Strategic Child Protection and Safeguarding Policy
2025 – 2026

Walkington Primary School 2025

Date of This Review	Autumn 2025
Reviewed By	Mr C Bullough – HT/DSL
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Key Contacts List – September 2025
Walkington School

Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL)	Chris Bullough	Walkington School staff member
School Deputy DSL (DDSL)	Beckie Pearson	Walkington School staff member
SENDCO	Jayne Brown	Walkington School staff member
Designated Safeguarding Governor	Nigel Penton	Nigel.penton@walkington.eriding.net
Chair of Governors	Bill Hartley	Bill.hartley@walkington.eriding.net
Lead Governor – Filtering and Monitoring	Nigel Penton	Nigel.penton@walkington.eriding.net
CLA Designated Teacher	Chris Bullough	Walkington School staff member
E-Safety Coordinator	Beckie Pearson	Walkington School staff member
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 **Please note that this arrangement may change in line with the re-organisation of what was previously Early Help*
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	Beverley	
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

1. Purpose and Aims

Purpose

The primary purpose of our school safeguarding policy is to document our whole school approach protecting children from harm and promote their well-being. It outlines procedures in place at Walkington School for identifying preventing and responding to various forms of abuse, neglect, exploitation and other risks that could negatively impact on a child's safety and development.

We are committed to maintaining a safe environment where children can thrive without fear of neglect, physical, emotional or sexual harm or exploitation. We know that children who feel safe and secure at school are more likely to achieve their full potential.

We will be alert to the signs of all types of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support and protection as soon as concerns are identified – providing 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

Children's welfare is of paramount importance at Walkington School. As a result, we will establish and maintain support structures and an ethos where children feel secure and are encouraged to talk openly, have trusted adults available and are listened to and feel reassured. Children at Walkington School will be able to talk freely to any member of if they have worries or concerns.

We also recognise the importance of working positively with parents and carers and offering support and guidance to families during difficult times in their lives.

Everyone who works with and supports our children and their families has a role to play in safeguarding children. We recognise that staff at our school (including third party agency staff, governors and volunteers), play a particularly important role as they can identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the best interests of the child.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to concerns shared by a child and how to record and report this information. Staff are unable to provide a commitment of confidentiality when information and concerns are shared and will explain how information will be shared, with who, the reason for this and what will happen next.

Staff are aware that there are a broad range of specific, and at times interlinked safeguarding / child protection issues, which require vigilance and may need potential action for example, early help support (as outlined in KCSiE 2025, Para. 18) These concerns can occur 'direct / in person' and / or online and straddle within the family and outside of the family settings. (or both). Similalry concerns can arise in or outside of school. The nature, extent and significance of the specific concerns will determine the decision making by the DSL / DDSL and subsequent action taken

At Walkington School we recognise the need to give special consideration to those children with Special Educational Needs and/or disabilities, those who are looked after or previously looked after by the local authority, and those who have a social worker, recognising that additional barriers can exist for this group of children. Additionally, we are aware of the, often interlinked, vulnerabilities, that some of our pupils face and will work to identify and support / minimise these.

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. Walkington School 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 to the DSL. 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 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 Walkington School 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 crucial for ensuring the safety and well-being of children in school. It equips volunteers with the knowledge and skills to recognize potential risks, understand reporting procedures, and create a safer environment. Volunteers will understand and be able to identify different types of abuse, understand safeguarding responsibilities and school procedure, and how to respond to concerns.

The DSL will ensure that all volunteers receive appropriate training, prior to undertaking any work in school.

5. Opportunities to Teach Safeguarding

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that children have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. We recognise that Walkington School plays an essential role in helping children to understand and identify what is appropriate child and adult behaviour, including what is 'safe' for themselves and others and how to seek advice and support when they are concerned.

As part of our curriculum Walkington School teaches about safeguarding, including online safety and healthy relationships – '*Relationships Education, Relationships and Sex Education (RSE) and Health Education'* - for teaching up to 31.08.26. RSE RSHE Guidance

and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children including children who are victims of abuse and children with special education needs or disabilities.

