YORKSHIRE CAUSEWAY SCHOOLS TRUST

Safeguarding and Child Protection Policy 2026-27

Including North Yorkshire local safeguarding procedures

TBC September 2026

This policy is available publicly via the school's website, a copy can be requested via the school office.

Fellowship of All Saints, Kirkby Overblow and North Rigton CE Primary Schools

Child Protection Policy

Updated: September 2026

Headteachers: Mrs Sophia Gardiner and Mrs Sarah Honey

Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead (s)	Lead Safeguarding Trustee	Chair of Governors	Lead Safeguarding Governor
2026/27	Sophia Gardiner and Sarah Honey	Elisabeth Porter and Holly Answerson	Chris Parkhouse	Joanne McCudden	Emily Boughan

Key Contacts	
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Key Person(s)	EYFS Lead: Georgina Brown SENDCo: Elisabeth Porter Designated Teacher for Looked After Children: Sophia Gardiner PREVENT Lead: Sophia Gardiner
Making a Referral to the Local Authority	
North Yorkshire Children and Families Service MAST (Multi agency screening Team)	0300 131 2 131 – when prompted say "children's social care" Online referral system: Refer a child to North Yorkshire Children and Families Service - Before you start - NYC Social.care@northyorks.gov.uk If you believe that the child you are worried about is already open to **Children's Social**

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	Care, please contact the locality team directly: • Harrogate Town – 01609 535218 • Craven – 01609 535471 • Ripon and Rural – 01609 535212
Out of Hours/Emergency	
Emergency Duty Team	0300 131 2 131
For making a referral outside of North Yorkshire this online tool directs to the relevant local children's social care contact number.	
North Yorkshire Police Where there are **significant immediate concerns** about the safety of a child, contact the police on **999.**	In an emergency call 999 For all non-emergencies and to report a possible crime call 101 (Ask for the Serious Crime Team in your area)
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk NYSCP - LADO notification form LADO information and contacts
NYC Professional Consultation Line	
When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between **10am and 4pm on 01609 535070**	
North Yorkshire Safeguarding Children Partnership	
NYSCP Business Unit	01609 535123 / nyscp@northyorks.gov.uk 01609 532477 or CME.Coordinator@northyorks.gov.uk www.safeguardingchildren.co.uk
North Yorkshire Council Children and Families Service: Community-based Early Help/ and Family Help (the targeted early help) Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West	01609 534842

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Harrogate, Craven, Knaresborough, Ripon	
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral for a child living outside of North Yorkshire	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.	
CAMHS Mental health support referral	
The single point of access for the TEWV service (covering **all North Yorkshire** except Craven) is: **0300 0134 778** **Craven:** BDCT First response **0800 952 1181** 7 days a week, 24 hours **Crisis Service** Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171	

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1. Introduction and aims

This policy applies to all adults, including volunteers, working in or on behalf of the Trust or school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice.

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children 2026. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

Department for Education's statutory guidance publications for schools and local authorities, including:
Working Together to Safeguard Children (2026)
Keeping Children Safe in Education (September 2026)
Designated teacher for looked-after and previously looked-after children (2018)
Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
Data Protection Act (2018) and UK GDPR
Prevent Duty Guidance (2023)
NYSCP (safeguardingchildren.co.uk)
Early years foundation stage (EYFS) statutory framework - GOV.UK (September 2026)

*"Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child."*

(Keeping Children Safe in Education (KCSIE), DfE)

Safeguarding and promoting the welfare of children is defined as:
Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: KCSIE 2026

- **Providing help and support to meet the needs of children as soon as problems emerge.**
- Protecting children from maltreatment, **whether that is within or outside the home, including online.**
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

Child Protection – Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective

safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives. WTSC 2026

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

"Children" includes everyone under the age of 18.

For the purposes of this policy further definitions on the types of abuse, harm and safeguarding issues are defined in KCSIE 2026 – pages 13 –20 and Annex A.

Our Aims

Yorkshire Causeway Schools Trust is committed to ensuring the welfare and safety of all children in our schools and aims to ensure that all staff, Trustees, governors, volunteers, contractors and visitors share this commitment. All Yorkshire Causeway Schools Trust schools, including The Fellowship, follow the North Yorkshire Safeguarding Children Partnership procedures.

Yorkshire Causeway Schools Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them including online.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.
- Appropriate safer recruitment checks are completed for all staff employed by the trust and schools as well as Trustees and governors. Relevant safety process and checks are completed for any volunteers, contractors and visitors as appropriate to their role and visit.

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2. Procedures for reporting concerns about children

Staff will follow the local NYSCP Child Protection Procedures NYSCP for which are consistent with https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf (2026), Working Together to Safeguard Children (2026) and What To Do If You Are Worried A Child is Being Abused 2015.

2.1. Taking action to ensure that children are safe.

In this section, unless otherwise stated, 'all staff' includes employed staff, volunteers, supply or agency staff, trainee teachers and contractors working in schools.

a) Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given for injury, mark or bruise which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, presentation, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse, neglect or exploitation
- Any significant changes in a child's presentation, including non-attendance at school
- Any partial disclosure or disclosure of abuse, neglect or exploitation received from the child, or from any other person, including disclosures of abuse, neglect or exploitation perpetrated by adults outside of the family or/and by any children or young people
- Any concerns regarding adult(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including concerning behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- Any concerns related to serious crime, including knife crime or serious violence
- Any concerns relating to child-on-child abuse (including harassment and violence)
- Any concerns relating to youth produced sexual imagery, nudes or semi nudes including where generated by AI (technology assisted abuse); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

b) Responding to reports of abuse (including disclosures)

If a staff member considers there to be an immediate risk of significant harm to a child, they should contact North Yorkshire Police on 999; When to call the Police: guidance for schools and colleges

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care via MAST (and if appropriate the police) is made immediately. If a DSL is not available all staff must make the referral directly and inform the DSL as soon as possible.

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

All staff maintain an attitude of "**it could happen here**" and will always act in the **best interests of the child**.

Reports, disclosures or information may be received from pupils, parents, or other members of the public. School recognises that some children may not find it easy to tell staff about abuse, having chosen carefully to whom they will speak. Accordingly, all staff will handle reports with sensitivity and make sure correct procedures are followed.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make a record on CPOMS as soon as possible. If in doubt about recording requirements staff should discuss with the DSL.

c) Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next. If in exceptional circumstances the DSL or deputy is not available this will not delay appropriate action being taken, staff will speak to a senior member of staff and/or take advice from North Yorkshire children and families MAST. In these circumstances the staff member will inform the DSL as soon as practically possible.

