Trinity Academy Richmond

Safeguarding and Child Protection Policy

(Including North Yorkshire Local Safeguarding Procedures)

Updated August 2026

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1. Named school personnel with designated responsibility for Child Protection and Safeguarding

Key Contacts	
School Key Contacts	
Headteacher	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org
Chair of Governors	✉cofg@trinityr.dalesmat.org
Safeguarding Governor	✉cofg@trinityr.dalesmat.org
Designated Safeguarding Lead	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org
Deputy Designated Safeguarding Lead(s):	Katie Grainger ✉ kgrainger@trinityr.dalesmat.org Gillian Marshal ✉ gmarshall@trinityr.dalesmat.org Joanna Wilson ✉ jwilson@trinityr.dalesmat.org ☏01748 822104
Designated Teacher	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org
Mental Health Lead	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org
Key Person(s) (EYFS)	Katie Grainger ☏01748 822104 ✉ kgrainger@trinityr.dalesmat.org
Prevent Lead	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org
Medical / Allergy Lead	Marie Mann ☏01748 822104 ✉headteacher@trintyr.dalesmat.org

2. Policy review dates, approval, and dissemination processes

Most recent ratification date	Date policy shared with staff	Process for confirming that staff have read and understood this policy
	7th September 2026	• *Uploaded to staff Teams – staff sign to say that they have read the policy* • *Staff training delivered on 7th September 2026 training day – certificates kept in school office* • *Policy included with induction checklist for new staff – checklist stored on Teams*

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		• *Staff read KCSIE and sign on Teams they have read it*
This policy will be due for review in September 2027 but may be reviewed sooner if there are changes to government legislation or school practice and procedures.		

3. North Yorkshire Local Authority Key Safeguarding Contacts

Early Help Contacts - Family Help	
North Yorkshire Council Children & Families Service: Early Help Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	
Where there are **significant immediate concerns** about the safety of a child, contact the police on **999.** **If you believe the situation is urgent but does not require the police,** call **0300 131 2 131** to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call **0300 131 2 131** to speak to the Emergency Duty Team. **Professional's Consultation Line** 01609 535070 is available between 10am and 4pm. Leave a voicemail if there is no response and you will be contacted as soon as possible. Link to online referral form - NYSCP	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101 Home | Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk LADO Notification Form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	

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CAMHS	The single point of access for the TEWV service (covering **all North Yorkshire** except Craven) is: **0300 0134 778**
	Craven: BDCT First response **0800 952 1181** 7 days a week, 24 hours
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171.
SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

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Trinity Academy Richmond Child Protection Policy

(Adapted from the North Yorkshire Safeguarding Children Partnership Sample School Child Protection Policy)

4. Introduction and Aims

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

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (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. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

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

Safeguarding and promoting the welfare of children means:

(***Definition of Children:*** *A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'babies, children and young people.'*)

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

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- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

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.

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.

Physical Abuse - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse - The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

5. School Commitment and Values

Our commitment to our children

Trinity Academy Richmond is committed to ensuring the welfare and safety of all children in our school. We will protect and support all our children including our vulnerable children, children who need support through early help & children in need (Family Help), and children who have a child protection plan.

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

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

The school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with child protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via our website and staff can access the policy on Microsoft Teams.

6. Roles and Responsibilities

a) Governors

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

The Governing Body is responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. Governors will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
    - Administering medicines policy (statutory if the school has EYFS pupils)
    - Allergy safety policy
    - Artificial Intelligence policy
    - Attendance policy and Safeguarding response to children who go absent from education policy
    - Behaviour policy, anti-bullying policy and 'positive handling' policy
    - Child protection and safeguarding policy (this document),
    - Children with health needs who cannot attend school policy
    - Early Years Foundation Stage (EYFS) policy
    - Educational visits policy
    - Health and safety policy
    - Low-level concerns procedures/Managing allegations against staff policy
    - Mental health policy
    - Mobile phone and smart technology policy
    - Nappy changing (EYFS)/Intimate care policy (all)
    - Policy on employment of ex-offenders
    - Policy on how long school registers will remain open and procedures for pupil absence
    - Procedures for managing child-on-child abuse – can be found in the Anti Bullying Policy
    - Procedures for managing sexual harassment and sexual violence – can be found in the Anti Bullying Policy
    - Recruitment and Selection Policy and Procedures
    - Relationships and Sex Education and Health Education Policy
    - Safer recruitment policy
    - School exclusions
    - Special Educational Needs and Disability (SEND) policy
    - Staff code of conduct
    - Supporting pupils with medical conditions at school policy
    - Whistleblowing policy

- These policies, along with Part 1, Part 5, and Annex A of KCSIE and information on the role and identity of the DSL is provided to all staff on induction. *Temporary staff have a*

safeguarding discussion on day 1 and any updates on subsequent days. Volunteers are asked to read the policy annually.