We recognise that Walkington School plays a crucial role in preventative education, in the context of a whole-school approach that prepares children for life in modern Britain and

creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standard which are upheld and demonstrated throughout all aspects of school life. They are underpinned by our behaviour expectations and policy and pastoral support system, as well as by a planned programme of effective PSHE delivered via 'Jigsaw' and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

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 and 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 I n/ 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 this can happen inside and outside of school and online. It can be an isolated incident or part of a pattern and may involve, power imbalance, intent and repetition. A distinction will be made between child-on-child abuse and lower level peer conflict, to ensure there is an accurate portrayal of the prevalence of both within school. All staff are aware of the different types of child-on-child abuse and the 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 which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional abuse – deliberate unpleasantness, name calling, scapegoating, humiliating etc
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals

or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Staff are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

- Initiation/hazing type violence and rituals

Walkington School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported or identified. As such, it is important that staff are vigilant and speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse – observed or reported.

All staff are aware of their responsibility to model appropriate behaviour and the need to report any concerns around staff behaviour (in or out of school) to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered (see Section 13).

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously, and concerns acted upon and support provided. This may involve utilising the school Behaviour Policy and sanctions where appropriate. Students are aware of how to share concerns in confidence.

The school RSE/RSHE curriculum supports the inclusive ethos of Walkington School and allows children to identify this type of abuse, reinforces that this is not acceptable in anyway and supports children to seek help should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

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

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

If there is a concern that the level of possible abuse may reach a threshold for Police and or Children's Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Early Help Hub, appropriate contact and Request for Service documents (if needed) will be made in-line with local safeguarding procedures.

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

This will not prevent or delay the school in following their own internal disciplinary procedures and/or making a Request For Service - Request for Service - to SaPH if this is required.

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will be updated, and school will share information with and take advice from these agencies. This will include the status of any investigation, supervision, forward planning and

details of any Police involvement. School will make every effort to ensure that during such investigations all children involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Every effort will be made to minimise disruption to the education of all involved.

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

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

6.3 Child-on-Child Sexual Violence and Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2025 will be followed, along with the SiET *'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.*

It is recognised that sexual violence / abuse and sexual harassment are never acceptable and can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

Walkington School adopts a school wide 'zero tolerance' approach to such behaviours. It is recognised that it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally), potentially in and out of school.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety.

Regarding the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

Staff recognise that an initial allegation or sharing of a concern to a trusted adult may only be the first incident reported and could be part of a pattern of previous and ongoing incidents rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation and identity.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response:

The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in-line with Part Five of KCSIE 2025 and relevant local/national guidance and support.

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.

The consideration of concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Family Help etc.).

Important considerations which may influence this decision include:

- the ages of the children involved
- the developmental stages of the children involved
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature
- any other related issues and wider context, including any links to child sexual exploitation (CSE) and child criminal exploitation (CCE)
- whether there are any ongoing risks to the victim, other children, or staff
- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour - Harmful Sexual Behaviour - has been displayed
- any power imbalance between the children
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.

Routinely and in most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this decision making will be on a case-by-case basis.

The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.

Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social care and/or the Police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team, the Family help School and Community Team and / or SaPH.

6.4 Honour Based Abuse (HBA)

All staff are reminded of the need to be aware of such abuse as outlined in Part 1 and Annex B of KCSiE 2025, and the statutory duty and responsibility to report concerns related to FGM - Female Genital Mutilation.

So-called 'Honour Based Abuse' (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as child protection concerns and in-line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999.

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

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police and will be supported by the DSL in doing so.

6.4.1 FGM Reporting Procedure

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

If a member of staff suspects that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage, they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact SaPH by phone using the Immediate Concern line.

The DSL or Teacher will follow advice from SaPH before discussing such concerns with parents or carers.

If a member of staff discovers from the victim, or peer or other source, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and should contact the Police and then SaPH using the 'Immediate Concerns' line..

In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL, but this will need to identify the member of staff and the information they have reported.

The written Request for Service should be made immediately.

If the DSL or Deputy DSL is not available within this timescale, the member of staff should contact SaPH and update the DSL.

A written 'Request for Service Form' should be forwarded to SaPH in-line with ERSCP safeguarding procedures.

6.5 Minimum Age for Marriage

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

6.6 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may place their safety and welfare at risk. This is particularly important in respect of potential exploitation, which remains a significant and ongoing safeguarding concern.

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

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE 2025 Part One and have access to Annex B: Further information. Any concerns will be referred to SaPH in order that the LA can consider this information in-line with the '*ERSCP Effective support for children, young people and families in the East riding of Yorkshire'* - Effective Support guidance

It is recognised that both CSE and CCE are forms of abuse and exploitation that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Routinely, this will be in exchange

for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff are aware that children can become trapped by such exploitation as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims; despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys and that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

Staff recognise that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example, they may believe they are in a genuine romantic relationship.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns, is a growing problem and that the East Riding is an area that is targeted.