Staff will:

- Listen to and take seriously any direct report or information that a child may be at risk of harm
- Try to ensure that the person telling does not have to speak to another member of school staff
- Clarify the information only
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Make a record of all questions asked, avoid using leading questions, seek only to clarify information.
- Try not to show signs of shock, horror, or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated lead in school
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told; and
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

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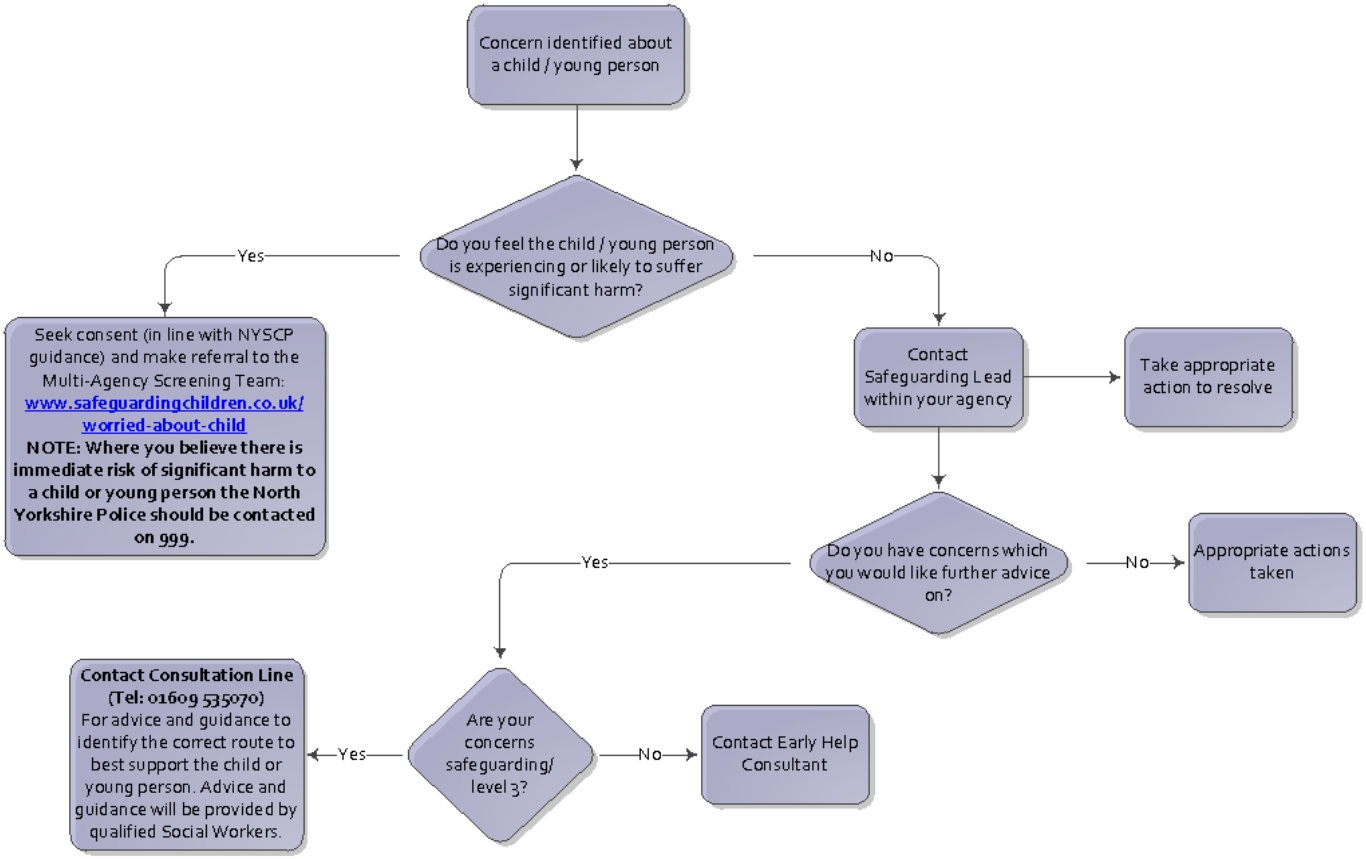
d) Action by the DSL (or Deputy DSL in their absence)



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

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999; When to call the Police: guidance for schools and colleges
- If they should report a crime that does not need an emergency response by calling 101
- If there is an urgent safeguarding concern and they should call North Yorkshire Council on 0300 131 2 131; Call the emergency duty team for out-of-hours concerns. 03001312131
- Any urgent medical needs of the child; to call an ambulance on 999
- Whether to make an enquiry to the North Yorkshire Council on 0300 131 2 131 to establish if the child is or has been subject of a Child Protection Plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons; and

- The child's wishes and any fears or concerns they may have. The voice of the child will be sought, recorded and considered in all safeguarding decisions wherever appropriate.

Then decide:

- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm

OR

- Not to make a referral at this stage
- If further monitoring is necessary and if so, what this will look like: and
- If it would be appropriate to undertake an **early help assessment** and/or make a referral for Family Help or other services.

Records of the concern, discussions and decision taken will be recorded on CPOMS, this will include a rationale for the decisions made by the DSL (or deputy).

All written referrals to Children and Families Service will be made by visiting Refer a child to North Yorkshire Children and Families Service - Before you start - NYC or submitting the Universal referral form: NYSCP **.** Customer Service Centre will send notification that the referral has been received. **A decision should be made within one working day about the type of response that is required.** If no response received following the referral the DSL must contact the customer service centre to confirm the outcome of the referral.

e) Obtaining consent and sharing information

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

Consent is not required to make a referral to Children's Social Care should you believe informing the parents or carers would place a child at significant risk of harm. Where appropriate, parents/carers will be informed of any referrals made. Staff will ensure they understand the correct lawful basis to share information with other people, agencies or organisations about the children and families they are working with.

All information shared and actions taken, including the reasons for any decisions made, will be recorded on CPOMS.

