, adequate, accurate, timely and secure.
- necessary for the purpose for which it is shared.
- accurate, up to date, shared in a timely fashion and securely.
- is shared appropriately and confidentially with the appropriate professionals, and that this is logged on the child's CP file.

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

18. Children's Concerns

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

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

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

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

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

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. This includes the opportunity to talk to our peer mentors who are available to offer their support.

Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place if applicable.

19. Recruitment and selection of staff

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

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

- The WLP complies fully with Statutory Guidance 'Keeping Children Safe in Education 2026 Part 3 Safer Recruitment' and the ERLA safer recruitment supporting guidance. Supporting documentation and procedures have been developed within School to augment those produced by the LA.
- The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance. Any staff or volunteers not in regulated activity are continually supervised by staff.
- A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA and Statutory guidance.

- ERSCP 'Safer Recruitment Training' has been completed by a range of staff (both teaching and non-teaching, including the Headteacher/Head of School and CPG). All appointment panels will have at least one member who has completed this training in the last 5 years. This training will be reviewed periodically and may be extended to other colleagues.
- If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and vetting procedures in place.
- Candidates will be informed that online searches will be undertaken as part of due diligence checks on shortlisted candidates.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications are kept on their personnel file as per the advice at paragraph 232 of [KCSiE \(2026\)](#).

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

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

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

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

20. Induction

When new permanent or part-time staff, or volunteers, start at a school they are briefed on the Schools CP and Safe Working procedures and other documents; for example;

- This framework
- Expectations and Code of conduct
- Behaviour policy
- Keeping Children Safe in Education 2026 (Sec 1 & Annex B)
- CME/CMOE safeguarding response
- The Child Protection Staff Reference guide
- The role of DSL/ DDSL – see [Appendix 9](#) for further details
- Safeguarding and Child Protection on-line training
- Prevent on-line training

Other temporary or visiting staff, and students on placement, are made aware of the CP reporting procedures by the individual school and the School Code of Conduct. Safe Working is also addressed – see [Appendix 12](#).

All student teachers undergoing training, and newly qualified teachers, adhere to the School Induction Programme, which is led and managed by the responsible senior member of staff. This involves regular discussions, mentoring, observation of good practice and carefully monitored performance checks. Addressing CP is an ongoing element of this programme.

21. Staff Safeguarding Training and Awareness

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

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

All Staff

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

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

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

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

All staff receive and have time allocated to read and have the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education 2026 – Part 1
- Safeguarding and Child Protection Framework
- The School's Code of Conduct
- School's Behaviour Policy
- Children Missing Education – School Approach

All staff are reminded of the Framework and procedures at the start of each school year and at other times, as required, through Staff Meetings and/or staff bulletins. All staff complete the on-line core Training (and refresher training every 3 years thereafter).

All staff complete on-line training on

- Safeguarding and Child protection
- Prevent

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

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

The **DSL** and **DDSL** will complete the following training as a minimum as required by their role immediately upon starting in post, and ideally before their first day (in addition to the safeguarding training undertaken by all staff).

- National College Advanced Safeguarding Training for DSLs & Deputy DSLs
- National College Certificate in the Role of the DSL in Secondary Schools (secondaries only)

The **DSL** and **DDSL** will complete the following training with one month of commencing their roles:

- National College Advanced Certificate in Online Safety for DSLs & Deputy DSLs
- National College Certificate in Harmful Sexual Behaviour Awareness for DSLs & Deputy DSLs
- DSL & Online Safety Lead: Competence, Confidence & Compliance | Secondary (secondaries only)
- Certificate in the Single Central Record

The following ERSCP training must be completed as soon as possible and no later than 12 months when a DSL or DDSL starts in post, and training courses should be booked at the next available slot.

- Annual ERSCP/LA School DSL dedicated update and refresher training
- In school 1:1 LADO/CP Officer training, support, and audit
- Safeguarding in Education (online)
- Working Together to Safeguard Children
- Child Protection Case Conferences and Core Groups
- Workshop to Raise Awareness of Prevent
- Early Help Assessments
- FGM online training

This training will be enhanced by other ERSCP training on topics relevant to the school's specific needs.

It is the headteacher's responsibility to ensure that the DSL has completed the above training within the specified timeframes and should work with the DSL to ensure adequate time is given to complete the training. Where the headteacher is the DSL, it is the responsibility of the COO to ensure training is completed.

It is the headteacher and DSL's responsibility to ensure that DDSLs have completed the above training within the specified timeframes and should work with the DDSLs to ensure adequate time is given to complete the training.

Volunteers

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

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

Opportunities to Teach Safeguarding / Preventative Education

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

We recognise the vital role that preventative education plays in safeguarding and promoting the welfare of children. Through our curriculum and wider school culture, pupils are supported to develop the knowledge, skills, confidence and resilience needed to recognise and manage risk, build healthy and respectful relationships, make informed decisions, and seek help when required.

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

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

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

22. Reasonable Force

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, staff will consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. WLP schools will give due regard to the [Use of reasonable force in schools - GOV.UK](#)

Staff will ensure that any incidents requiring such action are logged with the Headteacher/Head of School or appropriate senior manager, and parents are informed on the same day.

Only adults designated by the Headteacher/Head of School should use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the

event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

Restorative methods will be considered after each such incident and the pupil/student views on the incident sought.

Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

23. Training for Governors and Trustees

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

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

24. E-Safety & Acceptable Use Policies

The WLP's E-safety and Acceptable Use Policy explains how we try to keep pupils/students safe in school and protect and educate them in the safe and appropriate use of technology. Staff understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising, or abusing children. Behaviour such as cyberbullying and sexting will be managed through the anti-bullying procedures or Child Protection/CSE procedures if more serious.

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

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

Online risks can be categorised under four key areas:

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

4. **Commerce** -risks associated with online gambling, scams, phishing, financial exploitation and inappropriate advertising

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

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

Filtering and Monitoring

Filtering: We understand that using online technology has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and resilience.

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

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

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

Any safeguarding concerns identified through filtering or monitoring systems will be reported to the DSL and managed in accordance with safeguarding procedures.

Acceptable Use and Staff Communication

We have Acceptable Use Agreements which set out expectations for the safe and responsible use of technology. Insert details if appropriate

Communication between staff and pupils will only take place through approved school systems and devices. Staff must not use personal accounts or devices to communicate with pupils unless specifically authorised in accordance with school procedures. Staff must adhere to the Staff Code of Conduct and all relevant policies relating to the safe use of technology.

Cyber Security

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

Sharing Nude or Semi-Nude Images

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

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

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

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

Artificial Intelligence (AI)

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

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

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

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are in place (if applicable). Whilst not infallible, this together with effective monitoring by staff ensures any risk is minimised. However, many pupils/students are able to access the internet using their own data plan and to minimise inappropriate use, the WLP, ask that pupils/students refrain from using their mobile phones during the working day and offer advice in various forms such as:- in the pupil planners, newsletters, letters to parents and on school websites about keeping themselves safe.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Recognise that misinformation, disinformation and conspiracy theories are safeguarding harms
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening, and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Governors will take an active role in reviewing the effectiveness of school filters and monitoring systems and that leaders and relevant staff are aware and understand the systems in place, manage concerns effectively and know how to escalate concerns when identified.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website www.wlp.education.

Schools in the Trust should use the Department for Education publication: [Meeting digital and technology standards in schools and colleges](#) and [filtering and monitoring standards](#) which sets out what schools should be doing. LGC/Trustees should review the standards and discuss with the relevant member of Trust Executive/IT staff and/or service providers (whichever is most appropriate) what more needs to be done to supporting schools in meeting the required standards. The Trust/Schools can use the DfE [Plan technology for your school Service](#) to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The Department has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

25. Safe and Appropriate Working

1. All staff should ensure that they do not behave in a way that will result in founded, or unfounded, allegations of inappropriate, abusive, or dangerous behaviour.
2. At the start of each year, or at induction, all staff are reminded that they are in a position of trust and what the implications of that are, together with the need to adhere to the Staff Code of Conduct and related policies.
3. If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior member of staff and seek advice.
4. Failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation. Their conduct towards pupils/students must remain beyond reasonable reproach.

5. Staff are reminded that any sexual 'relationship,' consensual or otherwise with pupils/students up to 18 would constitute a criminal offence. Any such behaviour with pupils/students 18 or over would be regarded as a serious disciplinary matter.

26. Restrictive Interventions

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

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

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

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

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

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

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

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

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

Staff will receive appropriate training and guidance in positive behaviour management, de-escalation, trauma-informed practice, safeguarding and, where relevant, the safe use of restrictive interventions. The

use of restrictive practices will be monitored to support learning, reduce future incidents and ensure practice remains lawful, proportionate and in the best interests of pupils.

27. Allegations against staff and Whistleblowing

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

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

Where allegations or safeguarding concerns involve individuals not directly employed by the school, such as supply staff, ITT, contractors or agency workers, there is a shared safeguarding responsibility between the school and the employing organisation and will involve close working with the employing organisation and, where appropriate, the LADO.

School leaders / DSL remain responsible for managing the safeguarding process and any necessary referrals, while the employer, agency, or provider will normally lead on employment and disciplinary matters.

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

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

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

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

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

All staff have access to:

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

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

1. If a member of staff is in receipt of an allegation of inappropriate or abusive behaviour by a colleague or pupil, or feels required to make, or pass on, such an allegation, they should pass the information, without delay, to the Headteacher/Head of School.
2. If the allegation concerns the Headteacher/Head of School, the referrer should contact the Chair of Governors, a senior member of staff or the LADO immediately. It is unacceptable for any member of staff to not refer such concerns, even at low level.
3. The Headteacher/Head of School (or other in 2 above) will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in Keeping Children Safe in Education 2026.
4. All involved will attempt to ensure that any allegation is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.
5. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other in 2) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.
6. The NSPCC runs a whistleblowing helpline on behalf of the government; the number is 0808 800 5000.

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

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

Low-level Concerns

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

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

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

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

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

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

Low level concerns must be reported to the DSL/DDSL immediately. Low level concerns will be recorded on CPOMS, together with detailed notes of follow up actions for review.

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

Whistleblowing

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

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

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

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

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

28. Expectations of Parents, Carers and Visitors

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

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

This includes, but is not limited to:

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

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

29. Extended School and Offsite Provision & Educational or Residential Visits

Where extended school activities are provided and managed by the school, individual school's Child Protection and Safeguarding framework and procedures will apply.

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

If susceptible pupils/students or pupils/students that may present a level of risk to themselves or others are allocated alternative or other off-site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL/DDSL will discuss such concerns with our Educational Visits Coordinator (EVC) or relevant member of staff and visit leaders at the visit planning stage.

