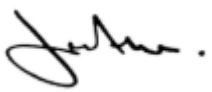
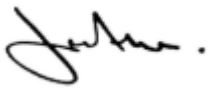
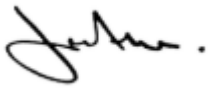
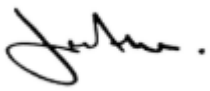
Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Trust Safeguarding and Child Protection Policy 2025/2026

Steps	Approval process.	Date approved.	Approval required	Oversight required	Signature (CEO / CEO EA / Chair or Vice Chair) as required.
1	Approval is sought in writing from the CEO/Accounting Officer to proceed with concept and development of the proposed best practice / guidance and / or policy framework. All practice, policy and Frameworks will need to align with the Trust Cultural Framework.	15/04/24	CEO	CEO EA	
2	Notify CFO of intent and include within the budget for the following academic year (unless directed by the CEO to proceed in year) even if at zero cost for resourcing.		MoS	CEO EA	
3	Approval sought in writing from the CEO (via CEO EA) to undertake consultation (in whatever form) with any stakeholders (if applicable).		CEO	CEO EA	
4	Update provided to the CEO as required but in full prior (minimum of three months in advance) to the presentation at the Trust Board or sub-committee.		MoS	CEO EA	
5	Trust Headteacher Board meets and makes recommendations, amendments, as required.	22/01/25	CEO EA	CEO EA	H Walker
6	Approval sought (if required) for the guidance and / or policy to be scheduled for approval by the JCNC.		CEO EA	CEO EA	N/A
7	CEO approval in writing to proceed to Trust Board sub-committee and finally Full Board (to be defined by CEO).	01/02/25	CEO	CEO EA	H Walker
8	Trust Board approval granted on publication of minutes.	27/02/25	CEO	CEO EA	H Walker

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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. Servant Leadership

Robert Greenleaf recognised that organisations as well as individuals could be servant-leaders. Indeed, he had great faith that servant-leader organisations could change the world. In his second major essay, The Institution as Servant, Greenleaf articulated what is often called the "credo."

There he said: "This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions – often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to raise both the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them."

While servant leadership is a timeless concept, the phrase "servant leadership" was coined by Robert K. Greenleaf in The Servant as Leader, an essay that he first published in 1970.

In that essay, Greenleaf said: "The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society? Will they benefit or at least not be further deprived? "

A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power puts the needs of others first and helps people develop and perform as highly as possible.

Wonder Servant Leadership Standards and Expectations.

1. **Listening**: We will listen. To learn, review and improve all that we do.
2. **Empathy:** We will understand other perspectives. Keeping an open mind and valuing individual perspectives.
3. **Healing:** We will promote good physical and mental health. Helping colleagues to adopt healthy lifestyles and to effectively manage their workload.
4. **Self-Awareness:** We will reflect on our emotions and behaviours. Considering how our words and actions impact upon our children and fellow colleagues.
5. **Persuasion:** We will persuade others through coherent, logical, and reasoned debate. We will listen to colleagues, learn from best practice and evidence-based research.
6. **Conceptualisation:** We will focus on our mission to dream big. To create an ambitious, long-term vision for our community.
7. **Foresight:** We will predict the future. Always reflecting upon our strengths, weaknesses, opportunities, and targets.
8. **Stewardship:** We will hold true to our mission and values. Creating a positive culture and legacy for future generations.
9. **Growth:** We will grow our own. Investing in colleagues through the best professional training, qualifications, and career pathways.
10. **Community:** We will be proud to be part of the community we serve. We will recognise the importance of fellowship, being positive and professional.