All staff have a duty to recognise concerns and take action. Accordingly, concerns indicating possible harm, abuse, neglect or exploitation may be recorded and discussed with the DSL (or deputies) prior to any discussion with parents.

f) Targeted Early Help assessment/ Family Help referral

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If targeted Early Help/ Family support services are appropriate, the designated safeguarding lead (or a deputy) will lead on liaising with other agencies, such as the local authority, Health, Police or adult services and setting up an inter-agency assessment as appropriate. Staff may also be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review by the DSL and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

g) Action following a referral to children's social care

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

The DSL will:

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

h) Recording and monitoring

School will record:

- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been the subject of a Child Protection Plan
- Key contacts in other agencies including GP, social worker, and key worker details:
- Any reports/accounts from child or others, including parents (and keep original notes);
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.
- A clear and comprehensive summary of the concern

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- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.
- Relevant diagrams indicating position, size, and colour of any injuries (not photographs)

School will monitor:

- Any cause for concern including where there could be child welfare concerns for example:
  - Injuries/marks
  - Attendance
  - Changes e.g., mood/ academic functioning
  - Relationships and family arrangements
  - Language
  - Behaviour
  - Demeanour and appearance
  - Statements, comments
  - Medicals
  - Stories, 'news', drawings
  - Response to P.E./Sport
  - Family circumstances
  - Parental behaviour/ care of child; and
  - Online activity on school ICT and reports from home

The Fellowship will ensure all sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know. Records of safeguarding and welfare concerns will be recorded and held on CPOMS including and paper records which are to be uploaded onto CPOMS as soon as practicable. If in any doubt about sharing information staff should speak to the DSL.

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, ensuring they are recorded and clearly understood by all concerned.

i) Supporting the child in partnership with parents and carers

- The Fellowship recognises that the child's welfare is paramount, however, good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

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- The school will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

j) Professional Resolutions

Professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of the shared responsibility for safeguarding children, all partners must be prepared to challenge each other if they feel that responses to concerns, assessments, or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

Where a DSL or deputy DSL disagree with a decision or response to a concern or assessment, they will inform the Trust Safeguarding Lead and follow the local procedures for raising concerns.

Local professional resolution procedures for raising concerns in respect of poor practice are outlined by the North Yorkshire Safeguarding Children Partnership here.

2.2. Child-on-child abuse including harassment and violence

All staff recognise that children are capable of abusing other children (including online). All staff are clear about our policy and procedures with regard to child-on-child abuse.

This child protection policy identifies the different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy includes the school or college's approach to it
- consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos
- 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
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

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We recognise that child on child abuse can happen anywhere including educational settings. Where concerns of child-on-child abuse, sexual violence or sexual harassment are witnessed, disclosed, or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

Staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

The Fellowship recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported; we have a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We also recognise that it is more likely that girls will be harmed, and boys will harm, but that all child-on-child abuse is unacceptable and will be taken seriously.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded, and managed in line with the child protection procedures outlined in this policy. Incidents not regarded as child-on-child abuse will be managed following the behaviour and anti-bullying policy.

All incidents of suspected child on child abuse will be reported to the DSL immediately. Where there is a report of sexual violence the DSL will make an immediate risk and needs assessment following the guidance set out in part 5 of KCSIE 2026. For a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment for a report of sexual violence will consider:

- the victim's safety and support needs,
- potential other victims,
- the alleged perpetrator(s),
- the wider school or college community, including staff and students, and any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the location and time of the incident, with steps to improve safety in that area.

The DSL is responsible for providing support to all children involved in incidents of child-on-child abuse including incidents of sexual violence and sexual harassment. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

The needs of children who may have or have sexually harmed others will also be considered. Children who have or may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency needs and risk assessment. The DSL will liaise with children's social care and specialist services as required.

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We will ensure that all children who may have or has been sexually harmed (victims) will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children who have experienced harm. The needs of these children will be regularly reviewed to ensure ongoing appropriate support.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false, or malicious, the DSL will consider whether the child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour policy.
Where child exploitation (i.e., criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, all staff must notify the designated safeguarding lead, in line with this policy.
Further procedures and guidance can be found here – School template Managing incidents of child-on-child abuse - May 2025.docx

The Fellowship have procedures to minimise the risk of child-on-child abuse in schools, to include;

- Reviewing the school site and school activities to further minimise the risk of child-on-child abuse occurring, i.e. supervision through Trust estate walks, Walkie Talkies, Safe spaces and pastoral support
- Monitoring how pupils will report concerns, including anonymously report concerns, i.e. worry boxes, Trusted adults, online/email reporting, safeguarding posters, Childline information
- Identifying what training staff have to identify the concerns and support children at risk of child on child abuse

2.3. Online abuse (technology assisted)

Sharing of nudes and semi nudes (guidance from UK Council for Internet safety) Sharing nudes and semi-nudes: advice for education settings working with children and young people (publishing.service.gov.uk)

If a staff member, including volunteers, contractors or visitors working in school is 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'), **they must report it to the DSL immediately, if they feel the child is at immediate risk, they must follow the procedures set out above.**

They 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 parents or carers, or those of other children involved

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- Say or do anything to blame or shame any children involved.

All incidents or concerns of online abuse including the sharing or taking of nudes and semi-nudes must be referred to the DSL (or equivalent) as soon as possible. The DSL will follow the procedures set out above in section d.

The DSL (or equivalent) will also hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure or became aware of the image and other members of the leadership team who deal with safeguarding concerns.

There will be subsequent interviews with the children or young people involved (if appropriate)

Parents and carers will be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

The DSL will make any relevant referrals to support the children involved in the incident and consider if any further action is required to support wider children or staff. A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

2.4. Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures including reporting to the police.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow the child protection procedures set out above.

2.5. Child Sexual Exploitation, Child Criminal Exploitation, Modern Slavery

If a staff member identifies a child as being at risk of exploitation, they will follow the procedures set out in this policy and make a referral to the MAST if appropriate.

Local NYSCP procedures and guidance for managing CCE and County lines can be found here.

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North Yorkshire MACE (Multi-Agency Child Exploitation)

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

If a staff member has concerns that an individual may pose a risk by exploitation towards a child, but does not require an immediate response, they should submit the information to North Yorkshire Police via the online form: Community partnership intelligence.

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

2.6. The Prevent duty

The Fellowship understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations. The DSL (and any deputies) complete advanced Prevent training, which is updated regularly and are aware of local procedures for making a Prevent referral.

We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalization can happen when a person develops extreme views or beliefs that support terrorist groups or activities.