The school will follow the appropriate LA planning and Risk Assessment procedures for all educational visits and activities.

30. Visitors, Supply and Agency Staff and Contractors

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors, contractors, and volunteers engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the school must ensure that appropriate supervision is in place. The Schools relevant member of staff will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on any school site in the WLP on their behalf including Agency Supply staff written assurances will be obtained that these organisations have appropriate safeguarding, safer recruitment, and DBS/vetting procedures in place. The WLP will follow KCSiE statutory Guidance advice in such cases.

If Supply Staff are engaged directly by the school the appropriate checks must be carried out by the individual school.

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

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment. See [Appendix 7](#): for further details.

31. Site Security, Health and Safety and emergency procedures

There is a WLP Health and Safety Policy in place which is followed. We maintain appropriate arrangements to promote the safety, security and wellbeing of pupils, staff and visitors. These arrangements include routine site inspections, regular health and safety monitoring, governor oversight, and clear systems for identifying, reporting and responding to site security and health and safety concerns.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected. Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents. This includes the need to evacuate in the event of a bomb scare or the need to initiate a complete or partial 'lockdown.'

We operate in accordance with its Health and Safety Policy, site-specific risk assessments, and other relevant safeguarding and premises management procedures. All staff share responsibility for maintaining awareness of site security and for reporting concerns or vulnerabilities without delay. Add school specific details and associated policies - e.g. there is a School Specific H & S policy in place and any use of / reference to. Local Authority generic Health & Safety Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate. (Or equivalent).

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

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

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

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

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

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

32. Work Experience Placements

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

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

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

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

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

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

33. Parents

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Family Help Assessment and intervention by Children's Centres and Family Help Services are instigated when required. It is a priority to inform and involve parents at every stage in their child's time at the school. However, since our first priority is a child's welfare, we ensure that parents are aware that we may need to consult other agencies without their consent or knowledge.

Parents are made aware that this framework is available from each School in the WLP, and the name of the CPG can be requested if they wish to raise any suggestions or queries about the Framework or specific issues. Any such concerns will be taken into account when the Framework is reviewed and responded to by the CPG, DSL/DDSL/Headteacher/Head of School.

If you want to know more about our procedures, or the Framework, please speak to the relevant member of staff at the individual schools.

34. Appendices

Appendix 1: Definitions of Significant Harm & Indicators of Abuse and Neglect

All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events that can be covered by a single definition or label. In many cases, multiple issues will overlap and interact. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

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

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

PHYSICAL ABUSE may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

NEGLECT is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

EMOTIONAL ABUSE is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

SEXUAL ABUSE involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities or encouraging children to behave in sexually inappropriate ways.

Indicators of Abuse

It is important to note that these lists are possible indicators of abuse. Many of these signs could have other explanations.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental, and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults, E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day, or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STIs
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy

- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils/students, displaying none of the characteristic effects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

Signs of Child Sexual Exploitation

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college, or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Signs of child-on-child abuse and harassment

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- gender-based violence
- upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Appendix 2: Responding to Concerns and Disclosures

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

The use of 'TED' questioning may be appropriate

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

or open-ended questions e.g.

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

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

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

Make a written note of:

- What is said.
- Who is present.
- Anything else that happens after the child discloses.
- Ensure legibility, full dates & a clear signature.
- Maintain strict confidentiality.
- If you see or are shown marks or injuries, describe them and record on a body map
- Inform DSL/ DDSL immediately about your concern.
- Submit the information using the relevant safeguarding reporting system to the DSL or in their absence, speak to the Headteacher/Head of School/Deputy Headteacher as soon as possible but certainly on the same day.

Appendix 3: Record of Safeguarding Concern or Disclosure

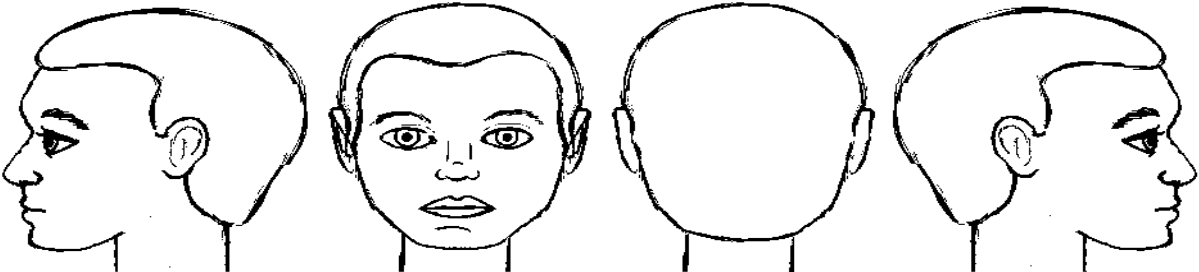
Complete and pass to DDSL /DSL as soon as possible using the form below or the relevant on-line CP system for individual schools – details should include

Pupil's Name:	Form:	DoB:
Concern identified by:	Date:	Time:
Nature of concern / details of disclosure / other relevant information.		
Received by:	Date:	
Action taken by DDSL/DSL (or person receiving this form)		
This Form to be filed in Pupil's/Student's CP File and noted on CP Chronology		

Appendix 3a: Record of Safeguarding Concern - Body Map (Attach to Record of Concern Form)