3. Child Protection – Designated People and Advice Contact List

Role	Contact	Contact Details
Designated Lead	**Woldgate** Helen Handley (DSL) Claire Wright (DDSL) **Stamford Bridge** Nicola Massey (DSL) Rachel Malster (DDSL) Tara Lloyd-Davies (DDSL) **Pocklington** Kelly Foxton (DSL) Sophie Kirk (DDSL) Helen Fitzpatrick (DDSL) **Melbourne** Victoria Burdett (DSL) Emma Darwin (DDSL)	**Woldgate (01759) 302395** hhandley@woldgate.net cwright@woldgate.net **Stamford Bridge (01759) 371430** nicolamassey@stamfordbridgeschool.co.uk rachelmalster@stamfordbridgeschool.co.uk taradavies@stamfordbridgeschool.co.uk **Pocklington (01759) 302224** kelly.foxton@pocklingtonjuniors.co.uk sophie.kirk@pocklingtonjuniors.co.uk helen.fitzpatrick@pocklingtonjuniors.co.uk **Melbourne – (01759) 318369** vburdett@mcps.org.uk edarwin@mcps.org.uk

Role	Contact	Contact Details
Headteacher/Head of School	Lauren Adams (WG) Nicola Massey (SB) Victoria Burdett (M) Kelly Foxton (PJS)	(01759) 302395 (01759) 371430 (01759) 318369 (01759) 302224
Child Protection Governor	Patrick John (WG) Gill Faulkner (WG) Paul Meiklejohn (SB) Liz Greatorex (PJS) Emma Crotty (M)	(01759) 302395 (01759) 302395 (01759) 371430 (01759) 302224 (01759) 318369
Chair of Governors	Patrick John (WG) Roddy Vann (SB) Louise Sandal (PSJ) Joint Pete Cutress (PJS) Joint Jane Henley (M)	(01759) 302395 (01759) 372140 (01759) 302224 (01759) 318369
WLP Safeguarding Trustee	John Sinclair	(01759) 302395
WLP Safeguarding Lead	Lucy Bailey	(01759) 302395
Chair of Trustees	Adam Marham	(01759) 302395
Children Looked After (CLA) Designated Teacher	Sarah Geary (WG) Nicola Massey (SB) Sophie Kirk (PJ) Victoria Burdett (M)	(01759) 302395 (01759) 372140 (01759) 302224 (01759) 318369
Front Door (Safeguarding and Partnership Hub)	**CP initial referral** **Support & Advice:** Intensive & Specialist Safeguarding support.	**Mon to Thu** 8:30am – 5:00pm **Fri** 8:30am – 4:30pm **01482-395500**
Family Help Service	Urgent CP concerns Consultation with Social Worker	Request for Service (RFS) forms to: **safeguardingchildrenshub@eastriding.gov.uk**
Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939
Family Help Locality Hub	**Family Help:** Additional Support for children & family's initial consultation	Consultation 01482 391700 Request for Service form to the Hub nearest to where the child lives. ehp.wolds@eastriding.gov.uk
Local ER Children Safeguarding Team	Wolds and Dale SCT	(01482) 392370
ER Child Protection Officer & LADO (Schools)	For CP & safeguarding advice & referral of allegations	LADO@eastriding.gov.uk Jayne.hammill@estriding.gov.uk Lisa.breene@eastriding.gov.uk (01482) 396999
School critical incident & Educational Visits Emergencies (not CP)	24-hour guidance and support	(01482) 392999
Humberside Police	ER Protecting Susceptible People Unit	01482 220809 / 220808 (County Hall, part of Front Door previously known as EHaSH)
ER Safeguarding Children Partnership	General strategic & Operational Safeguarding & CP advice	Tel (01482) 396994 erscp.enquiries@eastriding.gov.uk

Role	Contact	Contact Details
East Riding Safeguarding Children Partnership	Training	(01482) 396994 erscp.training@eastriding.gov.uk
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

4. 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.

5. 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
- 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.

6. The Policy

There are four main elements to our Safeguarding and Child Protection Framework:

- **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 framework 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.*

7. 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.

8. 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.

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.

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.**

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.

9. 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).

10. Roles and Responsibilities

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

- Keeping Children Safe in Education (September 2025) – Part 1 Information for all School and College staff
- Keeping Children Safe in Education (September 2025)– 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.

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 out side 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
- 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 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.