- A designated teacher for looked-after and previously looked-after children is in place.
- We have sought assurances that Child Protection Files are maintained in line with Annex B of KCSIE.
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2026, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
- The school holds more than one emergency contact number for each pupil (where reasonably possible).
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, (including harassment and violence) regardless of whether or not this has been reported.
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely.
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.
- The school contributes to multi-agency working in line with Working Together to Safeguard Children 2026 and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17- Family Help) or a Section 47 (S47) assessment.
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.
- That the school has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system.
    - That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose.
    - That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role.

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Furthermore, the governing body is responsible for ensuring that the role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2026 Annex B.

- This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website and for staff on Microsoft Teams.

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

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

- Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2026 para 87-94. All governors are responsible for reading and ensuring that para 87-94 of KCSIE 2026 are adhered to.
- The obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
- Further obligations under the data protection laws, place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. All governors are responsible for reading and ensuring that para 102-104 of KCSIE 2026 are adhered to.

b) The Headteacher

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

- All safeguarding related policies and procedures approved by the Governing Body are fully implemented and followed by all staff, pupils, and visitors.
- They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves).
- They ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated.
- There are robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.
- The curriculum that is in place supports children to understand how to keep themselves safe, including online.
- They promote a strong, open and positive culture of safeguarding across the school.

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

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2026 Annex B. Governors and the Headteacher are responsible for ensuring that the DSL is given adequate resources to fulfil their role. However, it is also the responsibility of the DSL to share

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any concerns that they have if they feel that they do not have the capacity or capability to fulfil their role fully and effectively.

The DSL and Deputies are responsible for following the guidance as laid out in Annex B of KCSIE 2026 (pages 181-188), pertaining specifically to the following.

- Management of referrals
- Working with others
- Information sharing and managing the child protection file and adhere to record keeping and information sharing guidance in KCSiE pages 183-185
- Receiving, reviewing and transferring safeguarding information at all transition points, including in-year moves
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

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

To ensure continuity of safeguarding responsibilities, we implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances.

d) The Designated Teacher

In line with Sections 4-6 of the Children and Social Work Act 2017, the Designated Teacher is responsible 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.
- Ensuring that they have the appropriate training and the relevant qualifications and experience.
- Working 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 and to promote the educational achievement of previously looked after children.

e) The Senior Mental Health Lead

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

- developing a whole-school approach to support mental wellbeing.
- promoting good mental wellbeing and preventing the onset of mental illness for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.

- liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide.
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided, and
- liaising with/referral to specialist services where needed

f) All School Leaders, Staff and Volunteers

All school staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction. This includes the;
    - Child protection policy
    - Behaviour policy
    - Staff code of conduct
    - Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods.
    - Role of the DSL (including the identity of the DSL and deputies).
- Have read and confirmed that they have received, read, and understood the school safeguarding policies and procedures for at least Part 1, Part 5, and Annex A of KCSIE 2026.
- Have read and understood this policy and how it relates to KCSIE 2026.
- Are aware of their local early help processes (Family Help), including the universal services and community-based early help and the targeted early help level, and understand their role in it.
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17 - Family Help) and Section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments.
- Are aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only informing those who need to be involved, such as the DSL and children's social care.
- Know 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 should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, subject to modern slavery 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 prepared and trained to identify and support children who may benefit from early help/Family Help.

7. Working Together to Safeguard Children, Our Multi-Agency Commitment

Our school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2026.'

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

Furthermore, we commit to:

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

8. Information Sharing

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

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

Furthermore, we commit to:

- Ensuring that arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required.

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- Sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.

We follow the KCSIE 2026 information sharing guidance (para 138-150) to ensure DfE guidance is adhered to.

9. Staff Training

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

All staff receive additional safeguarding and child protection training via National College for annual training as well as termly updates on Teams, as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively. Additionally, we ensure that our training includes a focus on relevant aspects of Section 3 of the EYFS Framework, including relevant content for children aged 0-5, at least biennially and then additionally whenever EYFS statutory guidance is updated.

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

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

10. Opportunities to teach safeguarding

Trinity Academy Richmond teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, 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 effective PSHE delivered in regularly timetabled lessons delivered as a discrete subject and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

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Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.

Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2026 para 156-161 and the latest DfE guidance on Relationships, Sex, and Health Education.

11. Online Safety

Trinity Academy Richmond has an effective whole school policy and approach to online safety which includes ensuring an understanding of:

- Roles and responsibilities in relation to filtering and monitoring, school devices and school networks including the use of AI.
- The 4 areas of risk (4Cs) as the basis of the school's online safety policy
- Governors and leaders to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing)
- Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 162 of KCSIE 2026.
- Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Trinity Academy Richmond is committed to considering how online safety is reflected in:

- all relevant policies
- the planning of the curriculum
- staff training
- the roles and responsibilities of the DSL and all staff
- Information and guidance provided to parents.

12. Mobile Phones and Smart Technology

Trinity Academy Richmond recognises the importance of having clear policies on mobile phones, devices and smart technology (cameras and smart devices, including SMART watches, META glasses and use of Airtags / trackers) to safeguard our pupils.