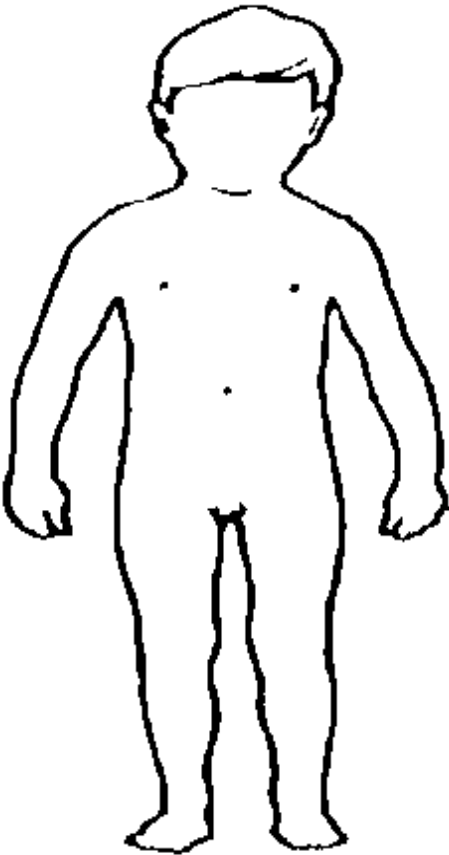
Name of Child:

Date: Date of Birth:

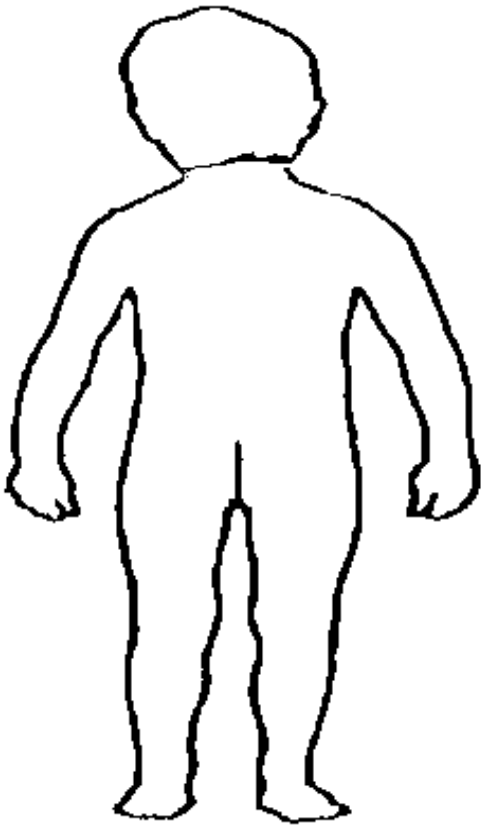


Left Side

Right Side



Front

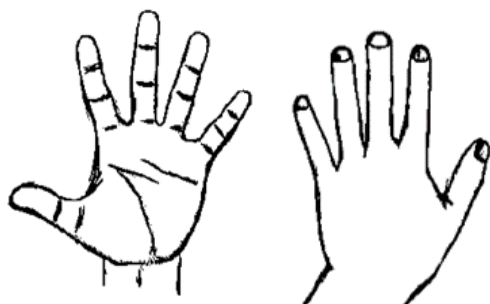


Back

Name of Child:

Date:

Date of Birth:



Left Hand



Right Hand



Left Foot



Right Foot

Full Description of Injury

--

Appendix 4: Example of Advice for Children

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

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

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

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

You should:

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

You shouldn't

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

Specialist organisations

www.nspcc.org.uk

[0808 800 5000](tel:08088005000)

Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

www.childline.org.uk

[0800 1111](tel:08001111)

Provides free and confidential advice for children and young people.

www.barnardos.org.uk

UK charity caring for and supporting some of the most vulnerable children and young people through their range of services

[UK Safer Internet Centre](http://www.uk-saferinternetcentre.org.uk)

Provides advice and support to children, young people, parents, carers and schools about staying safe online.

[CEOP Education](http://www.ceop.education.gov.uk)

The National Crime Agency's CEOP Education team aim to help protect children and young people from online child sexual abuse.

[Lucy Faithful Foundation's Shore Space](http://www.lucyfaithful.org.uk)

UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](http://www.mariecollinsfoundation.org.uk)

Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[Rape Crisis](http://www.rapecrisis.org.uk)

Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[Centre of Expertise on Child Sexual Abuse](http://www.ceop.education.gov.uk) has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.

[The Children's Society](http://www.childrenssociety.org.uk) Preventing Child Sexual Exploitation

Appendix 5: Local safeguarding Partnership Procedures

The Local Safeguarding Children Partnership's Procedures contain the detailed inter-agency processes, protocols, and expectations for safeguarding children. They can be found on the ERSCP website at www.ERSCP.org.uk.

Making a Child Protection Referral

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a Referral must be made to the Family Help and Safeguarding Hub (SaPH) as soon as possible within the school day.