Where there are concerns in relation to any type of potential exploitation of children, school will consider completing a Risk Indicator Tool - RIT Tool – to help assist in profiling concerns and also seek support / advice From the Making a Change Team. Concerns in relation to exploitation will be considered as potential child protection issues and dealt with in line with agreed procedures.

6.8 Possible Violent Extremist Radicalisation & Hate Incidents

Walkington School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 and associated guidance - 2023 Prevent Duty Guidance - to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent Duty and the specific obligations placed upon us as an education provider, regarding risk assessments, working in partnership, staff training, and IT policies.

Staff are made aware that children are susceptible to extremist ideology and radicalisation and staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

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

If there is an immediate concern of risk or emergency, the school will call 999.

The National Prevent referral form and instructions can be found on the ERSCP web site - Prevent referral form

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The RSE / RSHE curriculum will ensure that issues such as tolerance, respect, democracy, and individual liberty are covered in age-appropriate ways.

The school ensures that potentially controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community, appropriate levels of training will be given to DSL, senior staff, and other staff.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of RSHE / RSE activities within school.

6.9 Serious Violence

This is a complex area with potential indicators existing across personal, relational and environmental domains, normally in combination when incidents actually occur. All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or criminal exploitation. Any concerns regarding serious violence will be reported and responded to in-line with other child protection concerns by speaking with the DSL or DDSL. Staff will take any allegations seriously and work in ways that support children and keep them safe.

6.10 Domestic Abuse

The school is involved in the Humberside Police /LA Domestic Abuse Operation Encompass alert system - Operation Encompass - and supports children appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children' health, well-being, development, and ability to learn.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or DDSL).

6.11 Private Fostering and Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer for 28 days or more, or where the placement is likely to be more than 28 days, a request for service to SaPH will be made.

*Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts - whether of full blood, half blood or marriage/affinity

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children, SaPH will be notified if the school has concerns about such arrangements.

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.

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

It can encompass Domestic Abuse, Sexual Assault, Stalking, Female Genital Mutilation (FGM), HBA, Street Harassment and Online Harm

VAWG is often underpinned by misogynistic beliefs and attitudes involving the hatred of, contempt for, or prejudice against women or girls. It can also encompass a belief in the inferiority of women or a bias against them. In a broader sense, misogyny can refer to social systems or environments where women experience hostility and hatred simply for being women, particularly within historically patriarchal structures

Staff will be alert to potential indicators and share any concerns with the DSL and the RSHE curriculum will be used to champion tolerance, inclusivity and anti-discriminatory attitudes and beliefs alongside a school wide approach of zero tolerance.

School will seek White Ribbon accreditation - ERYC White Ribbon

7. Vulnerable Children and Those Potentially at Risk of Harm

7.1 Children with a Social Worker

School will work closely with Vulnerable Children Education Team (VCET) Strategic Lead for the Education of Children with a Social Worker and the Virtual School Headteacher and pay due regard to meeting the requirements of relevant statutory and non statutory guidance.

The DSL will maintain records and details of children who have a Social Worker and also any child in Kinship Care and where information is available, where there has been previous involvement of a Social Worker. The DSL will liaise with school staff to ensure relevant information is shared and that there is consistency of approach and support and reasonable adjustments where appropriate.

In turn this will inform decision making and support to promote positive outcomes spanning attainment, progress and well-being, as well as pastoral support and managing any safeguarding concerns (for example responding to any 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 multi-agency working.

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

The Cass Review (2024) identified that caution is needed for any child questioning their gender as there remain many unknowns about the impact of social transition. School is mindful of this and as part of the school wide commitment to inclusion there will be a zero tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviours.

Every effort will be made to provide a safe, supportive and inclusive environment for any child who is lesbian, gay, bisexual or gender questioning. It is acknowledged that this is a potentially complex and challenging area that remains under review, pending the publication of revised government guidance. However in line with the current guidance incorporated in KCSiE 2025,

(Para. 204 – 208) school will adopt a cautious approach to supporting a gender questioning child by:

- Considering the broad range of the individual needs
- Working in partnership with parents (except in the rare circumstances where involving parents would bring significant risk to the child)
- Taking account of any clinical advice available and encouraging parents to seek such help and advice
- Considering how to address wider vulnerability issues such as the risk of bullying, complex psychosocial / mental health / emotional well-being issues and in some cases any SEND factors.