In line with statutory guidance Trinity Academy Richmond is a mobile phone-free environment by default; anything other than this is by exception only. *Please refer to the school website for our Mobile and Smart Technology Policy.*

13. Remote Education

Where children are being asked to learn online at home, the school will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children

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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.

14. Online Information Security, Filters, Access and Monitoring

Trinity Academy Richmond has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.

The governing body have reviewed the Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges and ensured that what needs to be done to meet this standard has been implemented.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Trinity Academy Richmond will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically (at least once every academic year) ensuring the filtering is working appropriately and a record of these checks is held. We will also keep up to date with evolving cyber-crime technologies.

Trinity Academy Richmond will carry out an annual review by the SLT member who is responsible for filtering and monitoring, with the support of the school's designated lead and IT support, of our approach to online safety, including the use of AI and filtering and monitoring. This will include checks that the filter is working appropriately on all Internet connected devices in all locations and records held. This will consider and reflect the risks our children face.

15. Artificial Intelligence (AI)

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.

Trinity Academy Richmond recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g. through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with this policy and our anti-bullying, online safety and behaviour policies.

Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. Trinity Academy Richmond] uses the appropriate DfE guidance and policy for AI including Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK.

16. External Monitoring of Safeguarding, including Ofsted Inspections

The governing body is aware of the Ofsted Education Inspection Framework, the Ofsted Inspection Toolkit and the Safeguarding concerns guidance for inspectors and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.

The governing body will seek to explore opportunities for external monitoring of the school's safeguarding processes and expect all staff to engage positively with any external safeguarding monitoring that the school chooses to commission.

17. Safeguarding Concerns or Allegations about any Staff, including Supply Teachers, Trainee Teachers, Volunteers, or Contractors

Trinity Academy Richmond has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.

Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.

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

Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.

Part 4 of KCSIE sets out the definition of an allegation:

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

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

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- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. Trinity Academy Richmond will record any low-level concerns in writing on a 'Low Level Concerns' form which is given to the Headteacher and kept securely in the Headteacher office.

The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

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

All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2026 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:

- Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to do if they think they are in an unhealthy relationship or need to address negative influences.
- Ensuring all staff understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported.
- Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible.
- Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of KCSIE 2026.
- Having clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
- Ensuring all staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.
- Ensuring that, as well as knowing how to respond to concerns, all staff know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, we ensure that staff know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.
- Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
- Having 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 behaviour, misogyny and an unsafe environment for children and is in line with Part 5 of KCSIE 2026.

- Recognising that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

19. Identifying Children and Young People who may need Community Based Early Help / Family Help

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

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

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

Trinity Academy Richmond will support local organisations and agencies to work together to support families within the early help / Family Help service and will:

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

20. Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm / Statutory children's social care assessments and services

Our staff are aware of the indicators of abuse, neglect, exploitation and 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.

Our staff, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They are aware that extra familial

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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 in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking),
- criminal exploitation (including financial exploitation),
- serious youth violence, county lines and radicalisation.

Our 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.

Staff are aware that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Staff are aware that safeguarding issues often overlap and can put children at risk including the following behaviours and indicators that can be signs that children are at risk:

- unexplainable and/or persistent absences from education
- drug taking and/or alcohol misuse
- serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
- consensual and non-consensual making or sharing of nudes or semi nudes.

Our procedures are aligned to para 18-28 of KCSIE 2026.

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

21. Supporting Children and Young People Potentially at Greater Risk of Harm

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

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

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

- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.
- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

22. Children Absent from Education

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that our response to persistently absent pupils, and Children Missing/Absent from Education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

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

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

23. Elective Home Education (EHE)

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

We will not suggest EHE to parents as we recognise this as off-rolling. Where parents request information regarding EHE we will arrange a pre-decision meeting with the EHE adviser, parents and any involved professionals. We will ensure parents have an informed understanding of EHE and their legal duty to provide a full-time suitable education. We will ensure parents are aware that they will be subject to informal enquires around the education in place and where the EHE Adviser is not satisfied, parents may face legal intervention. On occasions where parents do request to EHE after the meeting we will submit the Notification to EHE form to the Local Authority (LA) and only when this is accepted by the Local Authority will we delete the child from our admission register and remove the child from our roll. This is in line with LA policy.

24. Supporting Children Requiring Mental Health Support

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We recognise that the school has an important role to play in supporting the mental health and wellbeing of our pupils.

We ensure all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We ensure staff fulfil 4 key roles to support children with their mental health and wellbeing namely:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

Whilst all staff are able to observe and support the mental health and wellbeing of their pupils and learners, we also have a mental health lead in place. The Mental health lead supports our setting to embed a whole school / college approach to mental health and wellbeing by following DfE guidance Promoting children and young people's mental health and wellbeing.