1. SaPH are available to discuss individual cases for advice and guidance during office hours on (01482) 395500 or outside office hours to the ER Emergency Duty Team on (01377) 241273.
2. Parents/carers should not be informed before discussions with SaPH or the Social Worker. It should be established with SaPH or the Social Worker when and by whom they will be informed and if there are other actions the school needs to take.
3. When a CP Referral is made the time and the person taking the referral should be recorded on the child's safeguarding record.
4. All telephone referrals must be followed by an ERSCP 'Confirmation of Referral' Form (with as much information completed as possible), which should be emailed to SaPH.
5. A member of the CST should report back to the school within 24 hours of receipt of the written Referral to outline the action to be taken. If this is not done the school should seek that information from the CST Manager and, if there is no response, contact SaPH for advice.
6. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from CST or the police (for instance about difficulties if the school day has ended). Remain with the child until the Social Worker takes responsibility.
8. If a school needs to refer a pupil who lives in a neighbouring Local Authority the following contact numbers should be used for new referrals.

Hull	01482-448879	EDT 01482-788080
North Yorks	0845 034941	EDT 01482 300 304
North Lincs	01724-296500	
North East Lincs	01472-325555	

Record Keeping – Why is it important?

- It provides a consistent account of our involvement with children, young people, and their families.
- Well-kept records should mean that families and individuals do not have to keep ‘telling their story.’
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings, or a serious case review).
- Good Record Keeping protects:
 - The Child or Young Person
 - Staff
 - The Organisation

Record Keeping: Organisation

All WLP use electronic means to store their CP records. However, on the rare occasions that access to the electronic platform is unavailable, paper records may be used to ensure incidents are not overlooked.

1. Any paper files will be kept securely and only accessible to designated staff. They will be swiftly uploaded onto the school’s child protection management system

2. The file contains **Chronology Sheets** which log the following:

- Records of Concern
- Body Map sheets if submitted
- CP Referral Form copy
- Meeting and Case Conference minutes.
- Copies of Reports for meetings
- Details of siblings
- Details of Social Workers/Family Support Workers
- Details of contact with parents and other agencies
- Any other relevant information/notes

It is essential that these are all referred to on the Chronology Sheets and fully dated.

3. When children transfer school:

- a) If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- b) The file should be sealed and marked ‘Private & Confidential’ and the DSL. The receiving school will be notified by telephone that there are concerns and records will, if possible, be delivered or collected.
- c) If posted, the sealed and indicated records should be placed within a plain addressed envelope and sent by recorded delivery. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred.
- d) It is important that the receiving school acknowledges receipt of records, and this acknowledgement is recorded and filed by the sending school.
- e) If the destination school is unknown the records should be retained until the child is officially removed from the school roll and then forwarded to the LADO. When receiving children from other schools the school should contact the sending school to ascertain if there are CP concerns.
- f) At transition, liaison arrangements should include a specific transfer of Child Protection information as part of the formal transition arrangements.

Appendix 7: Safeguarding children: Information for visitors, supply staff and volunteers

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

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

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

If the relevant safeguarding reporting system is not available ensure that the full details are recorded including date, time, child's name, your name, and a factual account of what was said or observed. Please ensure this information is delivered to the DSL/Deputy DSL confidentially and as quickly as possible.

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

You might be concerned if:

- You see an injury.
- Another person expresses concerns.
- Something else raises concerns or worries.
- A pupil tells you something.
- You are concerned about a pupil's mental well-being.

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

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

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

Appendix 8: Referral System for the Safeguarding Hub

The Family Help Service - Tel: (01482) 391700 and Safeguarding Hub (formerly THE SAFEGUARDING HUB) - Tel: (01482) 395500 will each offer you the opportunity to talk to a practitioner about your concerns and discuss the most appropriate way forward.

The conversations in these consultations will be underpinned by the Effective Support Guidance [East Riding Safeguarding Children Partnership](#)

This guidance sets out the criteria for accessing services, from universal services, through additional support, targeted support, and specialist services. A programme of virtual training events to support the introduction of this guidance, details of which can be found in the August edition of the ERSCP newsletter – Partnership Matters: <http://www.erscb.org.uk/news-coronavirus/newsletter/>

I would like to reassure you that this guidance does not change the threshold for services, but it does provide guidance to ensure that all professionals have a common understanding of the application of these thresholds. In this way and together, we can make sure that children and young people are getting help quickly and at the right level.

Making a referral

If, in line with the Effective Support Guidance, it is appropriate to refer a child/family for Family Help Services or for a social work assessment then a revised Request for Service Form will need to be completed <http://www.erscb.org.uk/>

However, where there is a concern of significant harm that may need an urgent response then you will find, after ringing the Safeguarding Hub number (01482) 395500 an option to be put straight through to a social worker to discuss this concern.

This option will provide a way to prioritise those concerns which need urgent attention. We will need your help in ensuring that this option is reserved for such circumstances.

Appendix 9: Role of Designated Safeguarding Lead

The role of the Designated Safeguarding Lead, Governing Committees and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the DDSL /DSL are:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

- The designated officer(s) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher/Head of School or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