This approach will not detract from support available but will be used to inform and structure decision making.

It is recognised that risk can be compounded when children lack trusted adults with whom they can be open and every effort will be made to reduce the additional barriers faced and create a culture where children can speak out or share their concerns with members of staff. This is supported by the curriculum which prepares children for life in modern Britain and supports school value and ethos around inclusivity and tolerance..

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

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

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

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

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

7.4 Elective Home Education (EHE)

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

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

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

Walkington School 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/college 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 communicate 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 SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse,

neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse and exploitation such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionally impacted by behaviour's such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENDCo to plan support as required.

Walkington School has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

8. Family Help (providing Early Help)

Family Help means providing support as soon as a problem emerges at any point in a child's life, for children of all ages. Providing Family Help is more effective in preventing escalation of concerns and promoting the welfare of children than reacting later. It can improve a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff will be alert to the potential need for Family Help and share any concerns that may indicate this would be of benefit to a child / family and seek consent to do so. School staff are aware of the range of issues identified in KCSiE 2025 (Para. 18) that if identified should prompt consideration of the potential need for a preventative / early help approach / Family Help.

Local ERSCP procedures in relation to the Family Help process will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school (e.g. ELSA / Mentoring / School Nurse). In such cases consent from parent / carers will be sought for a contact to be made to the look at the introduction of Family Help services

School will work closely with the Family Help School and Community Team and the practitioner from this team allocated to school. The Team Around the School (TAS) approach will be used where appropriate to facilitate joint working and support.

If after discussion with parents/carers and with their consent and the School and Community Team practitioner it is thought that additional support may be appropriate, school will submit a Request for Service to the Early Help and Prevention Hub.

In line with local protocols, school will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.

If a service is to be provided, the school will become a vital member of the support provided and meetings will be held to progress Family Help. Professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing current Family Help Assessment - EHA - and any subsequent replacement that is introduced.

If the DSL believes that the child may be a 'Child in Need' or a child in need of protection, then the DSL will consider if a conversation with SaPH is required to discuss the concerns.

9. Child Protection Procedures

9.1 Identifying Concerns

School staff are particularly well placed to observe and be alert to indicators of abuse and neglect and the various forms of exploitation and risk, any changes in behaviour or poor or unexplained and/or persistent absences from education. Risk, abuse, and exploitation can occur in and out of the education setting, in person and online.

Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025, outline the definitions and indicators of abuse, exploitation and neglect and all staff are made aware of this. The DSL and DSG ensure that all staff have received and been given the time to read, Part One or Annex A of Keeping Children Safe in Education 2025 and have access to the full guidance and 'Further Information' contained in Annex B.

Further advice and guidance outlining local protocols is contained in the ERSCP document – *'Effective support for children, young people and families in the East Riding of Yorkshire.'*

When concerned about the welfare of a child, staff will always act in the best interests of the pupil and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

A child centred approach will guide support and a child-specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g., SENDCo, Designated Teacher).

Safeguarding incidents and/or concerns can be associated with factors, exploitation and risks outside the family, home, and education setting. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse, exploitation and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviour's on a developmental continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

9.2 Responding to Concerns

All staff understand that they have a responsibility to respond to information and concerns shared by pupils or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse, exploitation or neglect and should not 'investigate' concerns.

This information must be recorded on CPOMS.

Concerns relating to marks or injuries must also be recorded on a 'Body Map'. If using a body map, injuries or marks must be described, in addition to locating on the body map. The body map is located within the CPOMS incident form.

Photographs must not be taken of any marks or injuries, unless specific advice form SaPH is given to this effect.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or allegations as insignificant. The approach of staff will be informed by consideration of the following:

- information and concerns may provide a vital link to other information
- concerns must be shared with the DSL immediately or as soon as possible – this is prioritised

- investigation or seeking proof should not take place as this is the role of the DSL / DDSL
- not promising secrecy to children or adults making allegations or sharing concerns but reassure them that information will be shared appropriately and confidentially
- to avoid closed questions that lead a child into a particular answer but if they need to clarify aspects of an allegation or concerns shared by or about a child use only 'TED' type questions (i.e., Tell me – Explain - Describe) – also See Appendix 5

The DSL will lead on the consideration and decision making in terms of the response required. Thill include consideration of the most appropriate response, depending upon the level of concern:

- Contacting parent / carer to gain consent and more information – if feasible and safe
- Considering if school / universal service can support the situation
- 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)
- Contacting SaPH and asking to speak directly to an Advanced Social Worker

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

Each case will be considered by the DSL who will decide what information to share with which staff and how to progress communication and information sharing with parent / carer and partner agencies.