Effective support relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. We will ensure that staff undertake Prevent awareness training at induction. Any concerns about children at risk of radicalisation will be reported to the Prevent lead and follow the safeguarding procedures set out in section d **any safeguarding concerns must be reported to the DSL immediately, if they feel the child is at immediate risk, they must follow the procedures set out above.**

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As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The Fellowship have emergency procedures in place including a lockdown and evacuation procedures and follow the critical incident and business continuity management plan

3. Procedures for reporting concerns about staff

The Fellowship is committed to ensuring the welfare and safety of all children in school, and will take seriously any allegations where a member of staff, including a supply colleague, trainee teachers volunteer, contractor, governor or trustee, has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

All allegations will be reported to the LADO and will follow the Trust Managing Allegations Against Staff Policy. This will include allegations involving any type of abuse, neglect or exploitation, including inappropriate relationships with pupils, grooming behaviour of any kind, possession of indecent photographs or images of children and other offences under the Sexual Offences Act 2003.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. If any member of staff (this includes employed staff, supply staff, trainee teachers, volunteers, contractors, governors or Trustees) has a concern that a person working in or on behalf of the school may have behaved inappropriately, or they have received information that may constitute an allegation they must:

- **Immediately** report the facts to the headteacher or appropriate person (See table below), who will act as the 'case manager'.
  (In the absence of the headteacher, then report immediately to the DSL or deputy)
- Not withhold any information however trivial it may seem
- Complete a written record of the concerns which must be signed, dated and given to the case manager straight away
- Maintain confidentiality and only report to the headteacher or appropriate person.

Where to direct concerns:

Complaint/concern about:	Report to the:
School staff (including supply teachers, volunteers and contractors)	Headteacher – Sophia Gardiner and Sarah Honey Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to

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	Trust HR lead who will contact the local authority designated officer(s) (LADO).
Headteacher	Chair of Governors, who will inform the Trust CEO as soon as possible (Joanne McCudden)
Chair of Governors, an individual governor, whole school local governing body	Clerk to Governors, via school office. Clerk will inform CEO. (Trudy Searle)
Trust central services staff	Chief Executive – Jane Goodwin
Trust CEO	Chair of Trustees – Rachel Flower
Chair of Trustees, any individual trustee or the whole Trust Board	Clerk to Trustees, via Trust office Claire Nelson-Boden c.nelsonboden@ycst.c.uk

All reports/concerns will be reviewed by the designated person to identify if it meets the harm threshold and make any relevant referrals.

The Fellowship recognise the importance of responding to and dealing with any concern in a timely manner to safeguard the welfare of children. In order to do this, it is important to create a culture of openness, trust and transparency to encourage all staff to share any concerns – no matter how small – so that they can be addressed appropriately.

'Low-level concerns', and the importance of addressing such concerns, are set out within KCSIE 2026. The statutory guidance provides examples as to the type of behaviour which could be deemed to be a low-level concern, i.e., behaviour or conduct which does not meet the threshold to be considered as an allegation against staff, but which may cause a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that;

- Is inconsistent with the code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- using inappropriate sexualised, intimidating, or offensive language
- humiliating children

All concerns will be reported to the Headteacher/DSL or the appropriate person (in line with the Code of Conduct). The Headteacher will discuss concerns with the LADO and/or HR for advice on

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thresholds. Where the Headteacher is not the line manager for that individual, low level concerns will be shared with the relevant line manager.

Following initial discussion with the LADO and/or HR, on receipt of a low-level concern from a third party, the Headteacher/DSL/manager should collect as much evidence as possible by speaking to the person who raised the concern and to the individual involved and any witnesses. This information will form part of the consideration of any further action that may be necessary. All actions taken in respect of the low-level concerns, along with all instances will be recorded clearly and comprehensively in writing on the Low-Level Concerns Log, including the details of the concern, the context in which the concern arose, and the action taken.

Additionally, any Early Years' provider must inform Ofsted in line with the requirements of the EYFS Statutory Framework Section 3 (para 3.10 for group and school-based providers). See Early Year's section for more details.

Where staff have concerns about the safeguarding practice within a school, they should follow the procedures set out in the Trust Whistleblowing Policy.

If staff, visitors or volunteers feel unable to report concerns directly to the Trust staff they are directed to the NSPCC whistleblowing advice line available here to raise concerns regarding child protection failures or call: 0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk

4. School Commitment and Values

Yorkshire Causeway Schools Trust staff, governors, trustees, and volunteers are committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children are potentially at greater risk of harm (KCSIE 2026). We recognise that children who are abused may find it difficult to talk about the abuse they have experienced and therefore, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.

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

We will maintain a culture of safeguarding where concerns are identified, shared, recorded and acted upon promptly. All staff understand that safeguarding is everyone's responsibility and that no concern is too small to report.

Equality statement

We recognise that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing abuse, neglect or exploitation. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure

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that all children have the same protection, and work to identify and remove any barriers they may face.

Multi-agency working in North Yorkshire

The Fellowship works in partnership with the North Yorkshire Safeguarding Children Partnership (NYSCP). Our school has a pivotal role to play in multi-agency safeguarding arrangements through the NYSCP and contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2026'.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved, and included in the new safeguarding arrangements. As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

THE SCHOOL IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE

5. Roles and Responsibilities

5.1. All Staff and volunteers

It is essential that everybody working at our school understands their safeguarding responsibilities. All staff must read at **least Part one, Part five and Annex A of KCSIE 2026 at induction**. Staff confirm that they have received, read and understood the school safeguarding policies and procedures and these records are maintained. The Designated safeguarding lead will determine where further reading of KCSIE 2026 is required (parts two, three and four).

All school staff and volunteers:

- know the systems in school which support safeguarding, and these are explained to them as part of staff induction. This includes the:
    - child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
    - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
    - staff code of conduct
    - safeguarding response to children who are absent from education; and
    - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies).
- are aware of the community-based Early Help/ Family Help process and understand their role in it. The criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
    - Targeted early help level (under sections 10 and 11 of the Children Act 2004), and

  - Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

- are aware of the criteria for making referrals to children's social care and for statutory assessments under the Children Act 1989, section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments

- understand that where a child is suffering, or is likely to suffer from harm, it is expected that a referral to local authority children's social care (and if appropriate the police) is made immediately and will act without delay. That may include making a referral before discussing with DSL.

- know what to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including mandatory reporting of Female Genital Mutilation (FGM) as set out in the policy

- know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child

- are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim must never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. A victim will never be made to feel ashamed for making a report

- are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication

- understand that they have a responsibility to provide a safe environment in which children can learn

- are expected to exercise professional curiosity and respectfully challenge information when this is necessary to understand a child's lived experience and assess risk.

- are prepared to identify children who may benefit from community-based Early Help/ Family Help; and

- know that children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.

- will consistently respond to prejudice-based incidents, hate incidents, and hate crime and schools will record, analyse, and respond to any emerging issues. All Trust schools are encouraged to report any hate incidents and hate crime to North Yorkshire County Council using the online reporting tool where it will be shared with the multi-agency Inclusive Communities Working Group, in order to identify common themes and inform future approaches to tackling hate crime. The Fellowship support staff to report prejudice-based incidents, hate incidents and hate crime as appropriate.

