

**Strategic Child Protection and Safeguarding Policy
2025 – 2026**

Willerby Carr Lane Primary School

Date of This Review	August 2025
Reviewed By	Governing Body
Date Approved by Governing Body	September
Date of Next Review	August 2026

Contents

Section	Contents	Page Number(s)
1	Key Contact List – September 2025	
2	Purpose and Aims	
3	Roles and Responsibilities	
3.1	DSL and DDSL	
3.2	Governance and Leadership	
3.3	All Staff	
3.4	Children and Young People	
3.5	Parents and Carers	
4	Training	
4.1	All Staff	
4.2	The DSL and DDSL	
4.3	Governors	
4.4	Volunteers	
5	Opportunities to Teach Safeguarding	
6	Specific Safeguarding Concerns	
6.1	Physical, Emotional, Sexual Abuse and Neglect	
6.2	Child-on-Child Abuse	
6.3	Child-on-Child Sexual Violence and Harassment	
6.4	Honour Based Abuse (HBA)	
6.4.1	FGM Reporting Procedure	
6.5	Minimum Age for Marriage	
6.6	Contextual Safeguarding	
6.7	Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines	
6.8	Possible Violent Extremist Radicalisation & Hate Incidents	
6.9	Serious Violence	
6.10	Domestic Abuse	
6.11	Private Fostering and Direct Payments	
6.12	Mental Health and Emotional Well-being	
6.13	Violence Against Women (VAWG)	
7	Vulnerable Children and Those Potentially at Risk of Harm	
7.1	Children with a Social Worker	
7.2	Children who are Lesbian, Gay, Bisexual or Gender Questioning	
7.3	Children Looked After (CLA) and Previously Looked After (PLAC) and in Kinship Care	
7.4	Elective Home Education (EHE)	
7.5	Attendance – Children with unexplainable and/or persistent absences from education and Commissioning and oversight of Alternative Provision	
7.6	Children with SEND	
8	Family Help (providing Early Help)	
9	Child Protection Procedures	
9.1	Identifying Concerns	
9.2	Responding to Concerns	

9.3	Children Suffering or at Risk of Suffering Significant Harm – Immediate Concerns	
9.4	Children’s Emergency Duty Team – out of hours concerns	
9.5	TAF / TAS, Case Conferences, Core Group, & Strategy Meetings	
9.6	Concerns Shared by Children	
9.7	Feedback and Escalating Concerns about Individual Cases	
9.8	Confidentiality	
9.9	Information Sharing	
9.10	Record keeping and Transferring / Retaining Records	
10	Online Safety and Filtering and Monitoring and AI	
11	Reasonable Force	
12	Safer Recruitment and Staff Vetting	
13	Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing	
13.1	Concerns that meet the ‘Harm Threshold.’	
13.2	Low-level Concerns	
13.3	Safeguarding Culture and Whistleblowing	
14	Complaints	
15	Use of Premises by Other Organisation	
16	Site Security and The Terrorism (Protection of Premises) Act 2025 (Martyn’s Law)	
17	Volunteers	
18	Contractors, Visitors, Supply and Agency Staff and ITT Trainees	
19	Extended School and Offsite Provision and Educational / Residential Visits	
Appendix 1	Definitions and Acronyms	
Appendix 2	Related Legislation and Guidance	
Appendix 3	Other Safeguarding Related School Policies	
Appendix 4	Categories of Abuse, Neglect and Exploitation	
Appendix 5	Responding to Concerns - Advice to Staff	
Appendix 6	Example – Advice for Children	
Appendix 7	Example – Safeguarding Children; Information for Visitors, Supply Staff and Volunteers	
Appendix 8	Advice if there are concerns about the capacity of parent/carer collecting children	
Appendix 9	Information for Parents	
Appendix 10	Support Organisations	
Appendix 11	EYFS Framework – Summary of Changes – September 2025	

1. Key Contacts List – September 2025

Willerby Carr Lane Primary School

Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL)	Kathy Smith Deputy Headteacher	deputy@carrlaneprimary.net 01482 653388
School Deputy DSL (DDSL)	Laura Widdowson Headteacher	head@carrlaneprimary.net 01482 653388
Key Pastoral Staff – if applicable	Linda Chawner ELSA	linda.chawner@carrlaneprimary.net
SENDCO	Harriet Turnbull	harriet.turnbull@carrlaneprimary.net
Designated Safeguarding Governor	Kerry Boughen	Kerry.boughen@carrlaneprimary.net
Chair of Governors	Ron Dickinson	ron.dickinson@carrlaneprimary.net
Lead Governor – Filtering and Monitoring	Kerry Boughen	Kerry.boughen@carrlaneprimary.net
CLA Designated Teacher	Kathy Smith Deputy Headteacher	deputy@carrlaneprimary.net
E-Safety Coordinator	Eleanor Palmer Kathy Smith	Eleanor.palmer@carrlaneprimary.net deputy@carrlaneprimary.net
Safeguarding and Partnership Hub	Child Protection Request for Service (RFS) Immediate Concerns Line T/c Contact with ASW	Mon – Thurs 8.30am – 5.30pm Friday – 8.30a, - 4.30pm 01482 395500 RFS should be sent to safeguardingchildrenshub@eastriding.gov.uk
Children's Emergency Duty Team	Urgent CP concerns outside of office hours when a child is at risk of or suffering significant harm	01482 393939
Early Help Hub	Early Help RFS	01482 391700 All RFS to be sent to ehphub@eastriding.gov.uk
Family Help School and Community Team Managers	North East West West	Debbie Sturdy – deborah.sturdy@eastriding.gov.uk Carol Vine – carol.vine@eastriding.gov.uk Poppy Dean – poppy.dean@eastriding.gov.uk Emma Stow – emma.stow@eastriding.gov.uk

Local ER Safeguarding Children Team		Manager: Suzanne Futter Suzanne.futter@eastriding.gov.uk
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational safeguarding advice	chris.hamling@eastriding.gov.uk Please always use the SiET Inbox to initiate contact SiET safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Breene Referral of allegations against staff and volunteers	Please always use the LADO email to initiate contact with LADO LADO@eastriding.gov.uk
NSPCC Whistleblowing	NSPCC advice line is available here for staff who do not feel able to raise concerns regarding child protection failures internally	0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk
School critical incident, bomb threats etc & Educational Visit Emergencies (not Child Protection)	24 hour guidance and support	01482 392999
Humberside Police	Protecting Vulnerable People Unit	01482 220809
Humberside Police	Non-Emergency / Hate Crime Incident Reporting / Information Sharing	Telephone – 101 https://www.humberside.police.uk/ro/report/hate-crime/triage/v1/report-hate-crime/ https://www.humberside.police.uk/ro/report/ocr/af/how-to-report-a-crime/ https://www.humberside.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/share-community-partnership-intelligence/
ERSCP	General strategic and operational Safeguarding and CP advice and multi-agency training	https://www.erscp.co.uk/ ERSCP.enquiries@eastriding.gov.uk ERSCP.training@eastriding.gov.uk
Hull N Yorks N Lincs NE Lincs	Out of County - Children's Social Care	01482 448879 EDT 01482 300304 0300 131 2 131 EDT 01609 780780 01724 296500 EDT 01724 296555 01472 326292 EDT 01472 326292
ERYC Child Exploitation	Making a Change Team	makingachangeteam@eastriding.gov.uk

Prevent	Humberside Police ERYC	101 / 0800 011 3764 (National Police Prevent Advice) https://www.humberside.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/ prevent@eastriding.gov.uk
---------	----------------------------------	---

2. Purpose and Aims

Purpose

The primary purpose of our safeguarding policy is to set out our whole-school approach to protecting children from harm and promoting their wellbeing. It details the procedures in place at Willerby Carr Lane for identifying, preventing, and responding to abuse, neglect, exploitation, and other risks that may affect a child's safety and development.

We are committed to creating and maintaining a safe, supportive environment where children can thrive free from neglect, physical, emotional, or sexual harm and exploitation. We recognise that children who feel safe and secure at school are more likely to reach their full potential.

Our staff are trained to remain vigilant to the signs of abuse, neglect, and exploitation. Concerns are acted upon promptly and in line with our procedures to ensure that children receive the right level of support at the right time.

Aims

Our aims are based around the guidance from KCSiE 2025, which defines safeguarding and promoting the welfare of children as:

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

Working Together to Safeguard Children (2023) further extends this definition to include:

- 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.

At Willerby Carr Lane, the welfare of our children is of paramount importance. We are dedicated to establishing a culture and support systems where children:

- Feel safe, valued, and listened to.
- Are encouraged to talk openly and are reassured when raising concerns.
- Have access to trusted adults who will take their worries seriously.

We also recognise the importance of working in partnership with parents and carers, offering support and guidance to families during challenging times.

Safeguarding is everyone's responsibility. All staff, governors, volunteers, and third-party agency staff play a vital role in protecting children. By identifying concerns early, staff help to prevent issues from escalating. We expect all adults in our school community to maintain a proactive attitude of "*it could happen here*" and always act in the best interests of the child.

Through induction and ongoing training, all staff and regular visitors will know how to:

- Recognise indicators of concern.
- Respond appropriately when a child shares a worry.
- Record and report concerns accurately and promptly.

Staff cannot promise confidentiality when concerns are raised. Instead, they will explain clearly how information will be shared, with whom, why it is necessary, and what will happen next.

Staff are aware that safeguarding concerns can be complex, overlapping, and occur both inside and outside the family home, in person and online, and within or beyond the school environment. Each concern will be assessed carefully by the Designated Safeguarding Lead (DSL) or Deputy (DDSL), with decisions and actions guided by the nature, seriousness, and context of the issue. Where appropriate, early help support will be considered, in line with *KCSiE 2025, Para. 18*.

At Willerby Carr Lane, we recognise the need to give special consideration to children with Special Educational Needs and/or disabilities (SEND), those who are looked after or previously looked after by the local authority, and those who have a social worker, understanding that additional barriers may exist for these groups. We are also aware of the often interlinked vulnerabilities some pupils face and are committed to identifying these, providing appropriate support, and taking proactive steps to minimise risks.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with colleagues from other agencies, parents, carers and in line with Working Together to Safeguard Children (2023) and ERSCP local procedures.