The DSL will acknowledge receipt of any concerns and provide an update on progress.

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

Immediate consideration will be given to contacting the Police using 999 if it is believed it is an emergency situation and a child is at immediate risk of or experiencing significant harm.

Prior to contacting SaPH, efforts will be made to contact parent / carers to share that school will need to discuss the matter with the SAPH. Every effort will be made to communicate openly and honestly with parents and gain consent to share information.

However, this may not be the case if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk.

and/or

- There is a possibility that a crime may have been committed.

and/or

In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.

and /or

- Informing parents/ carers might place staff at risk.

When a delay in obtaining consent may put a child at risk, contact to SaPH will be made before discussing the matter with parents or carers and advice sought This will be done by using the SaPH 'Immediate Concerns' line

In any case this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.

The DSL will oversee the completion of a Request for Service Form. This will ideally be immediately following identification of concerns and at the latest within 24 hours to support informed decision making.

If the child is already 'open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member and if necessary, the CSC Team Manager.

In all cases, records of discussions with the SaPH and other professionals will be recorded in the child's file, alongside decision making.

9.4 Children's Emergency Duty Team – out of hours concerns

The principal responsibility of the CEDT is to respond to out-of-hours contacts about child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information to an on-call CEDT social worker.

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All the above will be fully recorded on the child's file and information shared on an 'as required' basis.

School will follow up a contact with CEDT by submitting a Request for Service as soon as possible / the next working day.

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

Walkington School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within Working Together to Safeguard Children, 2023.

The SLT, Governing Body and DSL will work to establish strong and collaborative local relationships with professionals in other agencies and will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend support and attend all relevant meetings, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report template after discussion with the relevant staff involved with the child.

Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and, where possible and practical, host such meetings.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

9.6 Concerns shared by Children

Walkington School recognises that a child-centred approach is vital for safeguarding, emphasising listening to children and young people to protect them from abuse, exploitation, and neglect. We aim to build resilience and ensure children know they can seek help, access support, and that their concerns will be taken seriously.

All staff understand the challenges children face in sharing concerns and how to respond appropriately. They will also work to build trusted relationships that facilitate communication.

Staff will stay vigilant, speak to the DSL if concerns arise, and recognise risks both inside and outside the home, including online.

Children will be informed about opportunities to seek advice and support through the curriculum, including Relationship & Health Education (Primary) and Relationship, Sex, and Health Education (Secondary).

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential, and they understand that their concerns will be treated seriously. The schools' reporting mechanism is promoted via CPOMS and the guidance from Part Five of KCSiE 2025 is followed.

9.7 Feedback and Escalating Concerns about Individual Cases

When a Request for Service is submitted, SaPH or EHPH will notify the school of the outcome and any decisions regarding the child. If the school does not receive feedback within 24 hours (SaPH) or 48 hours (EHPH), or sooner in urgent cases, they will contact the relevant Hub for guidance.

If the DSL disagrees with the advice or action made by SaPH, EHPH or the allocated Social Worker and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the ERSCP escalation policy - ERSCP Escalation Procedures

Records of all such discussions and responses will be retained in the pupil's records.

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

The DSL will update the school colleagues involved as soon as possible on a 'need to know' and 'case by case' basis.

If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing, they should raise concerns with the DSL or a Senior Member of staff and press for reconsideration or discussion.

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

9.8 Confidentiality

It is recognised that all matters relating to child protection are highly confidential and the DSL / DDSL will share that information on a 'need to know, what and when basis.' line with this, records will be stored securely with restricted access to only relevant staff. Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school, unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media, including Social Networking sites.

Staff are also made aware that such breaches of confidentiality and data protection may result in disciplinary action, as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and, under GDPR legislation, potential heavy fines.

Staff are aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate

All staff are aware that they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

9.9 Information Sharing

DfE guidance *'Information sharing advice for safeguarding practitioners'* updated May 2024 - Information sharing guidance - outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information," which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

Walkington School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements.

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 or appropriate Senior Manager.

Child protection records will be kept confidential and stored securely, will be kept for individual children, and will be maintained separately from all other school records relating to the child.