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- will attend and complete training as highlighted by the Trust, School or DSL and maintain a record of the training completed.

5.2. Designated Safeguarding Lead (DSL) and Deputies

The DSL role is set out in full in KCSIE 2026 Annex B. The DSL role is explicit in their job description. The role carries a significant level of responsibility, and the Local Governing Body have ensured that they are a senior member of staff on the school's leadership team and that they take **lead responsibility** for safeguarding and child protection (including online safety and the understanding the filtering and monitoring systems that are in place).

The DSL will have the appropriate status and authority within the school to carry out their duties. The DSL is given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The activities of the DSL can be delegated to an appropriately trained deputy, but the ultimate lead responsibility of child protection as set out in this policy remains with the designated lead. The school will appoint and train any deputies; these will be named on this policy.

The DSL and their deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent training. Deputy DSL(s) will be trained to the same standard as the DSL. Training will provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care.

They will refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Local and national updates and best practice will be shared via the DSL Network. They will highlight additional relevant training and provide additional briefings and scenarios to support staff knowledge and development.

The DSL will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them. They will understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

During school hours, the DSL and or deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other forms of appropriate communication. Arrangements are in place for any out of hours/out of term activities. Arrangements will be made to ensure a DSL or deputy is available for activities outside of normal school hours, for example, educational visits, residentials, after school activities.

Arrangements in place: DSL@asnrfellowship.ycst.co.uk

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The full responsibilities of the DSL are set out in Annex B of KCSIE 2026– Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads will read as part of the induction and will comply with the functions of the role.

5.3. The Designated Teacher for looked after and previously looked after children, children with a social worker, care leavers and children in kinship care

The Fellowship has appointed a designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales, this also includes children in kinship care. The designated teacher has the appropriate training and the relevant qualifications and experience to complete this role.

The **Designated Teacher** works with the **Virtual School Head**, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children and children in kinship care.

5.4. The Headteacher

The Headteacher ensures that:

- the safeguarding related policies and procedures adopted at Trust and school level (as set out below) are fully implemented and followed by all staff, pupils, and visitors
- communicating this policy to parents when their child joins the school and via the school website
- they liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves)
- they act as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate
- they receive appropriate safeguarding and child protection training which is regularly updated
- they promote a strong culture of safeguarding across the school.
- there is effective line management of the DSL to ensure duties as set out in Annex B are carried out.
- safeguarding data is shared with Governors and Trustees to support the effective monitoring of safeguarding.

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5.5. Trust Board

The Trust has overall responsibility for all aspects of safeguarding in its schools. To discharge its safeguarding obligations appropriately, governance responsibilities are delegated as set out in the Scheme of Delegation.

The Trust Board will appoint a **safeguarding trustee** to oversee the overall Trust safeguarding strategy. Their responsibilities include, but are not limited to, providing appropriate challenge and support to the Board in holding its schools accountable, ensuring there is external support and advice available to schools especially where there are complex safeguarding concerns or allegations against staff, being aware of outcomes of safeguarding reviews and subsequent actions, and reporting findings to the Board.

The Trust Board have strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole-trust approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes and policies operate with the best interests of the child at their heart. Ensuring the review and development of safeguarding related policies and procedures will be led at Trust or school level (as indicated below).

The Trust Board ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online risks) at induction that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place across the Trust and in our school are effective and support the delivery of a robust Trust wide approach to safeguarding. Their training is regularly updated, and a log of training is maintained.

The Trust Board are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Trust board understands the obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Trust Board understand that it is essential that children are safeguarded from potentially harmful and inappropriate online material and will do all they reasonably can to limit children's exposure to the above risks from the Trust and school's IT system. The Trust Board will ensure all schools across the Trust have appropriate filters and monitoring systems in place.

In line with the provisions of the Trust Scheme of Delegation, the Trust Board and Local Governing Bodies will work together to:

- ensure all child protection and safeguarding policies and procedures are understood and followed by all staff
- ensure the Trust child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly,
- ensure the child protection policy is available publicly to parents and people accessing the school site

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- ensure staff receive training and the latest local policies on safeguarding arrangements
- ensure information about the welfare, safeguarding and child protection issues that children, including children who have or have had a social worker, are experiencing is shared with the board to promote educational outcomes
- ensure child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements
- ensure the Trust has appropriate filters and monitoring to reasonably limit exposure to risks via the IT systems. In applying appropriate controls consideration is given to the age range of children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks
- understand that whilst it is essential that they ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding
- apply the appropriate level of security protection and procedures in place, to safeguard systems, staff, and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.
- ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- ensure there are effective child wellbeing and safeguarding policies in place, including but not limited to this policy and those listed at the end of this policy. Delegated approval responsibilities and review timescales are set out in the Trust's policy schedule document
- ensure these policies, along with Part One, Part Five and Annex B of KCSIE 2026, and information on the role and identity of the DSL are provided to all staff on induction. A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors; the headteacher will decide the level of information that is provided to temporary staff, volunteers and contractors based on the level of contact with children and access to the school site a record of the information provided will be maintained
- ensure the Recruitment and Selection Policy is embedded and effective; in accordance with Part Three of KCSIE 2026
- ensure school holds more than one emergency contact number for each pupil (where reasonably possible)
- ensure a whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, whether or not this has been reported
- ensure the school has embedded and effective safeguarding arrangements in place to respond to children who are absent from education and children missing from education, particularly on repeat occasions
- ensure child protection files are maintained in line with Annex C of KCSIE 2026
- ensure staff safeguarding training (including online safety and an understanding of filtering and monitoring) is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning
- ensure filtering and monitoring systems in school are embedded and have been reviewed at least annually to assess if they are effective, and

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- ensure this policy is revised annually (as a minimum) to reflect the Trust model and school information updated if needed before being made available publicly either via the school website and or by contacting the school office for a paper copy.

5.6. School Governance

The Local Governing Body will monitor the implementation of this policy and will ensure that staff undergo appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. In collaboration with the Headteacher, they will ensure that all safeguarding related policies and procedures are effectively communicated to staff, visitors, pupils, volunteers, parents, and carers. The local governing body will appoint a link governor to monitor the effectiveness of safeguarding provision and report to the Chair of governors and the Safeguarding Trustee.

The Trust and Local Governing Body understands the obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2026.

- Under the Human Rights Act they understand that it is unlawful for schools and colleges to act in a way that is incompatible with the convention. The specific convention rights applying to schools and colleges are:
    - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
    - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
    - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
    - Protocol 1, Article 2: protects the right to education.
- Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances Human Rights | Equality and Human Rights Commission

- Under the Equality Act they understand that:
    - they **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)
    - they must carefully consider how they are supporting their pupils and students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race
    - they can take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, Equality Act 2010: advice for schools.