3. Roles and Responsibilities

3.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2025, Annex C. In accordance with this, the DSL is a member of the SLT and holds overarching responsibility for ongoing oversight of safeguarding and child protection policy and procedures (including online safety and IT filtering and monitoring). This covers record keeping, coordinating staff training and briefings and ongoing staff awareness and a whole school approach to maintaining a culture of vigilance.

During term time, the DSL or DDSL (or another appropriately trained senior staff member) will be available on site when the school is open to coordinate support, advise staff, or respond to safeguarding concerns and child protection issues. The DSL or DDSL will ensure that there is adequate and appropriate cover arrangements for any out of hours / out of term activities. The DSL will lead on multi-agency working and have oversight and coordinate any referrals made by the school.

While the activities of the DSL may be shared and delegated (e.g. to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated.

The DSL will ensure that individual staff members are informed of actions taken in response to concerns they have reported. If a staff member feels that the actions are inappropriate, ineffective, or that the concern persists, they should raise these concerns with the DSL or a senior staff member and request reconsideration or discussion. If the staff member still has concerns or considers the situation urgent, they may seek guidance from SiET, SaPH or the LADO.

The DSL will work with the DSG to ensure that the Governing Body are informed and able to retain appropriate strategic oversight of school safeguarding.

To develop the necessary knowledge and skills for their role, the DSL will undertake appropriate and specific training; the same applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated, in accordance with local ERSCP protocols, SiET recommendations and as required by statutory and non-statutory guidance. Training will be completed and refreshed through various methods, at regular intervals and at least annually.

3.2 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding safeguarding and child protection and promoting the welfare of children as outlined in KCSiE, 2025, especially Part Two. The Governing Body has the strategic responsibility to monitor and ensure that all child protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

The Governing Body will allocate specific Governors to have oversight of and support Safeguarding (DSG), Filtering and Monitoring and, where appropriate, the commissioning and use of AP.

Management and leadership by the Headteacher and Governors ensure that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2025, are carried out and that all strategic child protection and safeguarding arrangements are in place and effective.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate and maintain a whole school approach to safeguarding.

3.3 All Staff

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children. Staff are aware of their

responsibilities in relation to Whistleblowing, the school Code of Conduct and Low-level concerns and will support a culture of ongoing vigilance.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE, 2025 (Part One and / or Annex A and Appendix 4 of this Policy) and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment, and to record and report concerns immediately to staff identified with child protection responsibilities within the school. Staff will be briefed and undertake training as appropriate to ensure that safeguarding duties are understood and can be fulfilled.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, Staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

3.4 Children and Young People

Through the maintenance and communication across school of a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every child will:

- feel safe, be listened to, and have their wishes and feelings considered
- confidently report concerns and abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult
- learn how to keep themselves safe, including online and out of school

3.5 Parents and Carers

At Willerby Carr Lane, we believe that our safeguarding work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies are most effective. To this end we will offer support and where appropriate help facilitate access to universal support services and in school pastoral support structures. This will be underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child. Where appropriate we will, in agreement with parents / carers, seek support from Family Help School and Community Team to progress preventative / early help assistance (See Section 8).

However, we ensure that parents are aware that there may be certain circumstances and rare occasions when we need to progress concerns in relation to child protection and seek advice, without parental / carer consent or knowledge. This will be undertaken in line with local procedures outlined ERSCP guidance.

4. Training

The DSL, supported by the DSG and Headteacher, will oversee the staff safeguarding induction and training program to ensure that all staff working in school have completed the level of training appropriate to their role and that this is refreshed at required intervals (for example every 2 years for Prevent). The DSL will make reference to the SiET training guide and ERSCP requirements to guide the oversight of training. All training will be recorded centrally and regularly reviewed to ensure that any 'refresher' training requirements are met. The staff safeguarding training induction program will run across the whole school year and holidays and all is applicable to all appointments during this period. Records of staff induction will be maintained to evidence the process.

4.1 All Staff

All staff working in school will complete training in line with their designated role in school and a record of this will be maintained as evidence. All staff members will undertake safeguarding and child protection training at induction, including on Whistleblowing/ Low-level Concerns procedures and Online Safety. This will ensure staff understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect and exploitation.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- Have regard to the 'Teachers' Standards' to meet the expectation of all teachers in terms of responsibilities and professional conduct.
- Cover the government's anti-radicalisation strategy, Prevent, to enable staff to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates throughout the year (for example, through emails, e-bulletins and staff briefings) and at least annually through staff inset training.

4.2 The DSL and DDSL

The DSL and DDSL will undertake specific DSL child protection and safeguarding training at least every 3 years (every 2 years in EYFS settings).

In addition, they will update their knowledge and skills at regular intervals (for example, through SiET newsletters, meeting other DSLs, or taking time to read and digest safeguarding developments).and at least annually through the SiET Annual DSL Briefing. Training will be undertaken in line with the SiET training guide and recommendations of the ERSCP. This will ensure that more specialist knowledge is developed to fulfil the broad safeguarding remit of the role(s).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

4.3 Governors

All Governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that:

- They have the knowledge and information needed to perform their functions and understand their responsibilities and provide strategic challenge and oversight.
- It can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.
- As the Chair of Governors may be required to act as the 'case manager' if an allegation of abuse is made against the Headteacher, members of the Governing Body will have access to support and training in managing allegations for this purpose.

4.4 Volunteers

Safeguarding training for school volunteers is essential to ensure the safety and well-being of children. It provides volunteers with the knowledge and skills to recognize potential risks, understand reporting procedures, and contribute to a safer school environment. Volunteers will learn to identify different types of abuse, understand their safeguarding responsibilities, follow school procedures, and respond appropriately to any concerns.

The Designated Safeguarding Lead (DSL) will ensure that all volunteers receive the necessary training before undertaking any work in the school.

5. Opportunities to Teach Safeguarding

Our curriculum provides opportunities for children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision-making skills. This helps them acquire a range of age-appropriate strategies and contacts to protect themselves and others. We recognise that the school plays a vital role in helping children understand and identify appropriate behaviour for both children and adults, including what is safe for themselves and others, and how to seek advice and support when they have concerns.

As part of our curriculum, Willerby Carr Lane teaches safeguarding, including online safety and healthy relationships, through **Relationships Education, Relationships and Sex Education (RSE), and Health Education (RSHE)**, in line with guidance for teaching up to 31.08.26. We recognise that effective education is tailored to the specific needs and vulnerabilities of individual children, including those who are victims of abuse or who have special educational needs and disabilities (SEND).

We acknowledge that the school plays a crucial role in preventative education, adopting a whole-school approach that prepares children for life in modern Britain and fosters a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence or harassment. Our clear set of values and standards is upheld and demonstrated across all aspects of school life. These values are reinforced through the school behaviour policy, a planned programme of effective PSHE, and throughout the broader curriculum.

Our programme is fully inclusive and designed to be appropriate for each child's age and stage of development, particularly considering the needs of children with SEND and other vulnerabilities.

Where we invite external organisations and/or visitors to enrich our safeguarding curriculum, we ensure that we review the educational content to ensure it is age appropriate and has educational value.

Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2025 (Para. 128-133) and the expectations outlined in DfE guidance.

6. Specific Safeguarding Concerns

Part One and Annex B of KCSIE 2025, provide further information on the types of abuse and a range of specific safeguarding issues.

All staff are made aware of the possible indicators of abuse, exploitation and neglect and how to respond to concerns, allegations and any information shared by children, following school safeguarding procedures. Staff are aware that some children will have an increased risk of abuse, both online and in person and in/ out of school, as listed below.

6.1 Physical, Emotional, Sexual Abuse and Neglect

Please see Appendix 4 – Categories of Abuse, Neglect and Exploitation, for further information. When assessing neglect, consideration will be given to using the ERSCP Neglect and Environment Screening Tool document to structure analysis of concerns - [NEST](#). When there are potential concerns around Exploitation, consideration will be given to using the Risk Indicator Tool - [RIT Tool](#)

6.2 Child-on-Child Abuse

All staff are aware that children can abuse other children, and that such abuse may occur inside or outside of school, including online. It can be an isolated incident or part of a recurring pattern, and may involve elements of power imbalance, intent, and repetition. A clear distinction is made between child-on-child abuse and lower-level peer conflict to ensure an accurate understanding of the prevalence of both within the school.

Staff are aware of the different types of child-on-child abuse and the associated indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based, and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Emotional abuse, including deliberate unpleasantness, name-calling, scapegoating, or humiliation.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes or semi-nude images/videos (sexting or youth-produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually, or engage in sexual activity with a third party
- Upskirting, a criminal offence, which involves taking a picture under a person's clothing without their permission with the intention of sexual gratification or causing humiliation, distress, or alarm. Staff must report upskirting to senior staff as a form of sexual harassment
- Initiation or hazing-type violence and rituals.

Willerby Carr Lane recognises that even when no cases are reported, child-on-child abuse may still be occurring but not yet identified. Staff must remain vigilant and report any observed or reported concerns to the DSL (or DDSL).

All staff understand their responsibility to model appropriate behaviour and to report any concerns regarding staff behaviour (in or out of school) to the DSL, who will ensure proper investigation and support is provided (see Section 13).

Staff routinely challenge inappropriate behaviour as part of the school-wide commitment to a 'zero tolerance' approach to child-on-child abuse. Students are encouraged to report concerns, confident that they will be taken seriously and supported appropriately, with sanctions applied if necessary in line with the Behaviour Policy.

The school's RSHE curriculum supports the inclusive ethos of Willerby Carr Lane, helping children identify abuse, understand that it is never acceptable, and access support if needed. This underpins effective safeguarding and preventative education across the school.

Concerns about children's behaviour, including offsite child-on-child abuse, are addressed collaboratively with parents/carers and relevant agencies. Offsite behaviour concerns are recorded and managed according to existing policies, such as anti-bullying, acceptable use of IT, behaviour, and child protection policies.

Where the severity of possible abuse meets the threshold for Police or Children's Social Care involvement, or where early intervention is required, appropriate contact and Request for Service documents will be submitted in line with local safeguarding procedures.

For possible Hate Crime incidents, separate referrals will be made to the Humberside Police Hate Crime reporting system via online reporting, 101, or the ERYC website. This does not delay the school from implementing internal disciplinary procedures or making a Request for Service to SaPH. Immediate criminal matters require calling 999.