Separate child or if appropriate, family CP files are stored within our CPOMS system. Access to safeguarding / child protection files is restricted to the DSL and those who they deem require oversight of specific case details.

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.

Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

Records are sent or handed to the receiving school separately from other records, marked 'Private & Confidential for the attention of the DSL'. If by post, records will be sealed in an envelope with the above mark and sealed in an addressed envelope before recorded delivery.

Electronic transfer via a commercial system will be overseen by the DSL to ensure proper protocols are observed. Outside such a system, documents should be password protected, sent separately, and preferably via secure email.

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, phising 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 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

The school SmootheWall filter is checked at least termly and the results filed by the Head and also forwarded to the DSG. 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 User agreement / policy which may constitute a 'low level concern'. 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.

Walkington School 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)

It is recognised that generative AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Any misuse of AI to access harmful content, bully pupils or behave inappropriately in terms of school behaviour expectations will be considered as a safeguarding concern and alongside other school policies.

Safety is our main priority when deciding whether to use generative AI. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use. The use of AI will be in line with the appropriate DfE guidance and policy for AI including

DfE (2025) *'Generative artificial intelligence (AI) in education'* - Generative AI in education

DfE (2025) *'Using AI in education settings: support materials'* - AI education support materials

DfE (2025) Using '*AI in education: support for school and college leaders'* - AI support for leaders

11. Reasonable Force

The term Reasonable Force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This is always an act of last resort and after appropriate de-escalation strategies have been used, or in the event of serious situations where this is not possible. The school policy on physical intervention will be followed and the SLT will ensure that relevant staff receive appropriate training, which is recorded.

The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment. Intervention can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury to self, other pupils or staff. 'Reasonable' in these circumstances means using 'no more force than is needed'.

All incidents requiring such action will be logged with the Headteacher or appropriate senior manager. In all cases, in line with updated statutory guidance parents /carer will be informed on the same day as will any relevant professional involved with the pupil.

Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident and on the same day, unless in exceptional circumstances. Each incident will be reviewed using a 'lessons learned' approach. Data relating to the use of reasonable force will be reviewed by SLT and Governing Body to ensure appropriate monitoring and oversight.

If required, a Positive Behaviour plan for individual pupils will be put in place and agreed with parents.

Restorative methods will be considered after each such incident and the pupil/student views on the incident sought. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process.

School will adhere to guidance set out in KCSiE, 2025 (Para. 163-165) and also current statutory guidance DfE (2013) '*Use of reasonable force in schools'* - Reasonable Force 2013 and any changes planned to this from September 2025 in DfE (2025) *'Use of reasonable force and other restrictive interventions in schools. Guidance for schools in England'* - Reasonable Force 2025

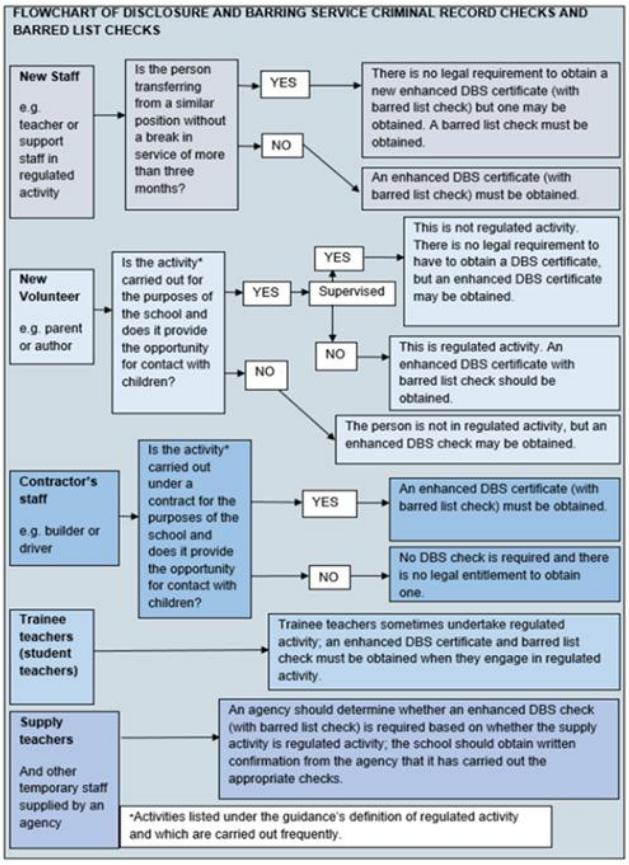
12. Safer Recruitment and Staff Vetting

The school complies fully with Statutory Guidance KCSIE 2025, Part Three and the ERYC Safer Recruitment supporting guidance.