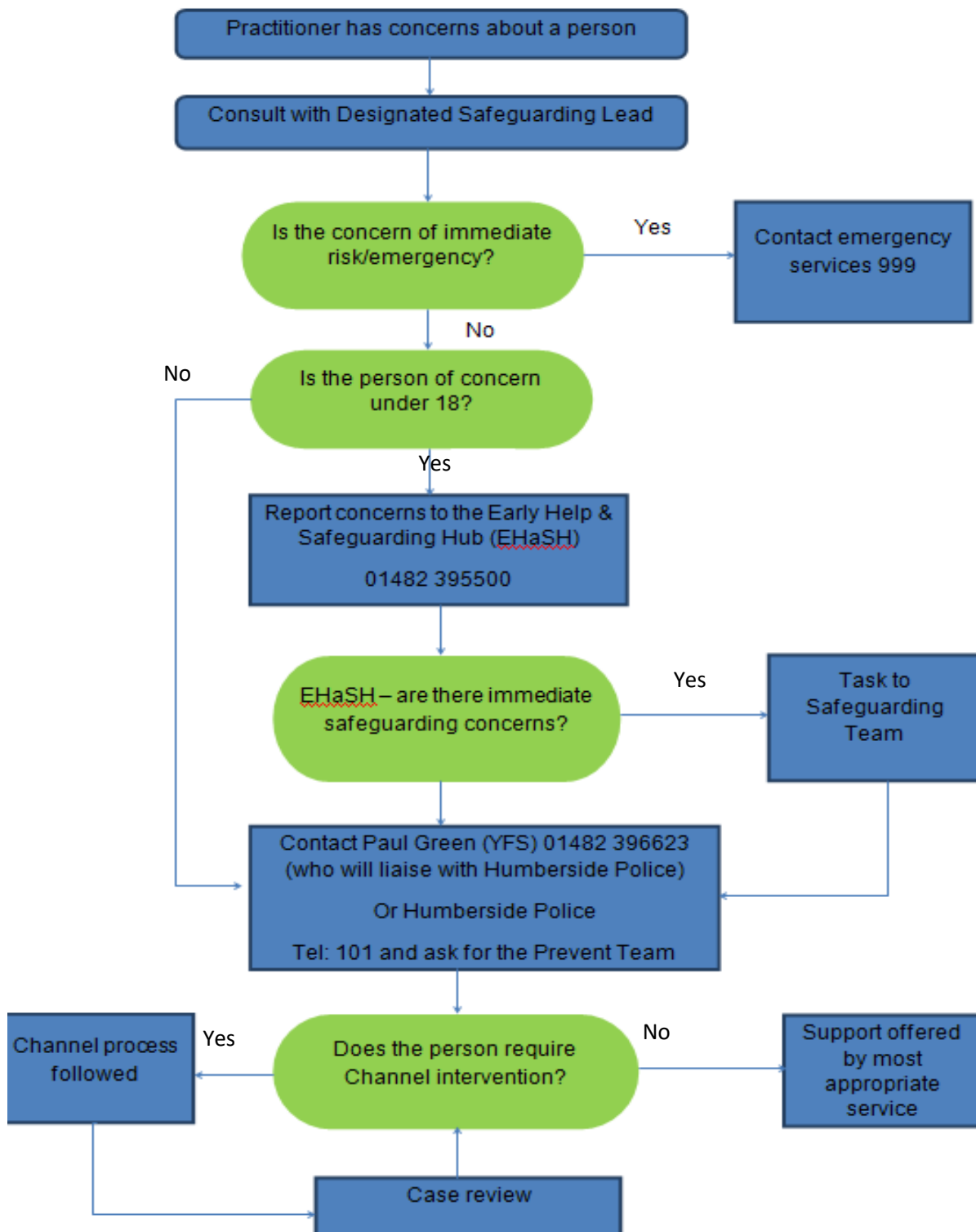
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school or college child protection framework and procedures, especially new and part time staff.

Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection framework is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection framework is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Action to take if you have concerns that a person has or is being radicalised into extremist behaviour



Appendix 11: A Brief Note of Guidance to Staff on Safeguarding

- Teachers are well placed to identify at an early-stage changes or disruptions in the behaviour of the children with whom they work on a daily basis. We are in a good position to spot the signs that may reveal a child in need, at whatever level that may be.
- We should be constantly aware of our obligations to care for children and ensure their safety and protection, initiating the correct procedures when we consider that a child has been harmed or is at risk of being harmed.
- All staff will need to use their own judgment, to a degree, to determine if a young person is at risk: contextual factors affect our assessment of a situation. However, we should all err on the side of caution. If any member of staff has any anxiety or is worried at all about the welfare, care arrangements, perceived need, or safety of a child they know or have had any contact with (however brief), advice should be sought.

This guidance provides a summary of:

- Your roles and responsibilities in safeguarding
- How to respond if you have concerns about the safety and welfare of a pupil
- The responsibilities of the DSL/ and DDSL
- Advice and expectations for safe and appropriate working

KCSiE (2020) makes it clear that:

*‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play...’*

‘School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.’

‘Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.’

All staff should ensure that they remain aware of the signs of possible abuse or neglect and maintain an attitude that **‘IT COULD HAPPEN HERE’** (see [Appendix 1](#))

In addition, it is important to remain aware of other Child Protection and Safeguarding concerns which include:

- Child Sexual Exploitation
- Child on child abuse
- Child missing from/missing out on education
- Possible radicalisation by violent, political, or religious extremism
- Female Genital Mutilation and Forced Marriage
- Serious Violent Crime
- Criminal Exploitation

All staff should remain aware that children with a Child Protection Plan or Child in Need Plan, SEN, disability, or challenging behaviour may make them more likely to be abused and that this may be masked by their additional needs or communication difficulty.

Never do nothing – Do the simple things well

Any member of staff who has a concern about a child's welfare should follow the internal referral process as outlined in the school CP and Safeguarding framework without delay. Staff should ensure that concerns are clearly recorded electronically using the schools Safeguarding procedure and submitted to the (DSL) without delay. You must not investigate but refer concerns as soon as possible and in potentially urgent or serious cases immediately.