Where a child involved is already an open case with partner agencies, the lead professional will be updated. The school will share information and follow advice regarding investigations, supervision, forward planning, and Police involvement. Every effort will be made to ensure fair treatment, appropriate supervision, and support for all children involved, while minimising disruption to their education.

The school will not assume guilt without clear evidence or agency direction, but the victim or alleged victim will always be fully protected and supported. Where a child may present a risk to peers or staff, risk management plans will be developed with guidance from other agencies and communicated on a need-to-know basis to staff, the child, and their parents/carers.

6.3 Child-on-Child Sexual Violence and Harassment

When responding to concerns about child-on-child sexual violence or harassment, guidance from Part Five of KCSIE 2025 and the SiET guidance for managing inappropriate sexual behaviours will be followed.

Sexual violence and harassment are never acceptable and can occur between children of any age or sex, online or face-to-face, in groups or individually. Staff maintain an attitude of 'it could happen here.'

Victims will never be made to feel ashamed or that they are creating a problem by reporting. All victims will be reassured that concerns are taken seriously, regardless of how long ago

the incident occurred, and will be supported and kept safe. Abuse outside school will be treated with equal seriousness and handled in line with relevant policies.

The law will be explained to children in a way that protects them without causing alarm, highlighting that it is designed to safeguard rather than criminalise. Staff are aware that trauma may affect memory, and that children may face barriers to reporting due to vulnerability, disability, sex, ethnicity, or sexual orientation/identity.

Concerns should be shared immediately with the DSL (or DDSL), who will conduct a case-by-case risk and needs assessment to determine how best to support and protect the victim, alleged perpetrator, and other affected children/staff. This will be recorded, regularly reviewed, and may involve partner agencies, including SaPH, Police, and Family Help.

Factors considered include:

- Ages and developmental stages of the children involved.
- Whether the incident is isolated or part of a sustained pattern.
- Any links to CSE or CCE.
- Ongoing risks to victims, children, or staff.
- The victim's wishes.
- Nature of the incident, including potential criminality or harmful sexual behaviour.
- Power imbalances.
- Incidents within intimate personal relationships or intra-familial contexts.

Parents/carers are usually informed unless it may place the child at additional risk. Information is shared in line with school confidentiality, data protection, and guidance from partner agencies. The DSL may seek advice from SaPH, the Family Help Team, or the Safeguarding in Education Team if unsure.

6.4 Honour-Based Abuse (HBA)

Staff are reminded of their statutory duty to report concerns related to Female Genital Mutilation (FGM) and other HBA, including Forced Marriage and practices such as Breast Ironing. All forms of HBA are abuse, regardless of motivation, and are treated as child protection concerns. Concerns should be reported to the DSL, who may contact SaPH. Immediate threats require calling 999.

Teachers have a specific legal duty to report suspected FGM on girls under 18 to the Police, supported by the DSL. Staff follow ERSCP procedures and the 'Immediate Concern' line for reporting. Requests for Service must be submitted promptly.

6.5 Minimum Age for Marriage

Staff are aware that since February 2023, it is a crime to conduct or coerce a child into marriage before 18, including non-binding or unofficial marriages.

6.6 Contextual Safeguarding

Staff consider wider aspects of a child's life beyond the family, including potential exploitation, as part of safeguarding practice.

6.7 Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), and County Lines

Staff are alert to indicators of CSE and CCE and report concerns to the DSL. CSE and CCE involve exploiting children through power imbalances, coercion, or manipulation, often in exchange for something the victim needs or wants, or for perpetrator gain. County Lines involves exploiting children to transport drugs or money and is increasingly a local concern. Risk Indicator Tools and referrals to Making a Change Team or SaPH will be used as appropriate.

6.8 Possible Violent Extremist Radicalisation & Hate Incidents

Staff are aware of the Prevent Duty under the Counter-Terrorism and Security Act 2015 and recognise children's vulnerability to extremist ideology. Concerns should be referred to the DSL and, where necessary, to the Police or ERYC Prevent. Emergency situations require calling 999. RSE/RSHE curriculum addresses tolerance, respect, democracy, and individual liberty appropriately. Visiting speakers are vetted for suitability.

6.9 Serious Violence

Staff recognise signs of serious violence and gang-related activity, reporting concerns to the DSL/DDSL. Allegations are taken seriously and addressed in ways that protect children.

6.10 Domestic Abuse

The school participates in the Operation Encompass alert system and supports affected children. Staff recognise signs of domestic abuse, which may be psychological, physical, sexual, financial, or emotional, and report concerns to the DSL.

6.11 Private Fostering and Direct Payments

If a child under 16 (or 18 if disabled) is cared for privately by someone not a parent or close relative for 28+ days, the DSL will notify SaPH. Direct payments arrangements will also be monitored and reported if concerns arise.

6.12 Mental Health and Emotional Well-being

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL. Staff are well placed to observe children day-to-day and identify those whose presentation and behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

The school will arrange support for children with Emotional & Mental Health issues by accessing universal services. If additional support is needed, advice and support will be requested in-line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area, for example work with the ELSA.

6.13 Violence Against Women (VAWG)

Violence against women and girls (VAWG) encompasses a range of harmful acts, including physical, sexual, and psychological violence, disproportionately affecting women and girls. This violence can occur in various settings, such as within the family, the community, and online. VAWG has significant and long-lasting impacts on victims, affecting their physical, mental, social, and financial well-being.

VAWG can include domestic abuse, sexual assault, stalking, female genital mutilation (FGM), honour-based abuse (HBA), street harassment, and online harm.

VAWG is often underpinned by misogynistic beliefs and attitudes, involving hatred of, contempt for, or prejudice against women or girls. It can also involve beliefs in the inferiority of women or bias against them. More broadly, misogyny can describe social systems or environments in which women experience hostility and discrimination simply for being women, particularly within historically patriarchal structures.

Staff will remain alert to potential indicators of VAWG and report any concerns to the DSL. The RSHE curriculum will support this approach by promoting tolerance, inclusivity, and anti-discriminatory attitudes, reinforced by a whole-school commitment to zero tolerance.

7. Vulnerable Children and Those Potentially at Risk of Harm

7.1 Children with a Social Worker

The school will work closely with the Vulnerable Children Education Team (VCET), the Strategic Lead for the Education of Children with a Social Worker, and the Virtual School Headteacher, ensuring due regard is given to relevant statutory and non-statutory guidance.

The DSL will maintain records of all children with a Social Worker, children in Kinship Care, and, where information is available, children who have had previous involvement with a Social Worker. The DSL will liaise with school staff to ensure that relevant information is shared, promoting a consistent approach to support and implementing reasonable adjustments where appropriate.

This approach will inform decision-making and support to promote positive outcomes, including attainment, progress, well-being, pastoral care, and the management of safeguarding concerns, such as attendance and behaviour issues.

The DSL will ensure that the allocated Social Worker is kept informed and updated, and that information is shared promptly to facilitate effective multi-agency working.

7.2 Children who are Lesbian, Gay, Bisexual or Gender Questioning

The Cass Review (2024) highlighted that caution is needed when supporting children questioning their gender, as there remain many unknowns regarding the impact of social transition. The school is mindful of this and, as part of its commitment to inclusion, adopts a zero-tolerance approach to any form of child-on-child abuse and prejudicial or discriminatory behaviour.

Every effort will be made to provide a safe, supportive, and inclusive environment for children who are lesbian, gay, bisexual, or questioning their gender. This is recognised as a potentially complex and sensitive area, which remains under review pending the publication of revised government guidance. In line with current guidance incorporated in KCSiE 2025

(Paragraphs 204–208), the school adopts a cautious and considered approach to supporting a gender-questioning child by:

- Considering the broad range of individual needs.
- Working in partnership with parents, except in rare circumstances where involving parents may pose significant risk to the child.
- Taking into account any available clinical advice and encouraging parents to seek professional guidance.
- Considering wider vulnerability factors, such as the risk of bullying, complex psychosocial, mental health or emotional well-being issues, and, where relevant, SEND factors.

This approach does not reduce the support available to the child but serves to inform and structure decision-making.

The school recognises that risk can be compounded when children lack trusted adults with whom they can be open. Every effort will be made to reduce these barriers and create a culture where children feel confident to share concerns with staff. This is reinforced through the curriculum, which prepares children for life in modern Britain and supports the school's values and ethos of inclusivity and tolerance.

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

Willerby Carr Lane recognises that a common reason for children becoming 'looked after' is due to abuse and/or neglect, and that a child who is looked after (CLA), a previously looked-after child (PLAC), or a child in Kinship Care may remain vulnerable as a result of past adversity and trauma.

The Designated Teacher, who supports and promotes the educational achievement of both CLA and PLAC, works closely with the Vulnerable Children Education Team (VCET) to ensure positive outcomes. They liaise with the DSL and other staff to provide appropriate support and ensure that the needs identified in each child's Personal Education Plan (PEP) are met.

The DSL will maintain records of all professionals involved and will share relevant information in a timely manner, including when requested by VCET. The DSL and Designated Teacher will collaborate to ensure that staff have the necessary information to support this cohort and are aware of their responsibility to provide information for statutory review meetings.

7.4 Elective Home Education (EHE)

When a parent or carer expresses an intention to remove a child from school to educate them at home, local procedures will be followed and the Local Authority (LA) informed. For children with an Education, Health and Care Plan (EHCP), the school will assist the LA as required to review the plan and work closely with parents or carers.

The school will collaborate with parents, carers, key professionals, and relevant agencies to ensure that decisions regarding elective home education are fully informed and made in the best interests of the child.

7.5 Attendance - Children with unexplainable and/or persistent absences from education and commissioning and oversight of Alternative Provision

Willerby Carr Lane is committed to promoting the highest possible level of pupil attendance and continually tracks, monitors and reviews attendance at an individual pupil level and across identified cohorts within school. KCSiE 2025 (Para. 168-171 and 331) and relevant statutory guidance is followed, adopting a multi-agency approach where necessary. [Working Together to Improve School Attendance](#).

This is a recognition of the safeguarding risks associated with poor attendance (for example neglect and child sexual and criminal exploitation). The robust approach to attendance monitoring will support the identification of such abuse and may help prevent the risk of concerns escalating and children going missing in the future. It is also an acknowledgement of the negative impact upon well-being and personal development, engagement with learning and progress that poor attendance leads to.