- Under the Public Sector Equality Duty, they understand that:
    - this places a general duty on the Trust and schools to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not

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- the duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry, and racism; the schools or colleges must be conscious of disproportionate vulnerabilities and will integrate this into our safeguarding policies and procedures Technical Guidance on the Public Sector

Trustees and local governors recognise the importance of information sharing between practitioners and local agencies. The Trustees and Local Governing Body will ensure that relevant staff have due regard to relevant data protection principles to enable them share (and withhold) personal information, outlined in KCSIE 2026

- being confident about the processing conditions for storing and sharing information for safeguarding purposes, including sensitive and personal information that should be treated as "special category personal data"
- understanding that the "safeguarding of children and individuals at risk" is a processing condition that allows practitioners to share special category personal data. Information can be shared without consent where there is good reason to do so, to enhance the safeguarding of a child in a timely manner, if it is not possible to gain consent, or cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk of harm; it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk; and
- not providing pupils' personal data where the serious harm test under the legislation is met, for example where the child is in a refuge or another form of emergency accommodation.

Trustees and local governors will:

- ensure that the school contributes to multi-agency working in line with Working together to safeguard children - GOV.UK
- understand their role within the local safeguarding arrangements, and the senior leadership team and DSLs are aware of and follow the local arrangements
- understand their statutory duty to co-operate and will act in accordance with the arrangements published by the NYSCP
- allow access to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment
- ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed
- receive at least annual safeguarding assurance reporting including safeguarding data, scrutiny of trends, audit findings, training compliance and action plans.
- be aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding: Education inspection framework (EIF) - GOV.UK (www.gov.uk) School inspection handbook - GOV.UK (www.gov.uk)

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6. Identifying children and young people who are suffering or likely to suffer significant harm or may need community-based Early Help / Family Help.

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. The definitions we use in our school to define abuse and neglect are exemplified in KCSIE 2026.

Our staff are trained to have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, being absent from education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Staff are trained on all issues outlined in KCSIE 2026 and contained within KCSIE 2026 Annex A.

Staff understand that Early Help/ Family Help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2026).

The Fellowship will liaise with local safeguarding partners to understand the local safeguarding context, these form part of the training for staff and inform our direct work with pupils and parents.

- All staff have an understanding of community-based **Early Help or the targeted early help level of Family Help.** Staff will identify any child that may benefit from early help but are particularly alert to the potential need for early help for any children identified in KCSIE 2026 paragraph 17.
- All staff are aware of the indicators of abuse, neglect and exploitation, modern slavery, and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- All school staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse, domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images,

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especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

- All staff are aware of how the school manages and supports issues of child-on-child Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence.

Where a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as Early Help/ Family Help, specialist support and pastoral support.

At The Fellowship staff are trained in/ offer the following pastoral approach to provide support to children and families at the earliest opportunity. Elisabeth Porter leads on Pastoral Interventions such as Time to Talk, Girl Aloud and A5 is against the law.

6.1. Children potentially at greater risk of harm

Whilst all children should be protected, we recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

Children who need a social worker (Child in Need and Child Protection Plans)

The Fellowship understand that whilst all children should be protected, it also recognises that some groups of children are potentially at greater risk of harm for example children with a social worker. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Where the Local Authority share information that a child has a social worker, the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare, and educational outcomes. This will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

6.2. Supporting children who are absent from education

We understand that children absent from education, particularly persistently and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines. We will respond to children absent from education to support identifying such abuse and help prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community. We will inform the local authority of any children where non-attendance is a safeguarding concern and before we remove a child from the school role.

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Attendance concerns will be considered through a safeguarding lens, especially where persistent or severe absence is present. Further details on how we support children who are absent from education can be found in our Pupil Attendance Policy (INSERT Link) which is in line with the statutory guidance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

6.3. Supporting children requiring mental health support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a concern about a child's mental health that is also a safeguarding concern, they will follow the child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they will call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate concerns. We will provide an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

Wellbeing and Mental Health support in school includes:

- Access to services such as the Emotional Health and Resilience Team
- Pastoral check ins
- Wellbeing clubs
- Family support
- Personalised interventions

The Fellowship has a senior mental health lead; they are supported in their role and have access to senior mental health leads' training. The Mental Health First Aiders are Sophia Gardiner and Sarah Honey.

6.4. Supporting Looked After Children and Previously Looked After Children, Including Care Leavers and children in kinship care

We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation.

We will appoint a designated teacher to promote the educational achievement of registered pupils who are looked after. The designated teacher will have the appropriate training and relevant experience and qualifications. The DSL will have the information they need in relation to a child's care arrangements including the levels of authority delegated to the carer.

Through training we will ensure staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe. We will share information swiftly with social workers, the virtual school, care leavers' personal advisors and other key partners, where appropriate.

6.5. Supporting children with special educational needs or disabilities (SEND) or certain health issues

The Fellowship recognise children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges including online. 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- the need for intimate care or that these children are isolated from others, and are more likely to be dependent on adults for care,
- Communication barriers and difficulties in managing or reporting these challenges; and
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.

There will be close liaison between the DSL and the SENCO where there are any reports of abuse involving children with SEND.

We ensure that the relevant safeguarding training and policies reflect and address these additional challenges, and the school considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

4.6 Safeguarding children with medical conditions

We recognise that an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. We will make any relevant referrals when needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. Further details are included in our supporting Pupils at School with Medical Conditions and Allergy safety in schools.

4.7 Young carers

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We are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. We understand Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

4.8 Supporting children who are lesbian, gay, bisexual and gender questioning

We understand that a child or a young person being lesbian, gay, or bisexual or gender questioning is not in itself an inherent risk factor for harm, however they can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who are.

We understand that the risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff; LGBT+ inclusion is part of our statutory Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education curriculum.

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

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

Staff will pass any requests relating to social transition to the Designated safeguarding lead to ensure a full assessment of the child needs can be completed and reviewed regularly.

We will endeavour to work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO) including involving the designated safeguarding lead. We will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the school will involve their designated safeguarding lead to determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken. In cases where a child confides in a member of staff about their feelings but does not ask the school to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk.

When discussing requests with children and parents and carers time will be taken to sensitively explain the constraints on social transition set out in KCSIE 2026 para 252-282. We will explain that supporting any degree of social transition will not include allowing access to toilets, changing rooms or boarding or residential accommodation designated for the opposite sex, and will not include allowing children to join PE classes designated for the opposite sex where there are safety reasons for single sex PE. We will where possible provide alternative arrangements that will not compromise the safety, comfort, privacy or dignity of the child or of any other children. We will keep records of these situations.