Furthermore, we commit to:

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

25. Supporting Looked After Children, Previously Looked After Children, Children with a Social Worker, 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 ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

We will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

Furthermore, we commit to:

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

- Recognising that children and young people with a social worker, in care, previously in care and Kinship are vulnerable to educational disadvantage.
- Working collaboratively across the Designated Teacher, Designated Safeguarding Lead and North Yorkshire Virtual School to ensure effective educational and safeguarding support for vulnerable children and young people within the Virtual School cohort.

26. Young carers

Trinity Academy Richmond recognises that a young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work) and that young adult carers are aged 16 to 25 and may have different support needs as they transition to adulthood.

Trinity Academy Richmond is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. We understand that 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.

Trinity Academy Richmond has a named young carers champion, who supports young carers in school.

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

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

At Trinity Academy Richmond, we recognise that additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. We will refer to KCSiE 2026 para 247-249, for further clarification and ensure staff are aware of these additional barriers.

Furthermore, we commit to:

- Train staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- Ensuring close liaison between DSL and SENCO following reports of abuse involving children with SEND
- Ensuring that staff do not assume that indicators of possible abuse relate to the child's condition without further exploration
- Ensuring that we consider what additional and different measures we can put in place to support these children to recognise and communicate abuse, neglect or exploitation including consideration of extra pastoral support and attention.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

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28. Safeguarding children with medical needs

Trinity Academy Richmond supports pupils at school with medical conditions and allergies and are properly supported so that they have full access to education, including school trips and physical education. Our governing body will ensure that arrangements are in place in school to support pupils with medical conditions and allergies, including recording, reporting and tracking information / training yearly. Our governing body will ensure that school leaders consult with health and social care professionals, pupils and parents ensuring that the needs of children with medical conditions and allergies are properly understood and effectively supported.

Trinity Academy Richmond recognises that although serious incidents of harm and even child deaths have occurred in school and college settings, a child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place in school / college, the responsible healthcare professional, will work in conjunction with our DSL to consider whether any safeguarding duties has been triggered and whether any further action is required based on the nature of the incident. The school follows the DfE guidance Allergy safety in schools and Supporting pupils with medical conditions at school.

29. Alternative provision and Children at risk of exclusion

Trinity Academy Richmond recognises that the cohort of pupils in Alternative Provision often have complex needs, and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.
We recognise that Trinity Academy Richmond continues to be responsible for the safeguarding of the pupil attending Alternative provision.

When considering use of exclusion or suspension Trinity Academy Richmond is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will consider the preventative measures to exclusion outlined in Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support/interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with Working Together to Improve School Attendance (July 2026).

We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the headteacher who

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will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The headteacher will also consider the current attendance of the individual and record absence in line with Working Together to Improve School Attendance (July 2026).

Where concerns have previously been raised around attendance, this is identified as a risk and the headteacher may refuse the request on this basis.

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

Whilst the fact that a child or a young person who may be LGBTQ+ is not in itself a risk factor for harm, we recognise that children who are LGBTQ+, or perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are and may not have a trusted adult with whom they can be open.

Therefore, we commit to ensuring that our curriculum prepares children for life in modern Britain and to creating an inclusive environment where LGBTQ+ children feel safe to raise any concerns such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place

Children who are questioning their gender

We will take time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of the child's experiences and remain aware of the potential vulnerabilities of children who are questioning their gender, 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 their decision-making process is documented, and records are kept.

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). We will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity.

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 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.

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31. Restrictive interventions, including use of reasonable force

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

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

32. Use of School Premises for Non-School Related Activities

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

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

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

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

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

33. 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).

As a school providing mixed-sex toilets in addition to single sex toilets, we have assessed safeguarding risks and planned accordingly.

As a school to comply with statutory guidance we must not allow children into toilets 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

As a school 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.

If 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.

34.Policy References

This policy draws on the following legislation and guidance:

- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 and School's duty under the Children Act 2004. Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- Working together to safeguard children - GOV.UK 2026
- Keeping Children Safe in Education (KCSIE) DfE 2026
- Working Together to Improve school Attendance (July 2026)
- What To Do If You Are Worried a Child is Being Abused 2015
- Statutory Framework for the Early Years Foundation Stage

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- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021
- Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges
- Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK.
- Promoting children and young people's mental health and wellbeing.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).
- Restrictive interventions including the use of reasonable force in schools guidance
- Residential special schools national minimum standards
- Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers
- SEND Code of Practice

North Yorkshire Local Safeguarding Procedures

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

All staff and volunteers working within North Yorkshire schools should follow the NYSCP Child Protection Procedures and Practice Guidance which is consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 2026 and What To Do If You Are Worried A Child is Being Abused 2015.
For guidance regarding how to make a referral to the Children and Families Service in North Yorkshire please visit: NYSCP (safeguardingchildren.co.uk)