At all times you must maintain the strictest confidentiality in respect of individual Child Protection matters.

Responding to - Disclosures

- React calmly, promise CONFIDENTIALITY **not** SECRECY
- Tell the child that they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Keep responses short, simple, slow, and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended TED type questions if you need to clarify but this may be better left to the DSL or others
- Tell me what happened - Explain what you mean - Describe how it made you feel
- Tell the child or parent what will happen next

Feedback

You should expect to receive feedback following such internal referrals on a 'Need to Know' basis from the DSL. If this does not happen seek feedback.

DSL/Deputy DSL

The DSL/ DDSL will be available on site when the school is open to advise staff or respond to urgent Safeguarding and Child Protection matters. The DSL/ DDSL are designated to take the lead responsibility for safeguarding and child protection. This includes:

- Providing advice and support and information to staff as appropriate
- Liaising with the three safeguarding partners and other agencies including the involvement in Early Help Assessments and plans
- Obtaining, maintaining, and transferring CP records for individual pupils/students and liaising with previous and receiving schools
- Ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- Arranging appropriate induction and continuing training for all staff
- Liaising with the Headteacher/Head of School/Designated Child Protection/ Safeguarding Governor
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCO) on matters of safety and safeguarding.
- Encouraging a culture in staff of listening to pupils/students and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.

**A fuller outline of the Role of the DSL is at Annex B of KCSiE (2026)*

Appendix 12: Safe and Appropriate Working - Code of Conduct

KCSiE instructs all schools to issue a Code of Conduct to all staff. It is designed to:

- Help all staff establish safe and responsive learning environments which safeguard children.
- Reduce the risk of adults being unjustly accused of unprofessional, inappropriate, or abusive conduct
- Help staff to work safely to protect pupils/students and themselves.
- Ensure that all staff are aware of what is regarded as appropriate or inappropriate conduct and practice.
- Support the School managers in setting clear expectations for all staff.

It is important that you **understand and follow** this Code to ensure that you protect yourself and to be aware that failure to do so could result in concerns about your behaviour and possible disciplinary action. Also, that behaviour out of school may call into question your suitability to work with children and will need to be assessed by the school managers.

It is particularly important that you are aware that this code of conduct includes the requirement to follow the school 'Acceptable use policy' in respect of the use of internet and other IT applications.

If there are any parts of this code or any issues arising from your work in this area you have concerns or queries about you should seek advice from the Headteacher/Head of School or another senior member of staff.

Concerns about the conduct of other members of staff or volunteers

The responsibility for Child Protection and Safeguarding includes a clear obligation to report concerns you have or disclosures made to you that indicate inappropriate or abusive behaviour by members of staff, volunteers and supply staff, where staff have behaved, or may have behaved in a way that indicates they may not be suitable to work with children. Staff also have a duty to report concerns where a member of staff's conduct outside of school raises concerns about their suitability to work with children and young people.

Such allegations should usually be referred to the Headteacher/Head of School or if the allegation is about the Headteacher/Head of School, to the Chair of Governors, a Senior Member of staff or the Local Authority Designated Officer.

If your concerns persist after you have referred Child Protection concerns or allegations as above you should raise these concerns with the recipient. If, after these discussions, there are concerns that the school has not acted appropriately to protect a child or to address inappropriate behaviour by a member of staff you should consider making a referral to Children's Social Care or, in the case of allegations, to the Local Authority Designated Officer.

Finally, if ever you are in doubt about whether to pursue a matter, please talk to the DSL/ DDSL. Our collective observations and detailed knowledge of the children are vital, and valuable to the work of other agencies, who also have the care, welfare, and safety of children at the heart of what they do.



Effective support for children, young people and families in the East Riding of Yorkshire

SUPPORT CONTACT DETAILS

Universal

ERSC Web site: www.eastriding.gov.uk

Telephone: 01482 396469

Email: fs@eastriding.gov.uk

Additional

ERYC Early Help Locality Hubs:

Consultation: 01482 391200

Bridlington: ehp.bridlington@eastriding.gov.uk

Beverley: ehp.beverley@eastriding.gov.uk

Goole: ehp.goole@eastriding.gov.uk

Anlaby: ehp.haltemprice@eastriding.gov.uk

Hedon: ehp.holderness@eastriding.gov.uk

Driffield: ehp.wolds@eastriding.gov.uk

Intensive and Specialist

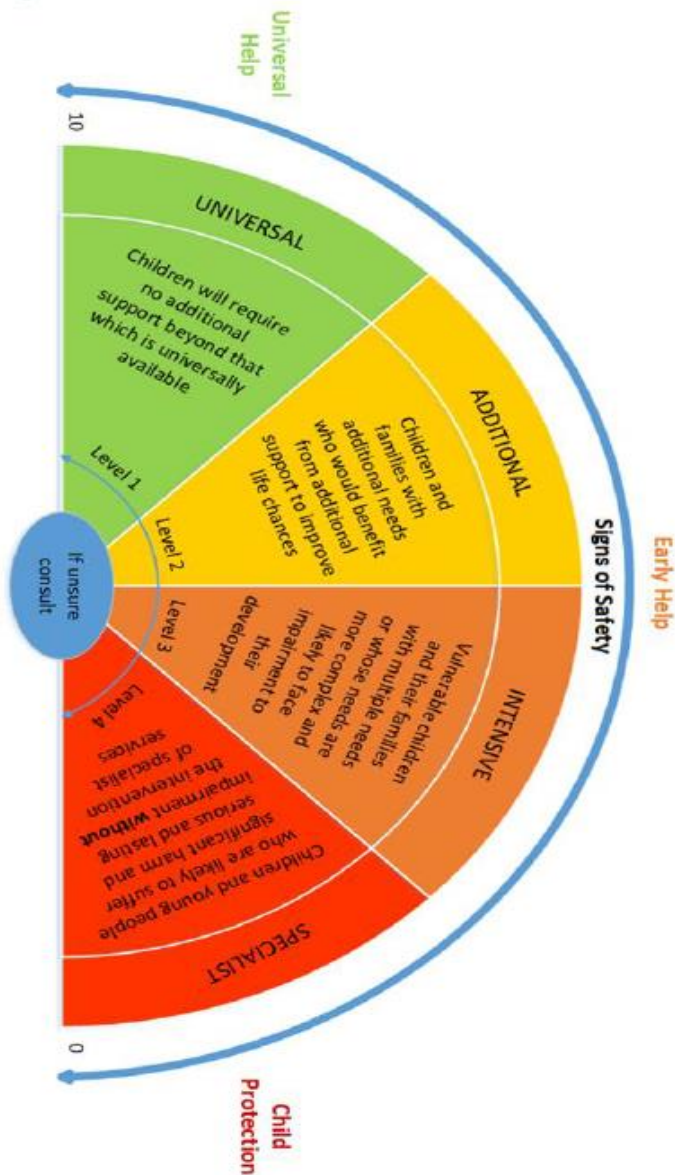
ERY Children's Safeguarding Hub:

Monday to Thursday 8.30am-5pm, Friday 8.30am - 4.30pm
and can be contacted on:

Tel: (01482) 395500

Out of hours (01482) 393939

If a child is suffering abuse and requires urgent attention because of immediate danger, call the Police on 999.



The East Riding Effective Support Windscreen

ERSCP multi-agency partners will work with children, young people and their families to provide support at the least intrusive level. Support may move across levels according to identified needs.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

HM Government has produced [Factual note on regulated activity in relation to children: scope](#).

Regulated activity includes:

- a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b. work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.⁷⁵ Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - o personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;⁷⁶
 - o health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training; and
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.

Appendix 15: EYFS Framework September 2026 - Summary of Changes

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

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

Summary of Changes

- Vetting, Safer Recruitment, and Disclosures (EYFS Sections 3.15 – 3.20)
- To prevent unsuitable individuals from accessing children within your setting, the following absolute recruitment parameters are legally enforced:
 - Prior Employment DBS Verification: No new employee or staff member should commence work in any capacity—regardless of supervision status—before their physical Enhanced Criminal Records (DBS) certificate has been formally received and checked by management. Working on a "pending" status is strictly prohibited
 - Universal Volunteer Screening: All regular or occasional volunteers must clear an Enhanced DBS check alongside a Children's Barred List check prior to deployment, eliminating past exemptions for supervised volunteers.
 - References: Secure, written employment references are a mandatory statutory prerequisite for all personnel files prior to contract confirmation.
 - Continuous Suitability Disclosures: All staff are under a continuous statutory obligation to immediately disclose any personal health changes, police investigations, cautions, convictions, or external child protection involvements that impact their suitability to work with minors
- Notification of Allegations and the "Harm" Threshold (EYFS Section 3.10)
- The setting must adhere to statutory reporting timelines for managing allegations regarding allegations made against individuals working, volunteering, or residing on the premises:
- Lowered Reporting Bar: The DSL must notify Ofsted (or the relevant childminder agency) of any allegation relating to "harm". This replaces the old legal threshold of "serious harm".
- Reporting Timeline: Any allegation matching the harm threshold must be escalated internally instantly, ensuring a formal notification is made to Ofsted within the required statutory window of the incident or allegation arising

- Infant Safer Sleep Environments & Practices (EYFS Section 3.86)
- To mitigate the risks of Sudden Infant Death Syndrome (SIDS) and ensure physical safety, sleep rooms must operate under prescriptive statutory mandates as below:
- Equipment Restraints: Children aged 12 months and under must sleep exclusively on a separate, firm, flat, waterproof mattress housed within an approved cot or travel cot. Sleep mats, pods, and cushions are strictly forbidden for this age bracket.
- The Bare Cot Standard: Cots must contain only the sleeping infant and their bedding.
- Soft bumpers, pillows, loose blankets, sleep positioners, or soft toys are banned.
- Positioning and Supervised Proximity: All infants under 24 months are placed to sleep in the "feet-to-foot" position. For infants under 6 months old, a qualified practitioner must maintain a continuous physical presence in the room throughout the sleep period.
- Environmental Safety & Banned Dog Breeds (EYFS Section 3.82)
- Dangerous Dogs Prohibition: No registered childcare operations may take place on any premises where a legally banned dog breed is kept, housed, or present at any time. This setting enforces a total prohibition on these specific breeds across all grounds

Appendix 16 – Advice if there are concerns about the capacity of parent/carers collecting children

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

Concerns may arise where an individual appears to be:

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

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

Procedure

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

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

A safeguarding record of the incident will be completed, including:

Date and time.

Names of those involved

Observations made by staff

Actions taken

Advice received from external agencies

Outcome of the incident

Staff Safety

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

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

Record Keeping and Follow Up

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