We will regularly review requests and decisions as the circumstances of a case and/or the needs of a child may change over time, including when a child may want to detransition or fully or partially reverse a decision. Having the correct information about a child is important in the context of the school fulfilling their safeguarding duties, they will make sure relevant staff are aware of a child's biological sex in all cases.

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

As a school we will provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). We provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. When responding to a request to support any degree of social transition, we must not allow a child access to changing rooms designated for the opposite sex.

To comply with statutory guidance, we must not allow children into toilets or changing accommodation and showers designated for the opposite biological sex. This includes where we are responding to a request to support any degree of social transition for children who are questioning their gender

When we receive a request that a gender-questioning child does not want to use the toilet, changing rooms and showers designated for their sex, the school will consider whether they can provide an alternative toilet, changing or washing facility without compromising the provision of single-sex facilities. These alternative arrangements will not compromise the safety, comfort, privacy or dignity of the child or of any other children. We will keep records of these situations.

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

7. Management of safeguarding children and young people

7.1. Multi–agency working

- The Fellowship has a duty alongside the safeguarding partners to work together to safeguard and promote the welfare of children. We will be fully engaged and involved in safeguarding arrangements set out in Working together to safeguard children 2026
- We understand and will follow the processes for early help assessments/ Family Help and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17
- We understand and will follow the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children; and
- The Fellowship will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- We will provide robust professional challenge to all multi-agency partners and respond positively when challenge is offered to us in the best interests of the child.

7.2. Information sharing

- The Trust recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect, in promoting children's welfare, including educational outcomes. We understand our powers to share, hold and use information for these purposes
- We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children
- The Fellowship is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Staff will follow the seven gold rules of sharing information set out in KCSIE 2026 and the Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)
- When deciding what information to share, schools and colleges should consider:

  • the relevancy of the information, including to the current safeguarding risk,

  • what is necessary for the receiving setting to know, and

  • whether it is clearly presented and appropriately contextualised.

- Staff will use professional judgement to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care will be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

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- The DSL will ensure that all safeguarding records are managed in line with annex B of KCSIE 2026 and in accordance with the Data Protection Act 2018 and GDPR. Records will include
    - A clear and comprehensive summary of the concern
    - Details of how the concern was followed up and resolved
    - A note of any action taken, including the timeframe for the follow up actions and who carried out these actions, the rationale for the decisions reached and the outcome.
- Child protection files will be transferred to the new school within the timescales set out in KCSIE 2026. This will be separate from the child's main file, ensuring safe transit and confirmation of receipt will be retained. In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

7.3. Staff training

- All staff and volunteers will undergo safeguarding and child protection training (including online safety and understanding the filtering and monitoring systems and processes in place) at induction. The training will be regularly updated. Induction and training will be in line with any advice from the safeguarding partners; and include the local safeguarding context. The Induction training requirements for staff and volunteers are set out in the Trust Training Requirements document which is updated annually. A record of the training staff has completed will be retained by the school via the National College system.
- In addition to this training, all staff receive safeguarding and child protection (including online safety and an understanding of filtering and monitoring) updates via email, e-bulletins, and staff meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The DSL and deputies will receive further training to enable them to complete the duties set out in KCSIE 2026.
- The Local Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

7.4. Opportunities to teach safeguarding

- The Fellowship will teach about safeguarding, including online safety, and it is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities
- Safeguarding will be considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education

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- Relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects schools will have regard to the latest DfE statutory guidance
- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. derogatory behaviour or other forms of physical violence and conflict.
- We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)
- All pupils are informed who they can speak to in school and who they can speak to outside of school or when the school is closed, e.g. holidays or in an emergency. For example, ChildLine, a trusted adult or the police. The school understand that not all children want to or are able to talk to staff about concerns, therefore we recognise the importance of anonymous reporting and additional provision for children with identified additional needs. Children can raise concerns through Worry Boxes and through Microsoft forms
- Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver; and
- Our programme covers the issues identified in KCSIE 2026 at an age-appropriate stage
- We will proactively engage and consult parents/carers when developing or reviewing our RSHE policy. Parents/carers will be aware of what's being taught, and parents should be able to view all RSHE curriculum materials on request. Including any materials that come from an external provider.
- We respect that some parents may request to withdraw from sex education, but not relationship or health education. We will automatically grant a request from a parent of a primary-aged child to withdraw but may refuse a request from secondary-aged child in exceptional circumstances.

7.5. Online safety

- The Fellowship has an effective whole school approach to online safety which includes an understanding of filtering and monitoring to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate
- We understand that online safety can be categorised into the four areas of risk outlined in KCSIE 2026,
- We have clear procedures in place to manage incidents of online or technology assisted harm. (See section above)
- Online safety is an on-going and interrelated theme, we consider how online safety is reflected in all relevant policies and consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

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- The online safety policy can be accessed via the school's website.

7.6. Use of mobile/smart technology and remote working

The Fellowship has a clear policy on the restricted use of mobile phones and SMART technology set out in the school behaviour policy and the Bring Your Own Device (BYOD) policy. (including Cameras, SMART devices, Watches, META Glasses and AIR tags and trackers) The Fellowship of All Saints, Kirkby Overblow and North Rigton

- The school is a mobile phone-free environment by default; anything other than this is by exception only and is reflected in our Behaviour Policy.
- Any concerns about inappropriate or concerns relating to use of mobile devices will be reported to the DSL or deputies and follow the procedures within this policy.
- Where children are being asked to learn online at home the schools will follow the guidance set out in KCSIE 2026
- Our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

7.7. Information security, filters, access, and monitoring

- The Fellowship has appropriate filters and monitoring to reasonably limit exposure to risks from the Trust and school's IT system. The online safety policy is reflective of the requirements set out in KCSIE 2026
- In applying appropriate controls The Fellowship considers the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks
- The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty. We understand that whilst it is essential that appropriate filters and monitoring systems are in place, we are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- The Fellowship will apply the appropriate level of security protection and procedures in place, to safeguard our systems, staff, and children. These arrangements will be continuously reviewed to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies: we will take measures to protect personal information.

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- In conjunction with the Trust, we will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.
- Procedures are in place to manage and report any technology assisted safeguarding incidents; all staff are made aware of reporting any concerns to the DSL.
- Yorkshire Causeway School Trust recognises the growing use of generative AI and considers the additional risks this may bring to students, staff and visitors. We will review and follow the Generative AI product safety expectations when using AI products and systems in schools. The Trust ICT team will provide guidance to schools on the safe use of AI products and systems.
- Any safeguarding concerns or incidents involving AI should be reported to the DSL immediately and follow the procedures above.