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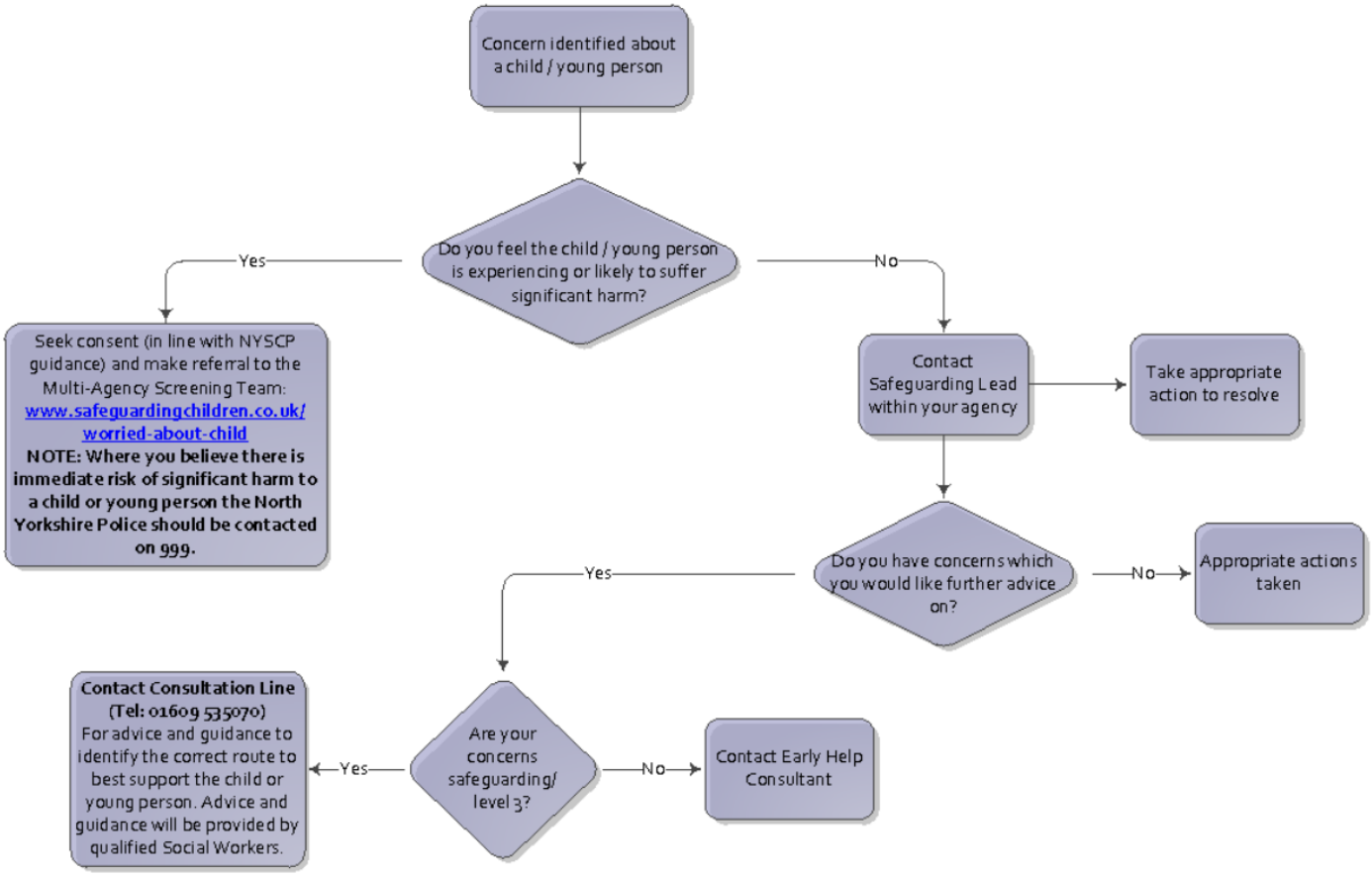

Staff must immediately report:

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

Responding to a Disclosure

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

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

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

Staff should:

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

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

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

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

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

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

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b. Referrals

Schools should ensure that all staff are familiar with the process for making referrals to the local authority, in line with KCSIE 2026 and Working Together to Safeguard Children 2026. Where there are safeguarding concerns related to a child resident in a boarding school, please follow the same NYSCP referrals guidance below.

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

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

Worried about a child	**Who to contact**
Where there are significant, immediate concerns about the safety of a child.	Contact the **Police** on **999** Refer to the guidance, 'When to call the Police' here
If you believe the situation is urgent but does not require the Police. E.g. • Has suffered significant harm and /or; • Is likely to suffer significant harm.	Contact the Multi-Agency Screening Team (**MAST**) on **0300 131 2 131**
If your call is out of business hours (Mon-Fri 9am to 5pm)	Contact the Emergency Duty Team on **0300 131 2 131**
If you need to report a crime that does not need an emergency response.	You should call North Yorkshire Police on **101**
Following the telephone call to 0300 131 2 131, an online referral form must be completed and submitted within 24 hours of your call.	Send form to social.care@northyorks.gov.uk Link to online referral form here
You do not need to make a telephone contact prior to submitting a written referral, should the situation not be urgent e.g. The child has developmental and welfare needs, which are likely only to be met through provision of family support services (with agreement of the child's parent).	Send form to social.care@northyorks.gov.uk Link to online referral form here
MAST / Professional Consultation Line The consultation line should be used when you have concerns about a child's safeguarding situation, and you are unsure of how to proceed with the next steps. The concerns should be of a higher threshold than of what can be supported by Early Help.	When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation, you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on **01609 535070**