This covers the recruitment process and includes adverts, application form, shortlisting and related reference seeking and standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks relevant to the role and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as outlined and required in KCSIE 2025. This includes a check with the children's Barred List and would alert the school to any Secretary of State section 128 Direction. All other required pre-employment vetting as outlined in KCSIE 2025 will be completed.

The school also ensures that for all other staff (e.g. contractors) who may have regular contact with children, but are not engaging in regulated activity, have an enhanced DBS certificate, which does not include a barred list check.



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An accurate Single Central Record (SCR) is maintained in line with statutory guidance. The Headteacher and at least one Governor complete appropriate Safer Recruitment training, which it is recommended should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

All staff that are covered by the '*Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools, academies and free schools' (DfE Aug 2018'* are aware of their responsibilities to disclose any possible matters (e.g. convictions, cautions, court orders, reprimands and warnings) that need to be considered under this Act. If such disclosures are made, the Headteacher will seek advice from ERYC HR service (or other HR provider) and will liaise with the LADO as required.

If other companies provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these companies have appropriate safeguarding, safer recruitment, and vetting procedures in place.

Where the work experience placements are arranged, we will follow the advice and guidance as identified in Part 3 of KCSIE 2025 (Para.332-337)

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

13.1 Concerns that meet the 'Harm Threshold.'

KCSiE 2025, Part Four, outlines the 'Harm Threshold' and supporting procedures that school will follow. Staff are aware that an allegation may be made in respect of behaviour that meets the 'Harm Threshold'. This covers staff behaviour that may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.

All staff have access to:

- KCSiE 2025 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors.
- Staff Code of Conduct 2025-2026
- Whistleblowing Guidance 2025-2026
- Contact details for the CoG and LADO

All staff are made aware of their responsibilities and procedures to follow. However, it must be appreciated that in the case of a whistleblowing situation, an investigation process may reveal the source of the information and a statement by the referrer might be required.

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher, the referrer should contact the CoG, a senior member of staff or the LADO immediately (in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO).

It is unacceptable for any member of staff not to refer such concerns.

The Headteacher (CoG, a senior Member of staff) will, on the same day, contact the LADO and follow the statutory guidance KCSIE 2025, Part Four.

Following information sharing and a referral to the LADO, discussion will determine if the allegation / potential concern meets the Harm Threshold. Those involved will agree further action to be taken in respect of the child and staff member.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

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

13.2 Low-level Concerns

Walkington School adopts a proactive approach to low-level concerns, to foster a safer environment for children, uphold professional boundaries for staff, and ultimately reduce the risk of harm. Low-level concerns refers to worries or doubts about the behaviour of a member of staff (or other adult on the premises) that while not meeting the 'harm threshold' for LADO involvement and investigation, are nevertheless inconsistent with the school's code of conduct and expectations.

Low-level Concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, from vetting checks or from staff self-reporting. Low-level Concerns can encompass a broad range of behaviours', including those that are:

- Inadvertent or thoughtless: Actions that might be misinterpreted or appear compromising, even if unintentional.
- Contextually inappropriate: Behaviour that might be acceptable in some situations but is not in a school environment.
- Indicative of potential risk: Behaviour that, even if seemingly minor, could be a precursor to abuse.

KCSiE, Part Four, provides examples of behaviour that would constitute a Low-level Concern, including but not limited to:

- Being overly friendly with children or having favourites.
- Taking photographs of children on a mobile phone against school policy.
- Engaging with a child one-on-one in a secluded area or behind a closed door.
- Using inappropriate language towards pupils, even if not explicitly sexualized.
- Humiliating children.

Staff are aware that it is crucial that all Low-level Concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Addressing low-level concerns is crucial for several reasons:

- Minimizing the risk of abuse: Early identification of concerning behaviour can prevent it from escalating into more serious incidents or even abuse.
- Promoting a culture of safety: Consistently responding to concerns, no matter how small, sends a clear message that child safety is paramount and inappropriate behaviour will not be tolerated.
- Protecting adults: A transparent system for reporting and addressing concerns can also protect staff from false allegations or misunderstandings.
- Identifying training needs: Low-level concerns can highlight areas where staff may need further training or improved induction.
- Reporting and responding to low-level concerns

Walkington School has a clear policy and procedures for reporting and responding to low-level concerns. This incorporates information for staff on reporting and the school approach to recording, reviewing and responding.