7.8. Safeguarding concerns or allegations about adults working in schools

- The Fellowship has procedures in place to manage **any** safeguarding concerns (no matter how small), and allegations that **do not** meet the harm threshold against staff (including supply staff and volunteers and contractors). These are known as **Low Level Concerns** will be addressed as set out in Section two of Part four of KCSIE 2026 and in line with NYSCP procedures
- Concerns and allegations that **may** meet the harm threshold will be addressed as set out in Section one of Part four of KCSIE 2026 and in line with NYSCP procedures
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The Trust and Local Governing Body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first as the employer, the Trust will consider whether to refer the case to the Secretary of State.
- Full procedures can be found in the Trust Managing allegations against staff policy. INSERT Link
- Where schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they will follow the managing allegations policies and procedures, including informing the LADO.

7.9. Restrictive intervention, including the use of 'reasonable force'

- We are aware that there are limited circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. 'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve, seclusion, passive physical contact, such as standing between pupils or

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blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom

- The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances; including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition. These decisions will also align with our duties under the Equality Act 2010 and the Public Sector Equality Duty and align with the statutory guidance.
- Identified staff receive accredited de-escalation training and those with appropriate training will lead on the use restrictive intervention when necessary. All incidents will be recorded on the child's record on CPOMS and reviewed by the DSL, incidents will be monitored and reported to the local governing body.

7.10. Use of school premises for non-school activities

- Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe; and
- When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.
- Where the hirer is an organisations or individuals that provide tuition, training, instruction or activities to children in England without their parents' or carers' supervision, the hirer will be required to follow the requirements in Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)
- Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children *(e.g., Community groups, sports associations or service providers that run extra-curricular activities).* The schools will follow their safeguarding policies and procedures, including informing the LADO

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7.11. Alternative provision, suspensions and risk of permanent exclusion

- The Fellowship recognises that the cohort of pupils in Alternative Provision (AP) often have complex needs and we are aware of the additional risk of harm that these pupils may be vulnerable to. We will have regard to DfE statutory guidance for commissioners of Alternative Provision.
- We will continue to be responsible for the safeguarding of any pupil placed in alternative provision. we will carry out safeguarding checks and conduct our own due diligence to ensure the provision is appropriate. we will obtain written assurances from any relevant alternative/off site providers to ensure they are satisfied and that the placement meets the pupils needs, in keeping with the requirements set out in KCSIE 2026.
- Where a child is attending alternative provision, we will ensure it has the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. A representative of the school will regularly review the alternative provision placements they make. Reviews will be 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. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
- Staff will be alert to the potential need for early help for a child who has experienced multiple suspensions, is at risk of being permanently excluded from school or is accessing Alternative Provision or attending a Pupil Referral Unit.

7.12. Elective home education (EHE)

- We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs; and
- We will inform the Local Authority of all deletions from our admission register when a child is taken off roll and will work with key professionals to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational need or a disability, and/or has a social worker and / or is otherwise vulnerable.
- It is the responsibility of the Headteacher (Education (Pupil Registration) (England) Regulations 2006) to inform the Local Authority (LA) when a parent has confirmed in writing his or her decision to educate his or her child otherwise than at school. If a member of staff becomes are aware that a parent/carer is considering EHE it is important that you inform the Headteacher who will contact electivehomeeducation@northyorks.gov.uk so that the locality EHE Advisor can arrange a pre-decision meeting.

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5.13 Early Years Foundation stage (EYFS)

Safeguarding in the Early Years Foundation Stage is set out in section 3 for the EYFS Statutory framework and is embedded within all aspects of our early years provision.

- The Fellowship the EYFS statutory framework and ensures that all early years practice promotes children's welfare, safety, health and wellbeing. This includes maintaining safe supervision, meeting statutory staff: child ratios, ensuring suitable adults work with children, and providing safe, well-risk-assessed indoor and outdoor Environments.
- Staff recognise that very young children may communicate distress, unmet need or harm through behaviour, communication, regulation, attendance, health, development, relationships or changes in presentation. Staff use strong relationships, careful observation, the key person system, assessment processes and partnership with parents, carers, previous settings and relevant professionals to identify concerns early and secure timely support.
- EYFS provision will follow Trust and school procedures for risk assessment, intimate care, medical needs, safe sleep where relevant, hygiene, safer eating and allergy or choking awareness. In Reception at least one person with a current full paediatric first aid certificate must always be on the premises and available when children are present and must accompany children on outings. In Nursery all staff at level 2 and 3 should have current, full paediatric first aid in order to be counted in the statutory staff: child ratios.
- Staff will follow Trust and school expectations for the safe use of devices, images and recordings. Personal devices must not be used to take photographs or recordings of children, and images or recordings must be taken, stored and shared only in line with school procedures, consent requirements, GDPR and data protection legislation

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Policy references and associated documents

This policy updates the policy issued in 2025 and is in line with:

- The Education Act 2002 (sections 157 / 175)
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to the proprietors of independent schools, including academies and city technology colleges
- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- Working together to safeguard children 2026
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- Relationships Education, Relationships and Sex Education and Health Education guidance
- Statutory framework for the early years foundation stage (publishing.service.gov.uk)
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- *Sections 26 & 29 of the Counter Terrorism Act 2015*
- *Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015*
- *Section 3 of the Domestic Abuse Act 2021*
- SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Data Protection Act (2018) and UK GDPR
- Prevent Duty Guidance (2023)
- Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)
- Early years foundation stage (EYFS) statutory framework - GOV.UK (September 2026)

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Associated documents:

- Recruitment and selection policy
- Induction policy
- Staff code of conduct
- Managing allegations against staff policy
- Online safety policy
- Acceptable use agreements
- Prevent strategy
- Wellbeing and mental health policy / Mental Health and emotional wellbeing policy (primaries)
- Behaviour policy
- SEND policy
- Pupil attendance policy
- Educational visits and trips policy
- Supporting pupils with medical conditions policy
- Designated teacher for looked after and previously looked after children policy
- Mental health and emotional wellbeing policy
- Data protection policy
- Whistleblowing policy
- Complaints policy
- Early years foundation policy
- Bring Your Own Devices (BYOD) policy
- Restrictive Intervention Guidance

This policy has been developed from the North Yorkshire Safeguarding Children Partnership child protection template and guidance.

North Yorkshire
Safeguarding Children Partnership

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