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Community-based early help / and the targeted early help (Family Help) Should you wish to speak with your local NYC Children & Families Service: Early Help (Family Help), in relation to a child, young person or family who may require early help.	Contact: **Early Help East (Scarborough, Whitby, Ryedale):** 01609 534852 **Early Help West (Harrogate, Craven, Knaresborough, Ripon):** 01609 534842 **Early Help Central (Hambleton, Richmondshire, Selby):** 01609 534829 For further information and resources on early help in North Yorkshire, visit the dedicated page Early Help Link to Early Help Information and Early Help Assessment form here Link to the Framework for decision-making: Right help, at the right time by the right person here
CAMHS Crisis Service Where there are urgent concerns regarding a child or young person's mental health, please call CAMHS Crisis Service in the appropriate locality.	**Northallerton, Hambleton and Richmondshire**: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours **Harrogate, Knaresborough and Ripon**: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours **York and Selby**: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours. **Scarborough, Whitby & Ryedale:** TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours. **Craven**: BDCT First response 0800 952 1181 7 days a week, 24 hours
Healthy Child Service for children 0-6 years old Anyone who is expecting a child or who has a child up to the age of 6 will have a named Health Visitor.	Parents and carers can contact their local 0-6 **Healthy Child Service (Health Visiting Team)** directly for information by calling 03003 030 916. Professionals can also contact the service by calling 03003 030 916.
Healthy Child Service for children and young people 6-19 years old The healthy child programme for older children, is aimed at those children who:	Parents, carers and young people themselves can access the **Emotional Wellbeing and Resilience Service** for support and information by calling 03003 030 916.

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• need safeguarding support • need support for emotional wellbeing and resilience and alongside other local services, in reducing risk taking in young people • are in care	**For more information about the Healthy Child Service visit:** www.northyorks.gov.uk/healthy-child-service

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

Consent

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

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

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

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

The DSL should:

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

Recording and Monitoring

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

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

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

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

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

Local professional resolution procedures for raising concerns in respect of poor practice are outlined here.

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

Staff identifying a concern should follow the school's own procedures. Schools should then follow the guidance in Part 4 of KCSIE 2026.

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

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

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

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

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

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

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- Signing and dating the written record.
- Secure any relevant CCTV.

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

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

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

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

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

The NYC 'Managing Allegations Against Those Who Work or Volunteer with Children' procedures can be found here.

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

Procedures and notifications

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

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

Low Level Concerns

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

Early Year's Providers

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

Whistleblowing Procedures
Local procedures for whistleblowing can be found here.

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

d. Alternative Provision

Schools should follow KCSIE 2026 para 208-213 and when any pupils within their school attends **any** Alternative Provision, schools should also work to the local protocol which can be found here. Schools are reminded that it is their responsibility to quality assure this provision and ensure the safeguarding arrangements are in place for any pupil they place there, including attendance monitoring and follow up of any absence, and retain the duty of care as well as ensuring that the provision meet the pupil's needs.

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

e. Adults Who Supervise Children on Work Experience

Schools should follow KCSIE 2026 para 403-407 when any pupil within their school undertakes **any** work experience.

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

f. Bullying, including online experiences

Schools should follow KCSIE 2026 which requires them to have a behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) in place.

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

g. Honour or Faith Based (including female genital mutilation and forced marriage)

Schools should follow KCSIE 2026 guidance in Part 1 (para. 44) and Annex A.

Local guidance is also available from the NYSCP here. Further specific guidance for Forced Marriage, FGM (including the local procedure for managing this) and 'Honour' Based Abuse is also available.

Forced Marriage Online training can be found on the NYSCP e-learning page here.
FGM Online training can be found here

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

Schools should ensure that all staff are familiar with guidance on child-on-child abuse from KCSIE 2026 Part 1, (para 190-191) as well as the statutory guidance in relation to child-on-child sexual violence and sexual harassment contained within KCSIE 2026 Part five and within Annex A.

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

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

Schools should refer to Sexual development and behaviour in children | NSPCC Learning for further guidance.

NSPCC toolkit for responding to children who display sexualised behaviour - Responding to children who display sexualised behaviour

Further DFE guidance on - Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

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

Information about definitions and indicators for schools is provided in KCSIE 2026 Part 1 and Annex A.

Local NYSCP procedures for managing CSE can be found here.

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

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

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

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arrangements. MACE is an umbrella term for the following vulnerabilities; Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding.

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

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

Child Criminal Exploitation and County Lines e-learning training can be found on the NYSCP e-learning page here.