Accurate and up to date contact details of a minimum of two contacts will be maintained and this information used to facilitate communication in the event of concerns. There is a school Attendance Policy that clearly documents procedures and expectations in relation to attendance and communicating absences and the graduated school response to concerns. In the case of pupils with unexplainable and/or persistent absences from education or for prolonged periods, school will make all reasonable efforts to locate the child/ren

A pupil will only be removed from the register if the statutory grounds for doing so are met and the LA will be informed of the intention to do so. School will seek support from and work with EWS as concerns emerge and inform EWS if any pupil fails to attend without permission for a continuous period of 10 days or more (or prior to this if there are increased safeguarding concerns and / or clear evidence from school efforts that a child has relocated and whereabouts unknown). Pupils' attendance falling below an agreed level will be discussed with EWS.

If a pupil is an open case to partner agencies, any concerns around attendance will be communicated promptly by the DSL to the allocated professional. For example, a pupil who is the subject of a Child Protection Plan. Similarly, in the event of any pupil identified as vulnerable generating attendance concerns the DSL will consider the safeguarding implications of this and what is the appropriate course of action. This may involve taking advice from partner agencies such as the Family Help School and Community Team, SiET, EWS and potentially SaPH or the Police in certain circumstances.

If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact (and Social Worker if open to CSC). If after that search, the child is not located, the school will contact the Police within 20 minutes of the alert or sooner in extreme circumstances.

Commissioning and oversight of Alternative Provision

Any use of AP will be commissioned and overseen in line with the requirements of KCSiE 2025 (Para. 168-171 and 331) DfE statutory guidance '*Arranging Alternative Provision A Guide for Local Authorities and Schools, Feb. 2025*' - [AP Guidance Feb 2025](#)

Guidance from the LA / SiET will also be used to structure the approach.

As a school we will communicate to the LA the details of any commissioning of AP for our pupils.

The process of commissioning, structured and robust ongoing monitoring and review of all aspects of an AP that is commissioned will ensure that the setting is good quality, safe, delivered by high quality staff with suitable training and experience and meets the needs of the pupil.

School will retain overall responsibility for safeguarding, attendance, progress, well-being and outcomes of any pupil placed at an Alternative Provision. This will include written confirmation of safer recruitment practices.

7.6 Children with SEND

Staff are reminded that children with SEND, disabilities, communication difficulties, or behavioural challenges are at greater risk of abuse, neglect, and bullying than their peers. They may not always be identified as being at risk of harm, as potential indicators—such as changes in behaviour, mood, or physical injuries—might be mistakenly attributed to their disability or additional needs rather than possible abuse, neglect, or bullying. Furthermore, communication barriers may make it more difficult for children with SEND to disclose abuse. Staff who work directly with these children, as well as all other staff, must remain alert to these risks.

All members of staff are encouraged to explore potential indicators of abuse and exploitation—such as behavioural changes, mood shifts, or injuries—and not assume these are solely linked to a child's disability. Staff must also be mindful that children with SEND or certain medical conditions may be disproportionately affected by issues such as bullying, even if they do not outwardly show signs of distress.

To address these additional vulnerabilities, consideration will be given on a case-by-case basis to whether further pastoral support is needed. Where appropriate, this may include a review of the child's Education, Health and Care Plan (EHCP). The DSL will work closely with the SENDCo to plan and provide support as required.

Willerby Carr Lane has a robust Intimate Care Policy, which ensures that the health, safety, independence, and welfare of children are promoted while maintaining their dignity and privacy. Arrangements for intimate and personal care are transparent and supported by clear recording systems.

8. Family Help (Providing Early Help)

Family Help means providing support as soon as a problem emerges at any stage of a child's life, for children of all ages. Early intervention is more effective in preventing the escalation of concerns and in promoting positive outcomes for children and families than reactive measures taken at a later stage. Family Help can build resilience, improve outcomes, and reduce the likelihood of difficulties worsening.

Staff will remain alert to the potential need for Family Help and share any concerns that suggest such support could benefit a child or family, seeking parental consent to do so. School staff are aware of the range of issues identified in *KCSiE 2025 (Para. 18)* that may prompt consideration of a preventative or early help response.

Where additional support is required beyond what the school can provide (e.g. through ELSA, mentoring, or the School Nurse), the school will follow ERSCP procedures for the Family Help process. In such cases, consent from parents/carers will be sought before making contact to request Family Help services.

The school will work closely with the Family Help School and Community Team, including the practitioner allocated to Willerby Carr Lane. Where appropriate, the *Team Around the School (TAS)* approach will be used to facilitate joint working and coordinated support.

If, following discussions with parents/carers and with their consent, it is agreed alongside the School and Community Team practitioner that additional support is needed, the school will submit a *Request for Service* to the Early Help and Prevention Hub. In line with local protocols, the school will receive feedback within 48 hours (Monday to Friday).

Where a service is allocated, the school will play an active role in the support provided. Professionals will work in partnership with the family to complete an *Early Help Assessment (EHA)* or any subsequent replacement assessment introduced.

If the DSL believes that a child may be a *Child in Need* or at risk of significant harm, the DSL will consider contacting SaPH for further discussion.

9. Child Protection Procedures

9.1 Identifying Concerns

School staff are particularly well placed to observe and respond to indicators of abuse, neglect, exploitation, and other safeguarding risks, including changes in behaviour or persistent, unexplained absences from education. These risks can occur both inside and outside the education setting, in person or online.

Working Together to Safeguard Children (2023) and *Keeping Children Safe in Education (2025)* outline the definitions and indicators of abuse, exploitation, and neglect. All staff will receive training on these and are required to read Part One (or Annex A) of *KCSiE 2025*, with access to the full guidance and the 'Further Information' contained in Annex B.

Further advice and guidance on local protocols is available in the ERSCP document *Effective Support for Children, Young People and Families in the East Riding of Yorkshire*.

When concerns arise, staff will always act in the best interests of the child and adopt the attitude that "it could happen here." A child-centred approach will guide all actions, with recognition that some children have additional or complex needs and may require access to more intensive or specialist services. The DSL will liaise with appropriate colleagues (e.g., the SENDCo or Designated Teacher) as necessary.

Safeguarding concerns may relate to factors and risks outside the home or family environment. *Extra-familial harms* can take many forms, including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence, and county lines. Children may also face multiple, overlapping harms.

Indicators of abuse, neglect, and exploitation can vary significantly between children. Concerns may arise from different contexts, sources, and degrees of seriousness. As children develop and mature at different rates, it is important to place concerns within a developmental context. For example, behaviour that appears concerning in a younger child may be considered typical in an older child.

Technology is a significant factor in many safeguarding and wellbeing concerns. Children may be at risk of online abuse from both known and unknown individuals. In many cases, abuse may occur simultaneously online and in face-to-face contexts.

9.2 Responding to Concerns

All staff understand their responsibility to respond immediately to information or concerns shared by pupils, or to any other safeguarding concerns, and to pass these directly to the DSL without delay.

Staff do not need *proof* of abuse, exploitation, or neglect and must not attempt to *investigate* concerns.

All information must be recorded on CPOMS, using the category *Cause for Concern*.

Concerns relating to marks or injuries must also be recorded on a Body Map. Where a body map is used, staff must provide a clear written description of the injury or mark in addition to indicating its location on the map. The body map template is available on the safeguarding noticeboard in the staffroom and electronically on CPOMS.

Photographs must not be taken of any marks or injuries unless specific advice to do so has been given by SaPH.

Staff are regularly briefed and reminded to maintain an “*It could happen here*” approach, ensuring no concern or allegation is dismissed as insignificant. Staff conduct will be guided by the following principles:

- Information and concerns may form part of a wider safeguarding picture.
- Concerns must be shared with the DSL immediately, or as soon as possible—this is always a priority.
- Investigation or evidence gathering is the role of the DSL/DDSL, not individual staff members.
- Staff must not promise secrecy to a child or adult making a disclosure. They should instead reassure them that information will be shared appropriately and confidentially.
- Staff should avoid using closed questions that may lead a child to a specific answer. If clarification is necessary, staff should use TED questions only (Tell me... / Explain... / Describe...). See *Appendix 5*.

The DSL will take the lead in considering the concern and deciding the appropriate response, which may include:

- Contacting the parent/carer to seek consent and gather further information (if safe and appropriate).
- Considering whether the situation can be supported within school/universal services.
- Contacting the allocated worker from the Family Help School and Community Team.
- Contacting SIET.
- Using the SaPH *Immediate Concerns* line.
- Submitting a Request for Service to SaPH or Early Help (with consent, where possible).
- Speaking directly with an Advanced Social Worker at SaPH.

All staff are made aware that it is legally, professionally, and morally unacceptable to withhold safeguarding concerns—including concerns regarding the conduct of another member of staff. Any such failure will be treated as a potential disciplinary matter.

Each case will be reviewed by the DSL, who will determine what information to share with staff and how communication and information sharing with parents/carers and partner agencies will be managed.

The DSL will acknowledge receipt of all concerns and provide updates on progress.

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

If it is believed that a child is at immediate risk of or experiencing significant harm, staff will give immediate consideration to contacting the Police via 999.

Before contacting SaPH, every effort will be made to inform parents/carers that the school will need to discuss the matter with SaPH. School will always aim to communicate openly and honestly with parents/carers and to seek their consent to share information. However, parental consent will not be sought if:

- Informing parents/carers may place the child at further or continued risk.
- There is a possibility that a crime has been committed.
- The case involves suspected fabricated illness, radicalisation, FGM, or forced marriage.
- Informing parents/carers could place staff at risk.

If delay in obtaining consent would place a child at risk, SaPH will be contacted before parents/carers, and advice will be sought using the SaPH 'Immediate Concerns' line.

This contact will be made as soon as possible after the concern arises to ensure SaPH (and where relevant, the Police) are able to respond during the school day.

The DSL will oversee the completion of a Request for Service Form, ideally immediately after the concern is identified, and no later than 24 hours afterwards.

If the child already has an allocated Social Worker, the DSL will contact them directly. If the worker is unavailable, the DSL will contact the duty Social Worker or CSC Team Manager.

Records of all discussions with SaPH, Police, and other professionals, alongside the school's decision-making process, will be retained in the child's safeguarding file.

9.4 Children's Emergency Duty Team (CEDT) – Out of Hours Concerns

The Children's Emergency Duty Team (CEDT) responds to out-of-hours contacts about children where urgent intervention from ERYC is required and where it would not be safe, appropriate, or lawful to delay until the next working day.