4. 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.
5. 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.
6. 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 Child Protection and to safeguarding and promoting the welfare of children as outlines in KCSiE.

- The CPG acts as a 'Champion' for 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 & CPG meet over CP issues and prepare CP Reports to be discussed at meetings of the Full Governing Committee. Governors will not normally have access to details of individual Child Protection cases and understand the requirement for confidentiality.

10.1 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).**

10.2 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.

10.3 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.

10.4 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.

10.5 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.

10.6 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.

10.7 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.

11. 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.

12. 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 difference 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 the schools Safeguarding software 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.

13. 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.

14. 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.

14.1 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.

14.2 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.

14.3 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).

14.4 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

14.5 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 staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSIE 2025 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 disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse, police should be contacted via 999.

Reporting Concerns

a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage, they must discuss these concerns with the DSL/DDSL immediately. The DDSL /DSL will follow ERSCP procedures and contact Front Door – (previously known as EHaSH) by telephone.
b) The DDSL /DSL/Teacher will follow advice from Front Door – (previously known as EHaSH) before discussing such concerns with parents or carers.
c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place, the DSL/ DDSL must be informed immediately and a referral to Front Door – (previously known as EHaSH), **which is effectively a referral to the police** made initially by telephone.
d) In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Front Door – (previously known as EHaSH) **will be made by this teacher with the guidance and support of the DSL**/DDSL. **For other staff, such a referral will be made by the DSL/**DDSL, but **this will need to identify the member of staff and the information they have reported.**
e) The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a school holiday or weekend follows the next day.
f) If the DDSL /DSL is not available within this timescale the member of staff should contact Front Door – (previously known as EHaSH) and update the DSL/DDSL.
g) A written 'Confirmation of Referral' form should be forwarded to Front Door – (previously known as EHaSH) in line with ERSCP safeguarding procedures.

14.6 '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.

14.7 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.

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 Front Door – (previously known as EHaSH) which includes Humberside Police Decision makers (**Appendix 10**). If there is an immediate concern of risk or emergency the school will call 999.

14.8 Child on Child Abuse and Harassment

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up." Being subjected to harassment, violence and or abuse may breach children's rights, as set out in the Human Rights Act. Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. We should presume this happening and take action to ensure a reporting system is in place that includes the locations and actions taken to make that location safer.

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 Front Door for advice. If the behaviour does not reach a threshold for referral to Front Door or advice from Front Door 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.

14.9 Serious Violence

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.

14.10 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.

All WLP schools are part of Operation Encompass. 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.

14.11 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.

14.12 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 (2025) the WLP has:

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

14.13 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 Front Door or EDT notified.

14.14 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.

School staff should notify the DSL/DDSL if they become aware of private fostering arrangements so that a referral to Front Door can be made. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

14.15 Direct Payments

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

14.16 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:**)

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

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. **T**ell me…, **E**xplain…, **D**escribe….,

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.

14.17 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or occur between children outside the school. **All staff** should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare.

14.18 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**.

14.19 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.

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[1], when deciding how to proceed.

15. Further action

15.1 Considerations

After taking advice from Front Door 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 Front Door 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.

[1] Guidance for Schools and Colleges: Gender Questioning Children (education.gov.uk)

- 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 Front Door 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 Front Door.
- After consultation with Front Door, the DSL/DDSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases, records of discussions with Front Door 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.

15.2 Escalating concerns about individual cases

If the DSL/DDSL feels that advice or action after discussion with Front Door or the CST is inappropriate, that the child's circumstances are not improving or that there are delays in the case management, the DSL/DDSL will insist on discussion with the appropriate team manager and if the concerns persist escalate this further to the next line manager.

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 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 Front Door, the allocated Social Worker, or the LADO.

15.3 Informing Parents

In all cases before parents or carers are informed the DSL/DDSL should contact Front Door 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.

15.4 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 Front Door, 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 Front Door. (See **Appendix 8**)

15.5 Feedback

Within 24 hours of receiving the referral from Front Door, 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 Front Door 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.