Schools can refer to Preventing Child Sexual Exploitation | The Children's Society for support.

j. Cybercrime

A definition of cybercrime and further supporting resources can be found in KCSIE 2026 within Annex A.

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

NYSCP training linked to cybercrime can be found here.
National Cyber Security Centre Training found here
When to call the Police when-to-call-the-police--guidance-for-schools-and-colleges.pdf

k. Domestic Abuse and Teenage Relationship Abuse

Information about domestic abuse can be found in KCSIE 2026 Part 1 and Annex A.

Teenage Relationship Abuse

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures as set out in KCSiE para 55-61 should be followed and both young victims and young perpetrators should be offered support.

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

Schools may also find the guidance on IDAS and Substance Misuse in Parents and Carers on the NYSCP Website.

Domestic abuse online training can be found on the NYSCP e-learning page here.

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

Schools should follow the appropriate Early Years Foundation Stage (EYFS) Statutory Framework for their setting. Section 3 of the EYFS framework sets out the safeguarding and welfare requirements for children aged 0–5. KCSIE 2026 should be read alongside Section 3 of the EYFS statutory framework for children aged 0–5 in school-based nurseries and reception classes.

Paragraph 3.5 of the EYFS framework for group and school-based providers clarifies that schools are not required to have separate policies to cover EYFS requirements, provided those requirements are met through existing policies. Schools should, however, ensure that all of Section 3 of the EYFS framework is appropriately reflected within their safeguarding arrangements.

m. Elective Home Education (EHE)

Schools should follow the North Yorkshire guidance for EHE Elective Home Education and ensure that they understand their responsibilities, particularly with regard to safeguarding. This page includes links to guidance for parents which should be used to support parents who are considering EHE for their children.

n. Flexi-schooling and Part-time Timetables

Any consideration of flexi-schooling or a part-time timetable should have due regard to the safeguarding implications. Schools should follow the North Yorkshire protocols for part-time timetables and flexi-schooling guidance.

o. Looked after Children, including previously looked after children and Children with a social worker

Safeguarding information for looked after children and previously looked after children can be found in KCSIE 2026 para 233-236. Safeguarding information for children with a social worker (CiN/CP) can be found in KCSIE 2026 para 215-218.

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

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p. Kinship Care and Private Fostering

Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. For further information on all types of kinship care arrangements refer to Working Together to Safeguard Children 2026, page 158 – 159.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on 'Promoting the education of children with a social worker and children in kinship care arrangements' contains further information on the roles and responsibilities of Virtual School Heads.

For more information on Kinship Care link here.

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

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

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

NYSCP Private Fostering Practice Guidance here

q. Mental Health - Self-Harm and Suicidal Ideation

Schools should be familiar with the reference made to self-harm or suicide within KCSIE 2026 (para 45-48 within the serious violence section, para 163 – online content, Annex A – within Serious Violence section).

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

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

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found here.
Mental health support can be found here The Go-To - Emotional wellbeing and mental health

r. Neglect

Information about neglect can be found in KCSIE 2026. References to neglect are made throughout KCSIE as it is an underlying issue in many child protection concerns.

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

s. Online Safety

Information about online safety can be found in KCSIE 2026. Staff should be familiar with the references within Part 1 and Annex A. Additionally, governors should be familiar with their requirements to have oversight of online safety, including filtering and monitoring as set out in Part 2 of KCSIE 2026.

Other guidance - AI CSAM Guides for Professionals | IWF & NCA, CEOP Education Understanding and Responding to AI-Generated Child Sexual Abuse Material

t. Partnership with Parents and Carers and with Other Agencies

The Strength in Relationships practice model provides an evidence-based framework to support practice across North Yorkshire. Central to the approach is working with children and their families in a solution-focused way that builds on family strengths and places children at the heart of assessments, planning and decision-making. Schools should commit to working with parents, carers and partner agencies positively, openly and honestly, in line with KCSIE 2026 and the local safeguarding partnership's practice approach, which can be accessed here.

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

Schools and education providers are encouraged to make full use of the resources available through the North Yorkshire Safeguarding Children Partnership website and YouTube channel. These include multi-agency training, recorded webinars, practice guidance, procedures, one-minute guides, toolkits, policy templates. The Learning for Professionals section features thematic learning reviews and safeguarding resources designed to support effective practice across education settings. The also website includes dedicated sections for Schools and Early Years providers as well as Parents and Carers.

u. Preventing Radicalisation, Prevent duty, Extremism and Channel and Martyn's Law

Information to support schools with definitions and guidance to preventing radicalisation, The Prevent duty and Channel can be found in KCSIE 2026 within Annex A.

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

Local processes are outlined below:

Referrals:

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

Protect and Prepare:

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

In addition, schools should assess their site security and have emergency and simple response plans in line with the DfE non-statutory guidance Protective security and preparedness for education settings. Incidents in schools are rare, but schools should develop simple procedures to further improve security awareness and preparedness. These should deter terrorists and other security threats and help keep pupils, staff and visitors safe in the event of an incident.