If a child is deemed to be at risk of significant harm outside office hours, the school will contact CEDT.

Staff are aware that initial calls are answered by a Lifeline operator, not a social worker. Lifeline will pass the information to the on-call CEDT social worker, who will then return the call to the school to gather further details and confirm actions taken.

The school will ensure staff remain available and contactable for this follow-up call.

All actions and communications will be fully recorded in the child's file. A formal Request for Service will be submitted as soon as possible/the next working day.

9.5 TAF/TAS, Case Conferences, Core Groups & Strategy Meetings

Willerby Carr Lane recognises the critical role schools play in multi-agency safeguarding arrangements and is committed to working in line with the ERSCP procedures as outlined in *Working Together to Safeguard Children (2023)*.

The SLT, Governing Body, and DSL are committed to building strong collaborative relationships with partner agencies to promote children's safety and wellbeing.

The DSL and Headteacher will ensure that the appropriate staff:

- Attend all relevant meetings (e.g., Initial and Review Child Protection Case Conferences, Core Groups, Strategy Meetings).
- Prepare and submit written reports for each Case Conference.

Reports will follow the Signs of Safety template and be informed by discussions with staff working directly with the child. Where possible, reports will also be discussed with parents/carers prior to submission.

Reports must be provided to the Case Conference Chair 3 days before an Initial Conference and 5 days before a Review Conference.

Where meetings fall outside of term time, school will make every effort to ensure representation and, where feasible, offer to host the meeting on site.

Feedback from conferences and meetings will be shared with staff on a case-by-case, need-to-know basis.

9.6 Concerns Shared by Children

Willerby Carr Lane recognises the importance of a child-centred approach to safeguarding, ensuring that children are listened to, taken seriously, and supported when they raise concerns about abuse, exploitation, or neglect.

All staff:

- Understand the barriers children may face in disclosing abuse.
- Are trained to respond in ways that build trust and encourage open communication.
- Are vigilant to risks both inside and outside the home, including online.

Children are regularly reminded of how they can seek help through the RHE curriculum and assemblies. The school reinforces its zero-tolerance stance on child-on-child abuse, including sexual violence and harassment, and follows guidance from Part 5 of KCSiE 2025.

Children's voices will continue to shape safeguarding practice through pupil voice surveys. Feedback will be used to inform ongoing development of school support structures and safeguarding procedures.

9.7 Feedback and Escalating Concerns about Individual Cases

When a Request for Service is submitted, SaPH or Early Help will notify school of the outcome and next steps. If school does not receive feedback within 24 hours (SaPH) or 48 hours (Early Help) —or sooner in urgent cases—the DSL will contact the relevant hub for an update.

If the DSL disagrees with the advice, actions, or lack of progress by SaPH, Early Help, or the allocated Social Worker, the DSL will escalate concerns to the appropriate Manager. If concerns persist, the ERSCP Escalation Procedures will be followed. All discussions, decisions, and actions will be recorded in the child's safeguarding file on CPOMS, including reasons for not making a referral where this was the decision taken.

The DSL will update staff involved on a case-by-case, need-to-know basis.

If a staff member believes a concern has not been appropriately addressed, they should raise this with the DSL or a senior member of staff and request further consideration.

If concerns remain, or the matter is urgent, staff may make a referral themselves to:

- SaPH
- The allocated Social Worker
- The LADO

9.8 Confidentiality

All matters relating to child protection are treated as highly confidential. The DSL and DDSL will only share information on a 'need to know, what, and when' basis.

Records are stored securely with restricted access, available only to relevant safeguarding staff. Sensitive and confidential information is held on CPOMS, accessible solely by the safeguarding team.

Staff are reminded that safeguarding concerns or related matters must never be discussed outside of appropriately convened safeguarding meetings. This includes both written and verbal communication, across all forms of media, including social networking sites.

Any breach of confidentiality or data protection places vulnerable children at risk, could bring the school into disrepute, and may result in disciplinary action. Under GDPR legislation, such breaches could also lead to significant financial penalties.

While staff have a duty to maintain confidentiality, they also have a professional responsibility to share information proactively, as early as possible, to help identify, assess, and respond to concerns about a child's safety and welfare. This may include sharing information with the DSL and, where appropriate, other agencies.

Staff must never promise a child that they will keep concerns about abuse confidential. Instead, they must explain sensitively that the information will need to be shared to help keep the child safe.

9.9 Information Sharing

The DfE guidance *Information sharing advice for safeguarding practitioners* (updated May 2024) outlines the importance of sharing information about children, young people, and their families to safeguard children effectively. It provides clarity on when and how information can be shared both legally and professionally to improve outcomes.

This guidance includes the "Seven Golden Rules for Sharing Information", which support practitioners in making informed decisions where withholding information may place a child at risk of harm.

Although the guidance is non-statutory, it underpins safeguarding best practice and reduces the risk of harm by encouraging appropriate and timely sharing of information.

Willerby Carr Lane has an appropriately trained Data Protection Officer (DPO), as required by the UK General Data Protection Regulations (UK GDPR), who ensures compliance with all matters relating to confidentiality and information sharing.

9.10 Record Keeping and Transferring / Retaining Records

The DSL is responsible for maintaining safeguarding records and determining when information should be shared with, or transferred to, other agencies or schools, in consultation with the Headteacher.

Child protection records are stored confidentially on CPOMS, separate from all other school records. Access is strictly limited to the safeguarding team.

- Records may be shared with other agencies in line with current information-sharing guidance and GDPR (2018), and may be used as evidence in external proceedings.
- Records clearly distinguish between verified facts, professional judgements, and information reported by third parties.
- The DSL will decide what information should be shared internally with staff, on a case-by-case, need-to-know basis, to ensure children are effectively supported and monitored.

Safeguarding records are reviewed at least termly to determine whether any action, updating, or follow-up is required.

When a child transfers to another school, Child protection records will be transferred securely via CPOMS within 5 days for an in-year transfer, or 5 days of the start of the new term. If the receiving school does not use CPOMS, a password-protected PDF report will be sent securely to the new DSL. A confirmation of receipt will always be obtained. Where records are received from another setting, the DSL will ensure key staff (e.g., the SENCO) are made aware of relevant information, as appropriate.

If a pupil joins the school and no safeguarding file is received, the DSL will proactively contact the previous setting to confirm whether any child protection concerns exist and to request the transfer of records where necessary.

In line with statutory guidance, the current early years, education, or skills setting is regarded as the custodian of the records. Records will be retained until the pupil's 25th birthday, after which they must be securely destroyed at the earliest opportunity.

9.10 Record keeping and Transferring / Retaining Records

The DSL is responsible for maintaining records and for deciding at what point these records should be shared with, or transferred to, other agencies or schools, in consultation with the Headteacher.

Child protection records will be stored confidentially on CPOMS and will be maintained separately from all other school records relating to the child. Access to safeguarding / child protection files is restricted to the safeguarding team.

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current information sharing guidance and GDPR (2018).

Factual, verified information is recorded as such and a distinction clearly documented when judgement and opinion is included. Information 'reported' by outside individuals is indicated as such.

The DSL will decide what information needs to be shared within the school with whom and when on a case-by-case basis. Confidentiality is essential, but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at least that individual children are being monitored.

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent School, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This is done via CPOMS. In cases where the receiving school does not use CPOMS, a PDF report is sent via password protected secure email to the new DSL. A confirmation of receipt will be obtained.

Where the School receives child protection files from another setting, the DSL will ensure key staff, such as the SENCO with oversight for SEND, will be made aware of relevant information as required.

Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protection exists for the pupil and if so, if the files have been sent. School will proactively support any transition of pupils into the setting by contacting the previous school as appropriate. The current early years, education or skills setting is regarded as the 'Custodian of the records. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

10. Online Safety and Filtering and Monitoring

The ongoing importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and pupil well-being issues.

4 Categories of Online Risk

1. Content – being exposed to illegal, inappropriate or harmful content such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
2. Contact – being subject to harmful online interaction with others such as peer to peer pressure, commercial advertising and adult posing as children or young adults with the intention to groom or exploit the for sexual, criminal, financial or other purposes e. sextortion.
3. Conduct – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending or receiving explicit images (e.g. consensual and non-

consensual sharing of nudes and semi nudes and / or pornography), sharing other explicit images and online bullying.

4. Commerce – risks such as online gambling, inappropriate advertising, phishing or financial scams.

To counter the above risks we will adopt a whole school approach involving a number of measures and strategies, informed by relevant statutory guidance and best practice, with the aim of:

- Having robust processes in place to ensure the online safety of pupils, staff, volunteers and Governors
- Protecting and educating the whole school community in the safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene and escalate any incidents or concerns where appropriate

KCSiE 2025 continues to outline the need for staff and Governor training covering online safety (including Filtering and Monitoring) and also the need for consideration of the implications and risks associated with of generative AI and cyber security issues.

Our whole school approach will span training, curriculum content and teaching, communication with parents and school and when appropriate LA IT resources / devices / network support. The curriculum will include education about online safety, including:

- Safe use of social media
- Keeping personal information secure and private
- Recognising inappropriate and unacceptable behaviours online
- How to report any incidents of online abuse, cyber-bullying, ensuring pupils feel safe and understand how to report concerns, whether they are a victim or witness

The Governing Body will retain strategic oversight of this and ensure that process and procedure is established and maintained.

The Governing Body will:

- Make sure that school has appropriate filtering and monitoring systems in place and oversee the review of effectiveness of these.
- Review the DfE's filtering and monitoring standards and confirm with IT staff and service providers about what needs to be done to support school to meet these responsibilities.
- Make sure the DSL takes the lead responsibility for filtering and monitoring in place as part of the DSL role supported by a nominated Governor to lead on this area
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with statutory requirements and identified best practice.
- Make sure staff are clear about and understand expectations of them and their roles and responsibilities in relation to online safety and filtering and monitoring.

In relation to filtering and monitoring, school will adhere to the DfE filtering and monitoring standards as documented in DfE (2022) '*Meeting digital and technology standards in schools and colleges*'- [Digital Standards](#)

In so doing, school will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually, involving the DSL, nominated Governor and IT support staff / providers. This will be supported by an

annual risk assessment that considers and reflects any identified risks facing the school community.