15.6 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 disproportionally 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:

- providing such children with the support that is necessary and build their self-esteem and confidence.
- 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.
- 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.
- 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.

1. 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.
2. if a child is not open to CSC that the school has concerns about, and does not attend school, the school will contact Front Door, 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. Case Conferences and Core Group Meetings

- 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

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.

18. Children's Concerns

The WLP recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support. Any expression of concern in relation to an individual child/young person will be listened to and acted upon to safeguard his/her welfare. See Appendix 4 for advice for children.

1. 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.
2. 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

1. The WLP complies fully with Statutory Guidance 'Keeping Children Safe in Education 2025 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.

2. 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.
3. A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA and Statutory guidance.
4. 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.
5. 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.
6. Candidates will be informed that online searches will be undertaken as part of due diligence checks on shortlisted candidates.
7. 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 (2025).

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 2025 (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

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 2025 – Part 1
- Keeping Children Safe in Education 2025 – Annex A
- 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

The DSL and **DDSL** will complete the following ERSCP training as a minimum as required by their role:

- 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.

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 gave 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

Governors and Trustees will receive appropriate safeguarding and child protection training at induction and then regular intervals. Training will ensure they are provided with the knowledge to ensure their school's safeguarding policies are effective. Safer Recruitment training will be completed by Governors and Trustees who are involved in interviews.

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.

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.

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.

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
- To 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. Allegations against staff and Whistleblowing

All staff have access to:

- The WLP Whistleblowing (Safeguarding) Policy
- Statutory Guidance – Allegations of Abuse made against teachers and other staff (Section 4 KCSiE)
- Contact details of the Chair of Governors 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 2025.
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 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.

27. 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.

28. 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.

29. Site Security, Health and Safety and emergency procedures

There is a WLP Health and Safety Policy in place which is followed.

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.'

30. 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.

31. Appendices

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

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.

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

- **T**ell me what happened
- **E**xplain what you mean
- **D**escribe 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: Child Protection Record of Concern or Disclosure

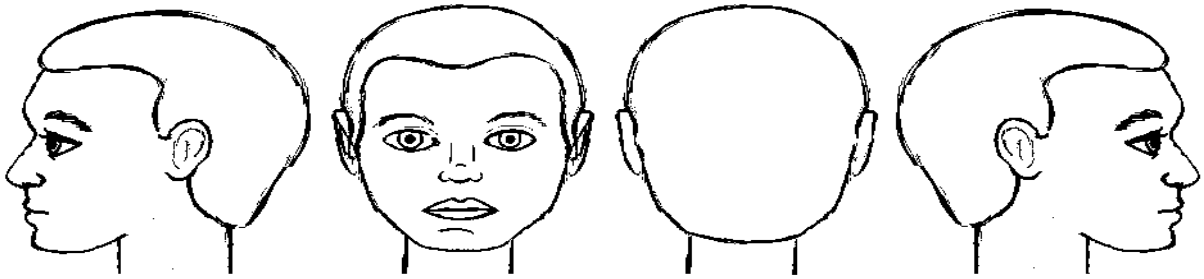
Complete and pass to DDSL /DSL as soon as possible using the form below or the relevant on-line CP system for individual schools – details should include