Schools should be aware of The Terrorism (Protection of Premises) Act 2026, also known as Martyn's Law, which received Royal Assent on Thursday 3 April 2026. Martyn's Law Factsheet – Home Office in the media

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

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the school site and make necessary improvements.
- Develop lockdown, invacuation, evacuation, bomb threat and run hide and tell procedures RUN HIDE TELL | ProtectUK Protective security and preparedness for education settings - GOV.UK

The guidance can be accessed by logging into Emergencies and Health & Safety on CYPSinfo.

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

v. Professional Curiosity

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School staff in North Yorkshire schools are encouraged to work in professionally curious ways at all times to ensure they have a thorough understanding of children's lived experiences to help keep children safe. Local guidance and information, including best practice procedures and clarification on what professional curiosity can look like is available on the NYSCP website here.

w. Pupil Information Sharing

Schools should follow KCSIE 2026 for guidance on information sharing. Further local guidance on information sharing is also available on the NYSCP website here.

x. Related School Safeguarding Policies

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

Links to any sample templates as well as national guidance and the recommended review cycles have been included. Further details of how to use the spreadsheet are included within the notes tab of the spreadsheet. This overview was last written in July 2026 and will be reviewed and shared with schools via the red bag in the 2026-27 academic year.

y. Safer Recruitment and Selection

Schools undertaking recruitment should familiarise themselves with the guidance in KCSIE 2026 Part 3.

Locally, schools who buy into NYHR services should follow NYES Human Resources (HR) | NYES Info (login required). For other schools the guidance on the NYSCP website available may be useful NYSCP (safeguardingchildren.co.uk).

Safer recruitment training is available through NYES Human Resources (HR) | NYES Info and via Safer recruitment training for schools | NSPCC Learning

z. Safeguarding Curriculum

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

- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- National curriculum in England: computing programmes of study - GOV.UK (www.gov.uk)

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- Keeping children safe in education - GOV.UK (www.gov.uk) (Part 2 – Opportunities to Teach Safeguarding para. 156-160)

Local support, guidance and resources are available through the PSHE section on the North Yorkshire Healthy Schools Website . Further support is available for schools through termly PSHE network meetings and range of training opportunities, more information here . Schools are also encouraged to partake in the biennial Growing Up in North Yorkshire (GUNY) survey as this will help them to identify additional contextual safeguarding concerns for their pupils that schools will want to address through their safeguarding curriculum.

Finally, schools may find the NSPCC teaching resources and lesson plans helpful.

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

Schools should follow KCSIE 2026 para 408-413 when any pupil within their school undertakes **any** school or college arranged homestay.

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

bb. Serious violence

Schools should refer to KCSIE 2026 page 167 for a list of factors and indicators or signs that children are at risk from or involved in committing serious violence (See KCSIE pages 169-170).

Schools should also refer to the Home Office – Serious Violence Strategy, April 2018 for a fuller list of risk factors. Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines - GOV.UK

The Youth Endowment Fund 169 (YEF) (the "what works" centre for preventing violence) has produced Education, Children and Violence | Youth Endowment Fund for schools and colleges and an accompanying Education Practice Insight Creator | Youth Endowment Fund to help introduce evidenced practice for preventing children becoming involved in violence.

The Police - North Yorkshire schools can also gain guidance using North Yorkshire Police - Support for DSL's - North Yorkshire County and a one minute guide is available explaining 'Operation Divan' - North Yorkshire Police - Support for DSL's - North Yorkshire County.

cc. Staff Training, including Induction

Schools should be familiar with the reference made to staff training in KCSIE 2026 para 151-155.

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

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

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

New to DSL / DDSL Training

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

DSL / DDSL Refresher Training

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

School Governors
In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2026. This training should be regularly updated.

In NYC, this training can be provided by the governance service and available through NYES (type governor into the search bar for available courses).

dd. Transferring records – child abuse records

Where an organisation has identified that it holds records that are known to relate to allegations or cases of child sexual abuse, our recommendation is that materials are retained in line with 'Recommendation 17: Access to records' of IICSA Independent Inquiry into Child Sexual Abuse. Material should be retained for 75 years with review periods as appropriate. This reflects the requirement to retain records relating to looked after children and care homes until the individual's 75th birthday. Those relating to adoption are kept for 100 years.

ee. NYSCP Further Information

Safeguarding Practice Review Group (SPRG)

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

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

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

The Child Safeguarding Practice Review Group (SPRG) carry out Rapid Reviews on cases where the local authority has made a Serious Incident Notification (SIN) to the National Child Safeguarding Practice Review Panel (CSPRP) and the Department of Education that a child has died or been seriously harmed and abused, neglect or exploitation is suspected, and the Panel has recommended that a Rapid Review should be carried out. This process is currently undergoing refinements, in line with Working Together to Safeguard Children 2026. For further information about this process please see here.

The Child Death Overview Panel

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

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

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

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