- Consider use of the DfE (2022) *'Plan technology for your school'* to self assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them - [Plan technology for your school](#)
- Block harmful and inappropriate content without unreasonably impacting upon teaching and learning.
- Have effective monitoring strategies in place that meet safeguarding needs.
- Have an Acceptable User agreement / protocol in place that details expectations and consequences and underpins the operation of all school owned devices and systems along with safety and security measures in place.
- Make sure that all staff, pupils and parents / carers are aware that staff have the power to search pupils phones, as set out in DfE (2022) *'Searching, screening and confiscation in schools'* - [Searching, screening and confiscation in schools](#)

Willerby Carr Lane uses the Local Authority support system for filtering, and monitoring is carried out by the Headteacher, DSL and School Business Manager.

Filtering alerts or concerns identified by staff monitoring will be recorded and reported to the DSL who will review and respond as appropriate in line with school safeguarding policy and procedures.

It may be necessary to consider proportionate sanctions for breaches of the school ICT Acceptable Use policy.

All communication with pupils and parent / carers will take place using official school communication channels / devices provided by school. Any communication outside of this should be avoided and discussed with / reported to the DSL. The DSL will ensure that that staff are aware of any restrictions placed on them with regard to use of personal mobile phones and cameras, for example

- Limits on any use of personal mobile phones to non-contact time, when pupils are not present
- Taking pictures or recording pupils on personal phones or cameras is prohibited

Schools will take account of any action required to ensure compliance with the Cyber Security standards for schools and colleges to help improve resilience against cyber-attacks.

in DfE (2022) *'Meeting digital and technology standards in schools and colleges'*- [Digital Standards](#)

Nude and/or semi-nude image sharing by children.

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The *'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'* guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

Willerby Carr Lane recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or

“sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

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

All decisions and action taken will be recorded in-line with our child protection procedures.

A contact will be made to SaPH and / or the Police immediately if:

- the incident involves an adult (over 18)
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs
- the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child’s developmental stage, or are violent
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes

The DSL may choose to involve other agencies at any time if further information/concerns are shared at a later date.

If DSLs are unsure how to proceed, advice will be sought from SaPH and / or SiET.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately
- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL
- not to delete the imagery or ask the child to delete it
- to avoid saying or doing anything to blame or shame any children involved.
- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved not to investigate or ask the child(ren) involved to disclose information regarding the imagery
- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

Artificial Intelligence (AI)

Generative AI has many potential benefits, including enhancing teaching and learning, and supporting the protection and safeguarding of pupils. However, it also carries risks, such as enabling abuse (e.g., bullying or grooming) or exposing pupils to harmful content. For example, ‘deepfakes’—AI-generated images, audio, or video designed to appear authentic—can be used maliciously.

Any misuse of AI to access harmful content, bully others, or behave in ways that breach school behaviour expectations will be treated as a safeguarding concern and addressed in line with relevant school policies (e.g., Acceptable Use and Anti-Bullying policies).

Safety remains our highest priority when considering the use of generative AI. Any application of AI by staff or pupils will be carefully assessed, weighing both the potential benefits and associated risks. All use will comply with relevant Department for Education (DfE) guidance, including:

- DfE (2025) *Generative Artificial Intelligence (AI) in Education*
- DfE (2025) *Using AI in Education Settings: Support Materials*
- DfE (2025) *AI in Education: Support for School and College Leaders*

11. Reasonable Force

The term *reasonable force* refers to the range of actions involving physical contact that staff may use to control or restrain pupils. It is always a last resort, applied only after appropriate de-escalation strategies have been attempted, or in serious situations where such strategies are not possible.

The school's policy on physical intervention will be followed at all times. The Senior Leadership Team (SLT) will ensure that relevant staff receive appropriate training, with accurate records maintained. Decisions to use reasonable force will be based on professional judgement, taking into account the specific circumstances and dynamic risk assessment.

Interventions may range from guiding a pupil safely by the arm to more serious measures, such as breaking up a fight or restraining a pupil to prevent harm to themselves, other pupils, or staff. In all cases, *reasonable* means using no more force than is necessary.

All incidents involving reasonable force will be recorded on CPOMS and reported to the Headteacher. Parents/carers, as well as any relevant professionals, will be informed on the same day. Staff directly involved, or who witnessed the incident, must complete an incident report as soon as possible, and always on the same day unless exceptional circumstances prevent this. Each case will be reviewed using a 'lessons learned' approach.

The SLT and Governing Body will regularly review data on the use of reasonable force to ensure appropriate monitoring and oversight. Where necessary, an individual Positive Behaviour Plan will be created in collaboration with parents/carers.

Following any incident, restorative approaches will be considered, and the views of the pupil involved will be sought. Support will also be offered to staff. Incidents will be reviewed by senior leaders not directly involved, and findings will inform future planning to reduce the likelihood of recurrence.

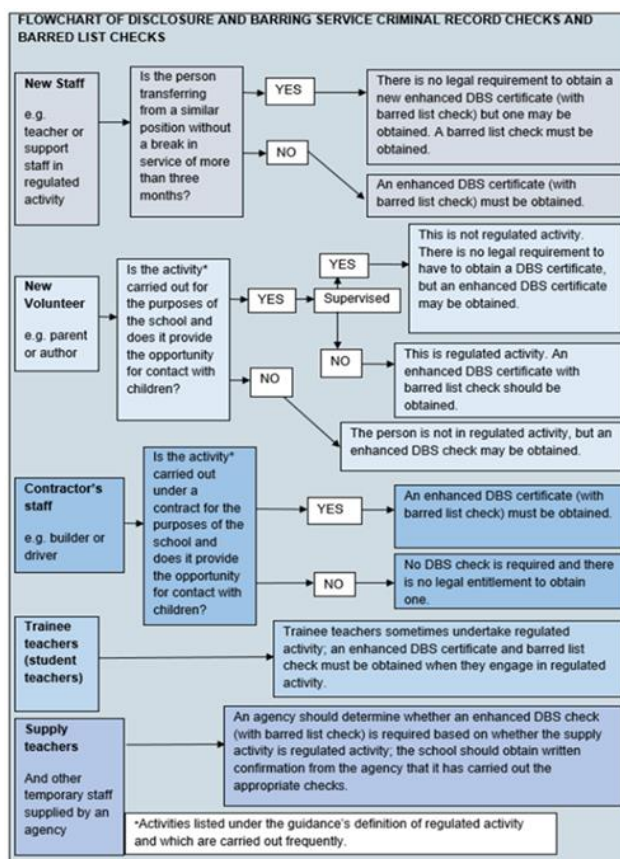
The school will follow statutory guidance as outlined in *Keeping Children Safe in Education* (KCSiE, 2025, paras. 163–165) and the DfE's *Use of Reasonable Force in Schools* (2013), as well as forthcoming guidance: DfE (2025) *Use of Reasonable Force and Other Restrictive Interventions in Schools: Guidance for Schools in England*.

12. Safer Recruitment and Staff Vetting

The school fully complies with the statutory requirements set out in *Keeping Children Safe in Education* (KCSiE) 2025, Part Three and the supporting guidance provided by the East

Riding of Yorkshire Council (ERYC). This applies to all stages of the recruitment process, including advertising, the use of a standardised application form, shortlisting and reference seeking, carrying out online checks on shortlisted candidates, considering employment history, undertaking selection processes, and ensuring that all pre-appointment vetting checks relevant to the role are completed and recorded.

The school carries out Disclosure and Barring Service (DBS) checks on all staff, governors and volunteers engaged in regulated activity, as outlined in KCSiE 2025. These checks include the children’s barred list and would highlight any Secretary of State Section 128 Direction. All other mandatory pre-employment vetting checks set out in statutory guidance are also completed. For staff such as contractors, who may have regular contact with children but are not engaged in regulated activity, the school ensures that they hold an enhanced DBS certificate which does not include a barred list check.



KCSiE 2025 – page 71

An accurate and up-to-date Single Central Record (SCR) is maintained at all times. The Headteacher and at least one governor complete recognised Safer Recruitment training, which is refreshed at least every three years, and every recruitment panel includes at least one member who has undertaken this training within the last three years.

Staff covered by the Disqualification under the Childcare Act 2006 (DfE statutory guidance, 2018) are reminded of their duty to disclose any relevant matters, including convictions, cautions, court orders, reprimands, or warnings. Where such disclosures are made, the Headteacher seeks advice from the ERYC HR service (or other HR provider) and liaises with the Local Authority Designated Officer (LADO) if appropriate. Where external organisations provide services or activities on behalf of the school, including the use of agency supply staff, written assurances are obtained to confirm that the company has appropriate safeguarding, safer recruitment, and vetting procedures in place.

When arranging work experience placements, the Designated Safeguarding Lead (DSL) follows the requirements set out in KCSIE 2025 (paragraphs 332–337).

13. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing

13.1 Concerns that meet the 'Harm Threshold.'

Keeping Children Safe in Education (KCSIE) 2025, Part Four outlines the 'Harm Threshold' and the procedures schools must follow when safeguarding concerns or allegations are made against staff. All staff are aware that allegations may arise in relation to behaviour that:

- may have harmed a child,
- may involve a criminal offence,
- constitutes inappropriate behaviour towards a child in either their professional or private life, or
- relates to behaviour in their private life or community that, while not involving a child, may nevertheless suggest they present a risk to children.

To support staff in understanding their responsibilities, the school provides access via SharePoint, the shared area, and the staffroom to the following documents: KCSIE 2025 Part Four: Safeguarding Concerns and Allegations made about Staff, including supply teachers, volunteers and contractors; the Staff Code of Conduct (2025–2026); Whistleblowing Guidance (2025–2026); and the contact details of the Chair of Governors (CoG) and the Local Authority Designated Officer (LADO).

All staff are reminded of their responsibility to follow procedures if they become aware of, or are required to make, an allegation of inappropriate or abusive behaviour by a colleague. In such circumstances, staff must report their concerns without delay to the Headteacher. If the allegation concerns the Headteacher, the matter should be reported immediately to the CoG, a senior member of staff, or directly to the LADO. In independent schools where the Headteacher is also the sole proprietor, concerns must always be reported to the LADO. It is unacceptable for any member of staff to fail to report such concerns.

The Headteacher (or CoG/senior staff member where appropriate) will contact the LADO the same day and follow the statutory processes outlined in KCSIE 2025, Part Four. Once information has been shared, the LADO will determine whether the allegation or concern meets the Harm Threshold, and agree on the next steps in relation to both the child and the staff member concerned.