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		

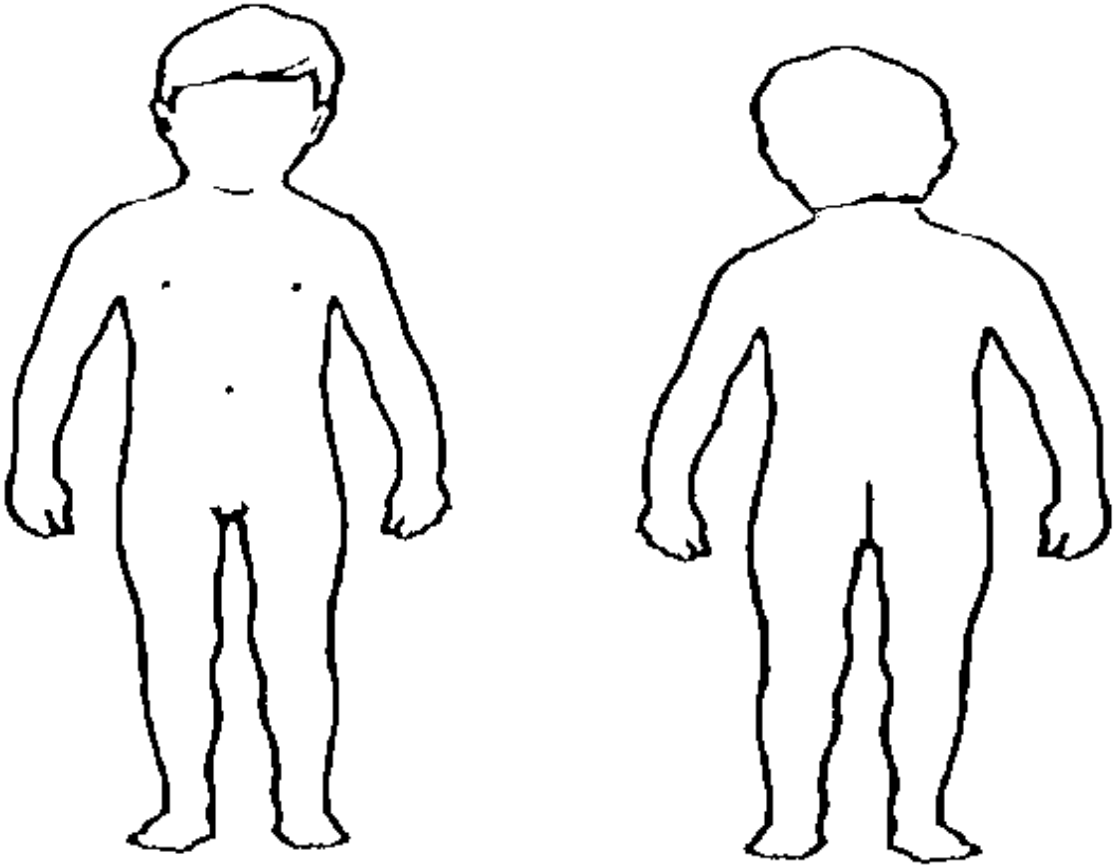
Appendix 3a: Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

Date: Date of Birth:



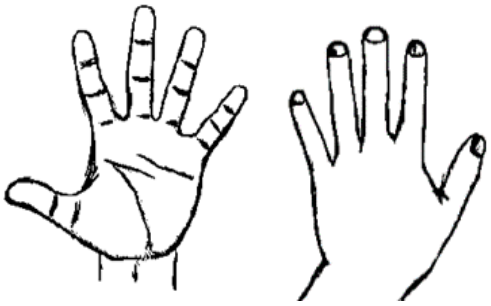
Left Side **Right Side**



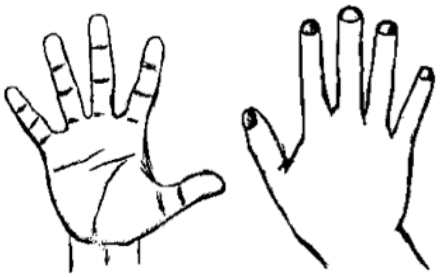
Front **Back**

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**
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**
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
Provides advice and support to children, young people, parents, carers and schools about staying safe online.
CEOP Education
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
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
Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
Rape Crisis
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 has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.
The Children's Society 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 (Front Door) as soon as possible within the school day.

1. Front Door 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 Front Door or the Social Worker. It should be established with Front Door 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 Front Door.
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 Front Door 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	

Appendix 6: Record Keeping

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 FAO 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:

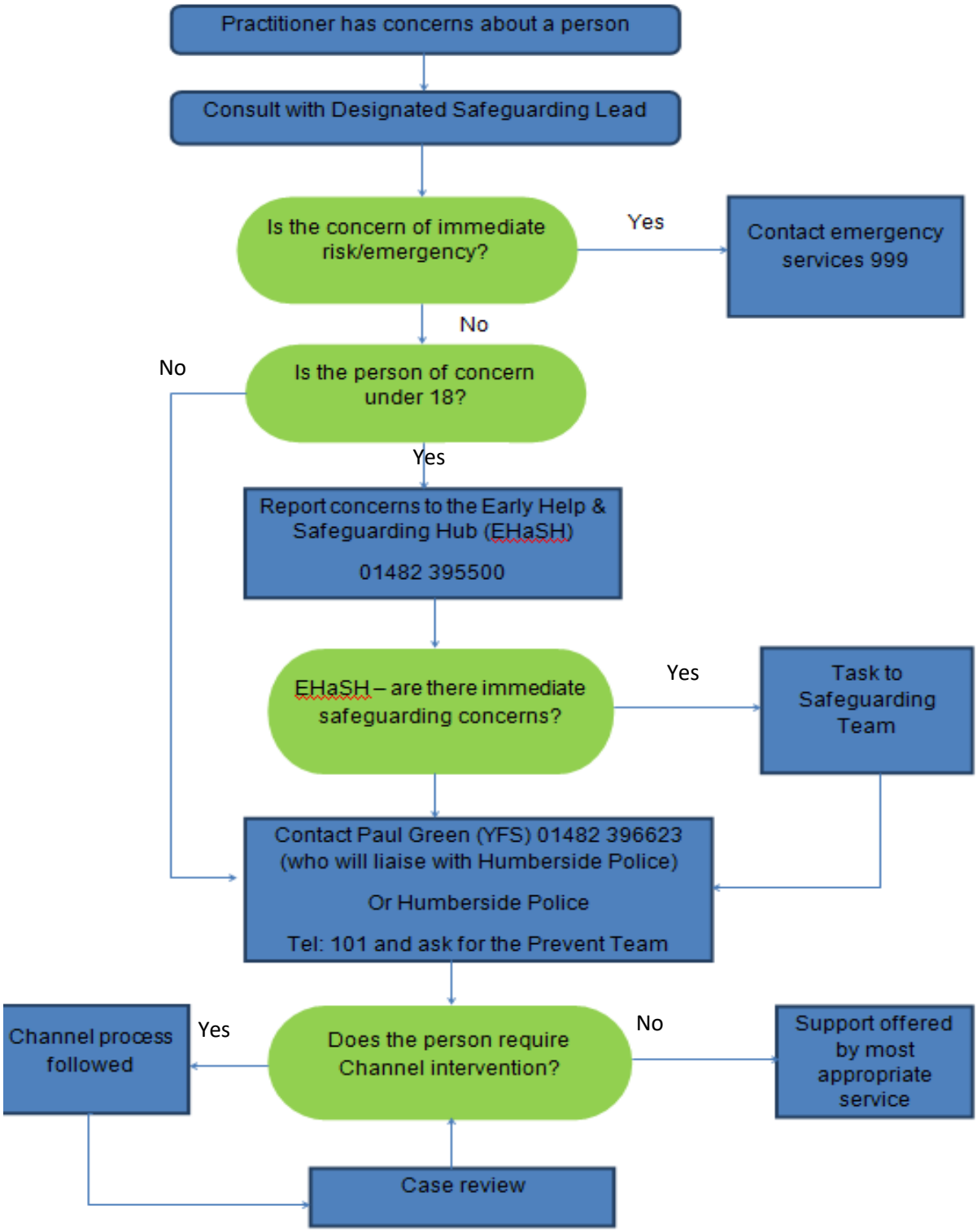
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection 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.

Appendix 10: Response re radicalisation/extremist concerns

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
- **T**ell me what happened - **E**xplain what you mean - **D**escribe 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 (2025)*

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.

Appendix 13: Lockdown and the transition back to school

Lockdown and the transition back to school: Considerations for children and young people who have experienced difficult relationships and trauma

All children and young people (CYP) will have been trying to make sense of the current situation, but for some susceptible CYP there are certain factors to be mindful of. (*It is important to note that children looked after (CLA) or previously looked after children (PLAC) may or may not be within this group):*

- For some CYP the lockdown may have brought a feeling of security and relief; offering a physical sense of containment, reduced transitions and the opportunity to really bond and connect with their parents/carers. This could make returning to their school feel difficult. For example, feedback from the Virtual School (VS) indicates that for many CLA/PLAC they have benefitted from building relationships at home.
- The VS reported that some CLA/PLAC have completed more work at home than they did in school. This could be due to increased support, work being differentiated and tailored to meet their individual learning needs and realistic expectations. It may also be due to a reduction in triggers that can occur in the classroom e.g. anxiety, low self-esteem, or high stress levels.
- Lockdown may have reminded some CYP of the abrupt endings and losses they have already experienced earlier in their lives. Therefore, they may be feeling less safe right now. It is important to recognise this, and it may lead to changes in behaviour. However, the difficulties previously experienced by some CYP may have helped to build up their resilience to deal with difficult situations.
- For some CYP there may have been a reduction in much of the support available to both them and their parents/carers e.g. limited or no access to school, seeing friends, attending clubs, therapeutic services and as stated above, the feeling that relationships have come to a sudden end. However, the VS has shared that for CLA/PLAC there has been a high level of contact/ checking in' from themselves, school staff and other professionals. Personal Education Plans have continued to be completed virtually.
- For some CYP, relationships will have continued to be or become very strained and there is the potential for family breakdowns.
- It is likely that CLA who see their parents/carers will have experienced a change in the pattern and type of contact e.g. indirect contact by phone or video link. How successful this has been, will vary from child to child. The VS shared that where this has not gone well and/or the contact has been reduced, there has been an increase in negative behaviors shown by the CYP.
- For some CYP who have continued to attend school since lockdown and have also seen some of their peers return to school, they may find the transition process of greater phased return more challenging. Particularly if they have grown accustomed to working in smaller groups with more immediate access to staff. Some CYP may feel insecure with the thought that they will have to share their teacher or key adult with more peers, or they may experience a lower tolerance level for others as their class sizes increase.
- It is important to remember that transition and change can be difficult for many CYP who have insecure relationships or have difficulties in processing information. It is therefore important to take time with the CYP and include them in the wider conversation of change. Sitting down to plan and prepare with the CYP about what may happen or will happen allows time for the CYP to process and come to terms with the transition/change and help to allay any anxieties they may have.

Should you have any queries or need further support please discuss with your link EP or contact the Educational Psychology Service at eps@eastriding.gov.uk

ERSCP
EAST RIDING SAFEGUARDING CHILDREN PARTNERSHIP

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

SUPPORT CONTACT DETAILS

Universal

FISH Web site: www.eastriding.gov.uk

Telephone: 01482 396469

Email: fish@eastriding.gov.uk

Additional

ERYC Early Help Locality Hubs:

Consultation:	01482 391700
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.

Appendix 15: Regulated Activity

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:

   - 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 of disability;[76]
   - 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.

32. Review Cycle

Staff and Trustees will review this framework each year, and if any changes are suggested or required, they will be discussed. The views of staff, pupils/students, parents, and governors will be sought and taken into account in this review.

If at any time any deficiencies or weaknesses in the Child Protection Framework, and procedures, are identified, they will be addressed by the Governing Body and staff immediately, and remedied.

Subject	Description	Information.
Title	Name of document.	WLP Safeguarding and Child Protection Framework
Supersedes	Previous document name (if revised).	Child Protection Policy
Author	Name of author.	Headteacher Forum
Approval date	Date approved by the Trust Board.	17 July 2025
Effective from	Date to be enacted from (the start of the following academic year).	September 2025
Review date	The date to be reviewed by the Trust Board (normally dependent upon external guidance/statutory compliance), is set at one, three, or five years.	July 2026
Version	Version number, if amended over time, including a short description of any changes.	V3.0
Status	Draft/Approved/Live.	Approved