The Headteacher will take the lead on investigating any reported Low-level Concerns and will oversee the other aspects of the school procedure for managing Low-level Concerns. Concerns in relation to the Headteacher are directed to the Chair of Governors. Low-level Concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

13.3 Safeguarding Culture and Whistleblowing

Whistleblowing plays a crucial role in safeguarding children within school settings. It provides a mechanism for staff members to raise concerns about potential wrongdoing, malpractice, or risks that could impact a child's safety and well-being

At we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns that they have

The school Whistleblowing Policy is available to all staff which outlines the approach to supporting any need for Whistleblowing and related expectations. This Policy is an indispensable part of our overall safeguarding strategy. It empowers staff to prioritise the safety and well-being of children by providing a secure and effective means to report concerns and ensure appropriate action is taken

Some examples where Whistleblowing may apply:

- pupil's or staff member's health and safety are being put in danger
- failure to comply with a legal obligation or statutory requirement
- attempts to cover up the above, or any other wrongdoing that is in the public/school interest

Staff are aware of the need to report concerns promptly and that concerns will be taken seriously and investigated, and confidentiality respected as far as possible.

Concerns should be reported to the Headteacher/other member of staff on the SLT, and if concerns are about the Headteacher, report to the Chair of the Governors.

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

14. Complaints

At Walkington School we are committed to open and honest, transparent communication with all members of our school community. We attempt to resolve any concerns as soon as possible and through informal discussion and agreement. In the event of this not being possible, the school Complaints Policy is available and documents the graduated process to dealing with formal complaints made to the school and avenues for escalation of complaints if not resolved. The SLT will take all concerns seriously and respond in line with the appropriate process and encourage concerns to be reported directly to school.

The school Complaint Policy can be found on our website.

15. Use of Premises by Other Organisation

Where services or activities are provided separately by another body using the School/College facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

We will always will refer to the guidance (DfE, Updated May 2025) '*Out-of-school settings: safeguarding guidance for providers*' - Out-of-school settings: safeguarding guidance for

providers to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

Safeguarding requirements will be 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 this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the 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 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 grow-up.

Walkington School 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 will receive an induction prior to any activity on site which will include information covering expectations in relation to, for example, safeguarding, conduct and Health and Safety. The induction will be documented and records maintained. Relevant school policies will be made available and relevant Safer Recruitment checks will be completed and guide the recruitment process, for example taking up references, interview panel membership, exploring motivation to work with children and standard application form. School will undertake a risk assessment, guided by professional judgement, that will determine whether an enhanced DBS check is needed for volunteers not engaged in regulated activity, as per KCSiE 2025, Part 3. This considers the possibility of unplanned or unsupervised contact with children. If a DBS check is deemed unnecessary for specific events or volunteers, both the volunteers and supervising staff will be clearly informed of their roles, responsibilities, and boundaries, ensuring no unsupervised contact with children occurs.

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

Walkington School will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE 2025 (Part Three: iii).

Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's Barred List information). This will be obtained or will be confirmed as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place).

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

Visitors to the school, including contractors and volunteers, are asked to sign in and are given an identity badge to confirm that they have permission to be on site. The identity of contractors will be checked upon arrival.

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

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

Where extended school activities are provided and managed by the school, this Child Protection and Safeguarding Policy and procedures will apply.

When pupils attend off–site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the written

assurances covering safeguarding requirements . The DSL will discuss any arrangements and concerns (on an individual or collective level) with the Educational Visits Coordinator(s) and visit leaders at the visit planning stage.

The school will follow the appropriate ERYC (or equivalent) planning and risk assessment procedures for all educational visits and activities.

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
EWO/S	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 / college 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 according to the setting, for example: Behaviour Policy

- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy / Filtering and Monitoring
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy
- 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 that 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)

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 a 'Record of Concern sheet': or equivalent – insert details

- 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
- Deputy Designated Safeguarding Lead is
- Designated Safeguarding Governor is

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 Walkington School 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 / Head of Year. Or ********* *********who is the Governor with responsibility for Child Protection

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.childrenssociety.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.mensadviceline.org.uk
Mankind: www.mankindcounselling.org.uk
National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
Respect Phoneline: https://respectphoneline.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
FGMFactsheet:
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