All parties involved will seek to ensure that allegations are dealt with fairly, promptly, proportionately, and consistently, balancing the need to provide effective protection for the child with the duty to support the staff member who is the subject of the allegation. Staff are also reminded that whistleblowing procedures may require their identity to be revealed if an investigation requires a statement from the referrer.

If, at any stage, a member of staff believes that the actions taken in response to their concern are inappropriate, ineffective, or that the situation of concern is continuing, they are expected to raise their concerns and press for reconsideration or further discussion. Where the situation is urgent, this must be done without delay.

13.2 Low-level Concerns

Willerby Carr Lane adopts a proactive approach to identifying, recording, and addressing low-level concerns. This supports a safer environment for children, reinforces professional boundaries for staff, and reduces the risk of harm.

A *low-level concern* refers to behaviour by a member of staff, supply teacher, contractor, volunteer, or other adult on the premises that does not meet the 'harm threshold' for referral to the LADO, but nevertheless falls short of the school's Code of Conduct or professional expectations. Such concerns may arise in a variety of ways — for example, through observation, suspicion, complaints or allegations made by a child, parent or colleague, through vetting checks, or by self-reporting.

Low-level concerns can encompass a wide range of behaviours, including:

- Inadvertent or thoughtless actions that may be misinterpreted or appear compromising, even if unintended.
- Contextually inappropriate conduct, where behaviour acceptable elsewhere is not appropriate in a school environment.
- Behaviour indicative of potential risk, which might appear minor but could act as a precursor to abuse.

KCSIE Part Four provides illustrative examples, including being overly friendly with pupils or having 'favourites,' taking photographs of children on personal devices contrary to policy, spending time alone with pupils in secluded or unsupervised settings, using inappropriate language (even if not overtly sexualised), or humiliating a child.

All staff are expected to share any low-level concerns promptly and appropriately. Concerns must be recorded and addressed so that patterns of behaviour can be identified, staff are safeguarded from misunderstandings or false allegations, and the school's culture of safety is upheld.

Addressing low-level concerns is vital to:

- minimise the risk of abuse by intervening early before behaviours escalate;
- reinforce a culture where safeguarding is paramount and inappropriate behaviour is consistently challenged;
- protect adults by ensuring transparent processes for addressing misunderstandings; and
- highlight training or support needs where practice may need to improve.

The Headteacher is responsible for managing all reported low-level concerns, ensuring they are reviewed, recorded, and responded to in line with school procedures. Where concerns relate to the Headteacher, they must be reported directly to the Chair of Governors. Concerns regarding supply staff or contractors will also be shared with their employers to support wider safeguarding oversight and identify any patterns of behaviour.

13.3 Safeguarding Culture and Whistleblowing

Whistleblowing is an essential part of safeguarding practice in schools. It provides staff with a safe and confidential mechanism to raise concerns about wrongdoing, malpractice, or risks that may compromise the safety and well-being of children.

At Willerby Carr Lane, we are committed to fostering a culture of openness, trust, and transparency so that all staff feel confident in reporting concerns. The school's Whistleblowing Policy — available via SharePoint, the shared area, and in the staffroom — sets out clear expectations and support for staff who need to raise concerns. This policy is a core element of our safeguarding framework, ensuring that children's safety always takes priority and that concerns are addressed promptly and appropriately.

Whistleblowing may apply in situations such as:

- when a pupil's or staff member's health and safety is at risk;
- when there is a failure to comply with a legal obligation or statutory requirement; or
- when attempts are made to cover up wrongdoing or other matters in the public or school's interest.

Staff are reminded that concerns must be reported without delay. Reports will always be taken seriously, investigated thoroughly, and confidentiality will be respected as far as possible. Concerns should normally be reported to the Headteacher or a member of the Senior Leadership Team. If the concern relates to the Headteacher, it should be raised with the Chair of Governors.

For staff who feel unable to raise safeguarding concerns internally, the NSPCC operates a Whistleblowing Advice Line, which provides an alternative, confidential route. Staff can call **0800 028 0285** (Monday–Friday, 8am–8pm) or email help@nspcc.org.uk.

14. Complaints

At Willerby Carr Lane, we are committed to open, honest, and transparent communication with all members of our school community. Wherever possible, concerns are addressed promptly through informal discussion and mutual agreement. If this is not achievable, the school's Complaints Policy outlines the formal, graduated process for addressing concerns, including clear avenues for escalation if a matter remains unresolved.

The Senior Leadership Team (SLT) takes all concerns seriously and will always respond in line with the appropriate process. Parents, carers, and members of the community are encouraged to raise concerns directly with the school so that they can be managed effectively at the earliest opportunity.

The Complaints Policy is available on SharePoint, in the shared area, and on the school website.

15. Use of Premises by Other Organisation

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will require written assurance that the organisation has appropriate safeguarding and child protection policies in place, and that relevant safeguarding checks have been completed for all staff and volunteers. If such assurance cannot be provided, permission to use the premises will be refused.

Willerby Carr Lane will refer to the Department for Education guidance *Out-of-school settings: safeguarding guidance for providers* (updated May 2025) when assessing the safeguarding arrangements of external providers. The school will monitor and oversee safeguarding practice, communication, and arrangements in line with this guidance.

All safeguarding requirements will be explicitly included in any transfer of control agreement (such as a lease or hire agreement) as a condition of use and occupation of the premises. Failure to comply with these requirements will result in termination of the agreement.

These expectations apply regardless of whether the children attending such services or activities are on the school roll. External providers are also expected to liaise with the school on safeguarding matters, where appropriate.

In the event of a safeguarding allegation arising while an individual or organisation is using the school premises, the school will follow local safeguarding policies and procedures, including contacting the Local Authority Designated Officer (LADO).

16. Site Security and The Terrorism (Protection of Premises) Act 2025 (Martyn's Law)

The following procedures are in place:

- There is a School Specific H & S policy in place.
- Daily visual site inspections are carried out before school.
- Termly H & S inspections are carried out.
- Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting Health & Safety concerns and there is a clear system for staff and pupils to report and log Health & Safety concerns.

Local Authority generic Health & Safety Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate.

The DSL and Headteacher will be made aware immediately of any issues that could result in a safeguarding matter for children and young people following the daily visual site inspections and will remedy as soon as possible.

Fire practices are held regularly at varying times of the day and week and any deficiencies corrected.

School is aware of the requirements of The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law. Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes the need to evacuate in the event of a bomb scare or fire or the need to initiate a complete or partial 'lock down.'

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.

Working with relevant colleagues the DSL will assess site security and ensure there are emergency and simple response plans in line with the DfE (2024) non-statutory guidance *Protective security and preparedness for education settings* - [Protective security and preparedness for education settings](#)

It is recognised that Incidents in schools are rare, but we will have in place simple procedures to ensure site security awareness and preparedness (lockdown, invacuation, evacuation and bomb threat procedures). The aim is to deter terrorists and other security threats and help keep pupils, staff and visitors safe in the event of an incident.

Schools is aware of Martyn's Law Factsheet – [Martyns Law Factsheet](#)

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School/College. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance by a member of staff.

Willerby Carr Lane will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

17. Volunteers

All volunteers at Willerby Carr Lane will receive a comprehensive induction before participating in any activity on site. This induction will cover expectations regarding safeguarding, professional conduct, and health and safety. The induction process will be documented, and records will be maintained for reference.

Relevant school policies will be made available to volunteers, and Safer Recruitment checks will guide the recruitment process. This includes obtaining references, considering interview panel membership, exploring the volunteer's motivation to work with children, and completion of a standard application form.

The school will conduct a risk assessment, informed by professional judgement, to determine whether an enhanced DBS check is required for volunteers not engaged in regulated activity, in accordance with KCSiE 2025, Part Three. This assessment takes into account the possibility of unplanned or unsupervised contact with children.

Where a DBS check is deemed unnecessary for a specific event or volunteer, both the volunteer and the supervising staff will be clearly informed of their roles, responsibilities, and boundaries, ensuring that no unsupervised contact with children occurs.

18. Contractors, Visitors, Supply and Agency Staff and ITT Trainees

Willerby Carr Lane will ensure that all individuals working on site—including staff, volunteers, contractors, and external providers—are subject to the appropriate level of DBS check and receive the required level of supervision, in accordance with KCSiE 2025 (Part Three, Section iii).

Anyone engaged in Regulated Activity will undergo an Enhanced DBS check, including a check of the Children's Barred List. This will be obtained either directly by the school Business Manager or confirmed through written assurance from the supplier organization, which will also confirm that appropriate safeguarding, Safer Recruitment, and DBS/vetting procedures are in place.

For individuals not engaged in Regulated Activity, the school will ensure suitable supervision and consider whether a DBS check is required, based on the nature of the activity and potential contact with children.

All visitors, including contractors and volunteers, are required to sign in upon arrival and wear an identity badge confirming their permission to be on site. The identity of contractors will be verified on arrival.

The Single Central Record (SCR) is maintained and updated to ensure that all appropriate staff, volunteers, Governors, agency staff, and contracted personnel engaged in Regulated Activity are accurately recorded.

19. Extended School and Offsite Provision and Educational / Residential Visits

Where extended school activities are provided and managed by Willerby Carr Lane, this Child Protection and Safeguarding Policy and its procedures will apply in full.

For off-site activities and provision, including day trips, residential visits, work-related learning placements, and other forms of alternative provision, the school will obtain written assurances from the provider confirming that safeguarding requirements are met.

The Designated Safeguarding Lead (DSL) will discuss any safeguarding arrangements or concerns—whether on an individual or collective level—with the Educational Visits Coordinator(s) and visit leaders during the planning stage of any off-site activity.

All educational visits and off-site activities will adhere to the appropriate ERYC (or equivalent) planning and risk assessment procedures, ensuring that child safety and well-being are prioritised throughout.

Appendix 1 - Definitions and Acronyms

AP	Alternative Provision
CAS	Child Assessment Service
CCE	Child Criminal Exploitation
CEDT	Children's Emergency Duty Team
Child	Any pupil under the age of 18 is legally a child
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
CLA	Child Looked After
CoG	Chair of Governors
CSC	Children's Social Care
CSE	Child Sexual Exploitation
DBS	Disclosure & Barring Service
DDSL	Deputy DSL
DfE	Department for Education
DSG	Designated Safeguarding Governor
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
EHPH	Early Help and Partnership Hub
ERSCP	East Riding Safeguarding Children Partnership
EWOS	Education Welfare Officer/Service
FH	Family Help (Previously Early Help)
GDPR	General Data Protection Regulation
KCSIE 2025	Keeping Children Safe in Education 2025
LADO	Local Authority Designated Officer
MAC	Making a Change Team
NEST	Neglect and Environmental Screening tool
PLAC	Previously Looked After Children
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children
RIT	Risk Indicator Tool
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)

Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.
SaPH	Safeguarding and Partnership Hub
Sexual Harassment	Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude’s images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments, and messages (including on social media), sexual exploitation (coercion and threats)
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
SiET	Safeguarding in Education Team
SLT	Senior Leadership Team
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
TAF	Team Around the Family
TAS	Team Around the School
VCET	Vulnerable Children Education Team

Appendix 2 - Related Legislation and Guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2025, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Keeping Children Safe in Education (DfE, 2025) -
- Working Together to Safeguard Children (December 2023) HM Government
- ERSCP - Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Use of reasonable force in schools (DfE, February 2025)
- Searching, screening & confiscation (DfE, July 2022)
- School Staff & Volunteer Code of Conduct (ERSCP, September 2025)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers (DfE, May 2024)
- Guide to General Data Protection Regulation (ICO 2018)
- Data Protection in Schools (DfE, June 2025)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2025).
- Statutory guidance, Prevent duty guidance: for England and Wales (March 2024) GOV. UK
- Prevent statutory duty (May 2021) - GOV.UK
- Multi-agency statutory guidance on female genital mutilation (2020) HM Government
- What to do if you are worried a child is being abused (2015) HM Government
- Working Together to Improve School Attendance (DfE, Aug. 2024)
- Support for pupils where a mental health issue is affecting attendance Effective practice example (DfE, Feb. 2023)
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities (DfE, August 2024)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, August 2024)
- Behaviour in Schools: Advice for headteachers and school staff (DfE, Feb. 2024)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb. 2018)
- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (DfE, July 2025 / update)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug. 2018)
- After-school clubs, community activities, and tuition Safeguarding guidance for providers (DfE, September 2023)
- Meeting digital and technology standards in schools and colleges (DfE, March 2023)

- Guidance for maintained schools and academies in England on provision for transgender pupils (Nov. 2022)
- Gender Questioning Children Non-statutory guidance for schools and colleges in England Draft for consultation (DfE, Dec. 2023)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people Responding to incidents and safeguarding children and young people (UKCIS, March 2024)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfSIT, March 2024)
- Teaching online safety in schools (DfE, Jan. 2023)
- Relationships and Sex Education (RSE) and Health (DfE, July 2025)
- ER Use of Unregulated Alternative Provision Guidance August 2025
- Plan technology for your school (DfE, Sept 2024)
- Generative AI: product safety expectations (DfE, Jan. 2025)
- Cyber Security - Meeting digital and technology standards in schools and colleges
- Arranging Alternative Provision - A Guide for Local Authorities and Schools (DfE, Feb, 2025)

Appendix 3 - Other Safeguarding Related School Policies

KCSiE 2025 outlines the explicit requirement for a whole school or college approach to safeguarding. The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Data Protection

Appendix 4 – Categories of Abuse, Neglect and Exploitation

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 oral sex) 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation or attempts at suicide.
- Alluding to secrets which they cannot reveal.
- Tendency to cling or need constant reassurance.
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby.
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger.
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso.
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns.
- Injuries suggesting beatings (strap marks, welts)

- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

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 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 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.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted.
- Unwillingness or inability to play.
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers Low Self Esteem
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking.
- Running away

- Loss of weight or being constantly underweight
- Low Self Esteem

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

Different forms of harm often overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE)

This can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

[CSE Docs and Link](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator, or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing

APPENDIX 5 – Responding to Concerns – Advice to Staff

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

The use of 'TED' questioning may be appropriate

- Tell me what happened
- Explain what you mean
- Describe how it made you feel

Or other open-ended type questions e.g.

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

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

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

Make a written note on CPOMS (or a 'Record of Concern sheet' for supply staff/volunteers)

- What is said and Who is present
- What, if any, questions you asked and the responses
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

If you see or are shown marks or injuries pass the information to the DSL immediately.

Appendix 6 – Example of Advice for Children

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

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

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

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

You should:

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

You shouldn't:

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

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

Appendix 7 - Example - Safeguarding Children; Information for Visitors, Supply Staff and Volunteers

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding and Child Protection Policy and procedures in place.

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

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day. Ask to speak to the school DSL or any member of the Senior Leadership Team

Please ensure that you share the full details and that these are recorded including date, time, child's name, your name and a factual account of what was said or observed.

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

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

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

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

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

- Designated Safeguarding Lead is Kathy Smith
- Deputy Designated Safeguarding Lead is Laura Widdowson
- Designated Safeguarding Governor is Kerry Boughen

Appendix 8 - Advice if there are concerns about the capacity of parent/carer collecting children

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

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

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

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

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

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

Appendix 9 - Information for Parents

At Willerby Carr Lane, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership (ERSCP) has laid down the procedures we follow, and the school has adopted a Child Protection Policy in-line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher or Designated Safeguarding Lead or your child's Class Teacher.

Appendix 10 - Support Organisations

NSPCC 'Report Abuse in Education' Helpline

0800 136 663 or help@nspcc.org.uk

National Organisations

NSPCC: www.nspcc.org.uk

Barnardo's: www.barnardos.org.uk

Action for Children: www.actionforchildren.org.uk

Children's Society: www.childrensociety.org.uk

Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

Education Support Partnership: www.educationsupportpartnership.org.uk

Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

ChildLine: www.childline.org.uk

Papyrus: www.papyrus-uk.org

The Mix: www.themix.org.uk

Shout: www.giveusashout.org

Fearless: www.fearless.org

Victim Support: www.victimsupport.org.uk

Support for Adults

Family Lives: www.familylives.org.uk

Crime Stoppers: www.crimestoppers-uk.org

Victim Support: www.victimsupport.org.uk

The Samaritans: www.samaritans.org

NAPAC (National Association for People Abused in Childhood): www.napac.org.uk

MOSAC: www.mosac.org.uk

Action Fraud: www.actionfraud.police.uk

Shout: www.giveusashout.org

Advice now: www.advicenow.org.uk

Support for Learning Disabilities

Respond: www.respond.org.uk

Mencap: www.mencap.org.uk

Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

<https://contextualsafeguarding.org.uk/>

Substance Misuse

Talk to Frank: www.talktofrank.com

Domestic Abuse

Domestic abuse services: www.domesticabuseservices.org.uk

Refuge: www.refuge.org.uk

Women's Aid: www.womensaid.org.uk

Men's Advice Line: www.mensadvice.org.uk

Mankind: www.mankindcounselling.org.uk

National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

It's not okay: www.itsnotokay.co.uk

NWG Network: www.nwgnetwork.org

County Lines Toolkit for Professionals:

www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

Karma Nirvana: <https://karmanirvana.org.uk>

Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

FGM Factsheet:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Mandatory reporting of female genital mutilation: procedural information:

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

The right to choose - government guidance on forced marriage:

www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

Rape Crisis: <https://rapecrisis.org.uk>

Brook: www.brook.org.uk

Disrespect Nobody: www.disrespectnobody.co.uk

Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Lucy Faithfull Foundation: www.lucyfaithfull.org.uk

Stop it Now! www.stopitnow.org.uk

Parents Protect: www.parentsprotect.co.uk

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Diana Award: www.antibullyingpro.com/

Bullying UK: www.bullying.co.uk

Kidscape: www.kidscape.org.uk

Online Safety

NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
Internet Watch Foundation (IWF): www.iwf.org.uk
Childnet: www.childnet.com
UK Safer Internet Centre: www.saferinternet.org.uk
Report Harmful Content: <https://reportharmfulcontent.com>
Marie Collins Foundation: www.mariecollinsfoundation.org.uk
Internet Matters: www.internetmatters.org
NSPCC: www.nspcc.org.uk/onlinesafety
Get Safe Online: www.getsafeonline.org
Parents Protect: www.parentsprotect.co.uk
Cyber Choices:
<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

Mind: www.mind.org.uk
Moodspark: <https://moodspark.org.uk>
Young Minds: www.youngminds.org.uk
We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and Hate Crime

Educate against Hate: www.educateagainsthate.com
Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
True Vision: www.report-it.org.uk

Children with Family Members in Prison

National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Appendix 11 - EYFS Framework - Summary of Changes

EYFS Safeguarding Reforms

EYFS Framework School

Last year's EYFS consultation has resulted in changes to safeguarding, which will improve children's safety and align with current best practice in early years settings.

From 1st September 2025, all registered early years providers must follow the new EYFS framework for group and school-based providers (there is an additional one for childminders). Section 3 of the framework details the Safeguarding and welfare requirements necessary in the EYFS, but the summary below details the main changes;

- Amendments to promote **safer recruitment**, including: new expectations to provide timely references (3.20), for any member of staff (including students and volunteers) before they are recruited and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up **if a child is absent for a prolonged period of time** and amendments to ensure providers hold additional emergency contact details. Providers should consider patterns and trends in a child's absences and their personal circumstances, as well as the child's and parent's/carer's vulnerability and their home life. Concerns must be referred to local children's social care services and/or a police welfare check requested. The setting's attendance policy must be shared with parents/carers, with expectations for how absences are reported and the actions the setting will take if the child is absent without notification or for a prolonged period of time.
- There is a new section on **Safer Eating**, which requires that a member of staff, who holds a valid paediatric 1st aid certificate, should be in the room when children are eating. There is also detailed information on pgs. 36 & 37 of the EYFS Framework on special dietary requirements and how these should be handled by settings
- Creation of a **safeguarding training criteria annex** and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place. Training must be renewed every two years and providers may consider whether any staff need to undertake annual refresher training to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study. Providers must not allow anyone aged under 17 to care for children unsupervised at any time
- New requirements to support **whistleblowing**, which require appropriate procedures in place for all staff (including students & volunteers) to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This must include when and how to report concerns and the process that will be followed after staff have reported concerns.
- An additional point has been added to 3.86 to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding

