

Hustwaite and Sessay CE Primary Federation

Child Protection and Safeguarding Policy 2025-2026

Policy Review date	Date Ratified by Trustees	Date Shared with staff & Volunteers	Date shared with Local Committee
01.07.2022	19.07.2022		
28.06.2023	18.07.2023		
05.07.2024	16.07.2024		
01.09.2025	17.09.2025		

Elevate employees, volunteers, trustees and Local Committee members will read and sign that they have understood the contents of this policy.

The policy is available to all interested parties on our website and on request from the main academy office.

The Trust Board of Elevate Multi Academy Trust has agreed this Policy and as such, it applies to their academies.

Hustwaite and Sessay CE Primary Federation

Role	Name and Role	Contact Details
Designated Safeguarding Lead (DSL) For the academy	Fiona Bennett	01347 868371 headteacher@hustwaiteprimaryschool.org headteacher@sessayprimaryschool.org
Deputy Designated Safeguarding Lead/s (DDSLs) for the academy	Federation: Richard Chapman Hustwaite: Sarah Dixon Sessay: Katherine Bennison	
Hub Lead SENDCo for the academy SEND Contact within the academy	Carol Logan-Meredith Hustwaite: Gemma Goodchild Sessay: Nickie Gauder	
PSHE / RSE Coordinator	Helen Fielding	
Online Safety Coordinator	Katherine Bennison	
Designated Teacher for Looked After and previously Looked After Children	Hustwaite: Gemma Goodchild Sessay: Nickie Gauder	
Chair of The Local Committee(LC)	Stephen Brough	sbrough@sessayprimaryschool.org
Designated Safeguarding Link Local Committee member	Stephen Brough	
DSL For Elevate Multi Academy Trust	Dianne Mousley	d.mousley@elevatemat.org
Designated Safeguarding Trustee For Elevate Multi Academy Trust	Jo Leishman	Jo.leishman@elevatemat.org

**IF A CHILD IS IN IMMEDIATE DANGER OR
IS AT RISK OF HARM**

**ALLEGATIONS AGAINST STAFF AND
VOLUNTEERS PROCEDURE**

Where there are **significant immediate concerns about the safety of a child**, you should contact the police on **999**

Everyone has a responsibility to refer a child when it is believed or suspected that a child:

- Has suffered significant harm and /or;
- Is likely to suffer significant harm and/or;
- Has developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent).

If you believe the situation is urgent but does not require the police, please call: 0300 131 2 131 to make a telephone contact.

Outside business hours (Monday to Friday, 9am-5pm) still call **0300 131 2 131** to speak to the Emergency Duty Team.

A written referral using the universal referral form must be completed and submitted **within 24 hours** of your telephone call. Submit to:
social.care@northyorks.gov.uk

You do not need to make a telephone contact prior to submitting a written referral should the situation not be urgent. Submit to:
social.care@northyorks.gov.uk

To make a written referral, a universal referral form must be completed. It must include all relevant information including parental consent or clear reasons why this has not been obtained. If you do not receive acknowledgement of the referral contact 0300 131 2 131 to confirm it has been received.

These procedures should be used in respect of all cases in connection with the person's employment or voluntary activity where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*

THE HEAD SHOULD TELEPHONE:

ELEVATE'S HEAD OF SAFEGUARDING ON
07706356030

AND THE DUTY LADO ON
01609 798005 WITHIN 1 DAY.
lado@northyorks.gov.uk

NYC Contacts

Early Help Contacts

North Yorkshire Council Children & Families Service: Early Help	
Locality Telephone Numbers	
Early Help East: Scarborough, Whitby, Ryedale	01609 534852
Early Help West: Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central: Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	
Where there are significant immediate concerns about the safety of a child, contact the police on 999 .	
If you believe the situation is urgent but does not require the police , call 0300 131 2 131 to make a telephone contact.	
Outside of business hours (Monday – Friday / 9am-5pm) please still call 0300 131 2 131 to speak to the Emergency Duty Team.	
Professional’s Consultation Line 01609 535070 is available between 10am and 4pm. Leave a voicemail if there is no response and you will be contacted as soon as possible.	
Link to online referral form - NYSCP	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children’s social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101 Home Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk LADO Notification Form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator -	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	
CAMHS	The single point of access for the TEWV service (covering all North Yorkshire except Craven) is: 0300 0134 778 Craven: BDCT First response 0800 952 1181 7 days a week, 24 hours Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171.
SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

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Elevate Multi Academy Trust (Elevate) and their academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff, trustees, governors, volunteers, contractors and visitors to share this commitment.

Safeguarding and Promoting the Welfare of Children means:

- ✿ Providing help and support to meet the needs of children as soon as problems emerge;
- ✿ Protecting children from maltreatment, whether that is within or outside the home, including online;
- ✿ Preventing impairment of children’s mental or 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.

Children includes everyone under the age of 18.

Purpose

Elevate and the academy aims to ensure that:

- ✿ Staff, parents, volunteers, trustees and Local Committee (LC) members are informed about the academy's responsibilities for safeguarding children;
- ✿ Everyone has a clear understanding of how these responsibilities should be carried out;
- ✿ Staff understand that safeguarding the welfare of children (anyone under the age of 18) is ‘everyone’s responsibility’;
- ✿ Staff are working with children to maintain the attitude that ‘it could happen here’ where safeguarding is concerned and that when concerned about the welfare of a child, staff should always act in the best interests of the child;
- ✿ An environment is established and maintained where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern;
- ✿ Children know that there are adults in the academy whom they can approach if they are worried;
- ✿ An environment is established and maintained where academy staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child;
- ✿ Children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected;
- ✿ Children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;

The responsibilities set out in this policy apply (as appropriate) to all members of Elevate and the academy community including children, parents and carers, staff, trustees, LC members, visitors/contractors, volunteers, supply staff, students on placement and trainees working within Elevate and the academy.

It is fully incorporated into the whole of Elevate's and the academy's ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the children.

Legislation and Guidance and Linked Policies

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children (2023) and the Academy trust governance guide (DfE 2024). We comply with the guidance and the procedures set out by the North Yorkshire Safeguarding Children partnership (NYSCP).

This policy is also based on the following legislation and guidance:

- ✿ Prevent Duty Guidance [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/prevent-duty-guidance-2017.pdf)
- ✿ Part 3 of the schedule to the [Education \(Independent Academy Standards\) Regulations 2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf), which places a duty on academies and independent schools to safeguard and promote the welfare of children at the academy
- ✿ [The Children Act 1989](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf) (and [2004 amendment](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf)), which provides a framework for the care and protection of children
- ✿ Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- ✿ [Statutory guidance on FGM](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- ✿ [The Rehabilitation of Offenders Act 1974](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf), which outlines when people with criminal convictions can work with children
- ✿ Human Rights Act 1998
- ✿ European Convention on Human Rights
- ✿ [Human Rights | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf).
- ✿ Equality Act 2010
- ✿ [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf)
- ✿ Police and Criminal Evidence Act 1984 – Code C
- ✿ Sexual Offences Act 2003
- ✿ [When to call the police](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf)
- ✿ Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf), which defines what 'regulated activity' is in relation to children.
- ✿ [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium Addendum February 2022\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf)
- ✿ [Sexual violence and sexual harassment between children in Schools and colleges \(DfE 2021\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/261214/education-independent-academy-standards-regulations-2014.pdf)

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- ✿ [Relationships Education, Relationship and Sex Education and Health Education](#)
- ✿ [Searching Screening and Confiscation Advice](#)
- ✿ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- ✿ [Children Missing Education – Statutory guidance for local authorities \(DfE August 2024\)](#)
- ✿ [When to call the police – Guidance for Schools and colleges \(NPCC – 2020\)](#)
- ✿ [Education and Training \(Welfare of Children\) Act 2021](#) <https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>
- ✿ The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- ✿ This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early years foundation stage for group and school based providers \(DfE 2025\)](#)
- ✿ [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- ✿ [Keeping children safe in out-of-school settings - GOV.UK \(www.gov.uk\)](#)
- ✿ [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)
- ✿ [Alternative Provision Guidance February 2025](#)
- ✿ [Working Together To Improve School Attendance 2024](#)

This policy also complies with Elevate’s Funding Agreement and Articles of Association.

Schools and colleges are under a statutory duty to cooperate with the published NYC arrangements. This policy conforms to locally agreed inter-agency procedures.

Linked Policies

This policy should be read in conjunction with the Following Trust Policies:

- Elevate Behaviour & Anti Bullying policy
- Elevate staff Code of Conduct
- Elevate Acceptable Use ICT and Internet Policy and Online Safety Policy
- Elevate Attendance policy
- Elevate Children Missing in Education policy
- Elevate Complaints policy
- Elevate Confidentiality policy
- Elevate Data Protection policy
- Elevate EVC and children off site policy
- Elevate Exclusions policy
- Elevate First Aid policy
- Elevate Inclusion policy
- Elevate Information Security policy
- Elevate Intimate Care policy
- Elevate Lettings Policy
- Elevate Low Level Concerns policy
- Elevate Medical Needs policy
- Elevate Positive Handling policy
- Elevate Social Media policy

Safeguarding for All, By All

Elevate Visiting Speaker policy
Elevate Well Being policy
Elevate Whistleblowing policy

Glossary

All staff	Refers to all adults, volunteers including trustees and Local Committee members or students on placement, working in any capacity in Elevate and the academy or in activities organised by Elevate and the academy which brings them in to contact with children of the academy.
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.
Child	Is any child under the age of 18
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
CSC	Customer Service Centre
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
FGM	Female Genital Mutilation
DT	Designated Teacher for Looked After and previously Looked After Children.
Head teacher	Includes the Executive Head teacher, Head of School or acting Head teacher as appropriate.
KCSIE	Keeping children Safe in Education
PSHE	Personal Social Health & Economic
RSHE	Relationships, Sex and Health Education
Safeguarding	Refers to the protection, safety and promotion of the welfare of all children including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum
SENCo	Special Education Needs and Disabilities Coordinator
The academy	Means Husthwaite CE Primary School & Sessay CE Primary School

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. Elevate and the academy are committed to anti-discriminatory practice and recognise children's diverse circumstances. They ensure that all children have the same protection, regardless of any barriers they may face.

Elevate and the academy gives special consideration to children who:

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- ✿ Are disabled or have certain health conditions and have specific additional needs.
- ✿ Have special educational needs (whether or not they have a statutory education, health and care plan)
- ✿ Have a mental health need.
- ✿ Are a young carer.
- ✿ Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- ✿ Are frequently missing/goes missing from education, home or care.
- ✿ Have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- ✿ Are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- ✿ Are at risk of being radicalised or exploited.
- ✿ Have a parent or carer in custody or is affected by parental offending.
- ✿ Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- ✿ Are misusing alcohol and other drugs themselves.
- ✿ Are at risk of so-called 'honour'-based abuse such as female genital mutilation or forced marriage.
- ✿ Are a privately fostered child.

The Board of Trustees will ensure that the following appropriate policies, and procedures are in place, and the LC will ensure they are implemented and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- ✿ Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour);
- ✿ Academy's procedures for managing children who are missing education;
- ✿ Guidance on Safer Working Practices;
- ✿ Child Protection and Safeguarding policy (including online safety);
- ✿ Elevate Behaviour and Anti Bullying policy;
- ✿ The names, roles and responsibilities of the DSL and any deputies.




Roles and Responsibilities

Safeguarding and Child Protection is Everyone's Responsibility.

- ✿ This policy applies to all staff (including those not directly employed by the academy), volunteers, contractors, visitors, trustees and LC members.
- ✿ This policy and procedures also apply to extended academy and off-site activities.

Children

Children will:

-  Adhere to academy rules regarding conduct and safe behaviour;
-  Report anything that worries them to a trusted adult;
-  Be supported to learn more about issues that could impact on their personal safety or the safety or well being of others.

Pupil Voice: The academy actively collects feedback from their children and regularly engage with Pupil Voice to seek the views of the children on their experiences of feeling safe at the academy and within their communities.





All staff

Induction: All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in this policy and any updates therein.

KCSIE: All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 of KCSIE and review this guidance at least annually.

All staff who do not work directly with children will read either Part 1 as determined by Elevate's DSL dependent on their roles, responsibilities and contact with children.

All staff will be aware of:

-  The academy's systems which support safeguarding, including reading and understanding:
 - their professional responsibilities as outlined in Guidance for Safer Working Practice (2022);
 - about the role of the DSL/DDSL;
 - Elevate's Behaviour and Anti Bullying policy;
 - the safeguarding responses to children who go missing from education during the academy day or otherwise;
 - Elevates On Line Safety Policy.
-  The Early Help process and their role in it, including being alert to causes for concern that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. All staff should be reporting causes for concern that may warrant Early Help intervention to DSL Fiona Bennett;
-  That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education;
-  That children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful;

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- ✿ The process for making referrals to the local authority and for statutory assessments that may follow a referral, including the role they might be expected to play;
- ✿ Wherever possible, speak to the DSL, DDSL or Head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm;
- ✿ The academy works in partnership with other agencies in the best interests of the children. Requests for service to MAST will (wherever possible) be made by the Safeguarding Designated Staff, to the MAST team (**0300 131 2 131**). Where a child already has a child protection social worker, the academy will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker;
- ✿ What to do if the academy identifies a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- ✿ The academy procedures for recording any cause for concerns and passing information on to DSLs in accordance with the academy's recording systems;
- ✿ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as CSE, CCE, FGM, radicalisation, child on child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside academy or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity;
- ✿ Children absent from education or missing /absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or CCE.

Training: All academy staff will receive appropriate safeguarding children training, which is updated regularly so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

In addition, all staff members should receive safeguarding and child protection updates (for example, via email, ebulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers: will be made aware of the safeguarding policies and procedures by the DSL-including Child Protection Policy and Staff Code of Conduct.

DSL and DDSL

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The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The DSL takes lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place) at their academy.

The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g., due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

The DSL is always contactable by phone and email.
headteacher@husthwaiteprimaryschool.org
headteacher@sessayprimaryschool.org

If the DSL and DDSL are not available the Safeguarding local committee member Stephen Brough will act as cover (for example, during out-of-hours/out-of-term activities).

Training: DSL/DDSL Must undergo a formal DSL training course and refresher training on a continuous basis but at least every 2 years.

The DSL/DDSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The Board of Trustees and Local Committees(LC)

The full responsibilities of the Board of Trustees are set out in Part 2 of KCSIE – The management of safeguarding. Through the LC, the Board of Trustees will ensure that the academy is fully compliant with their statutory safeguarding responsibilities.

The Board of Trustees and the LC will create a strong culture of safeguarding across the Trust and in the academy in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.

The Board of Trustees

Policy Review: This Child & Safeguarding Protection Policy is reviewed and ratified annually by the Board of Trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

The Board of Trustees will:

Elevate Child Protection and Safeguarding Policy

- 🌱 Hold the Head Teacher and LC to account for its implementation;
- 🌱 Delegate some of their safeguarding duties to the LC as set out in the Scheme of Delegation.
- 🌱 **Filtering & Monitoring:** Will ensure that Elevate and the academy has robust IT filtering and monitoring systems in place. The trustees should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.
- 🌱 Understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. Data protection in schools - Guidance - GOV.UK (www.gov.uk) (2024)

Link Trustee and Link LC member: The Board of Trustees will appoint a link trustee and the LC will appoint a link LC member to monitor the effectiveness of this policy and other related safeguarding policies (i.e.: online safety, whistleblowing, behaviour etc). Staff LC members cannot be the lead LC member with responsibility for safeguarding and child protection.

The LC

- 🌱 Will ensure that all policies, procedures and training are effective and are implemented in their academy;
- 🌱 **Training:** Will ensure that all staff and LC members undergo safeguarding and child protection training including online safety training providing an understanding of the expectations and the applicable roles and responsibilities in relation to filtering and monitoring.
- 🌱 **Filtering & Monitoring:** Will ensure that the academy has appropriate **robust** IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- 🌱 **Lettings/alternative/off site providers and provisions:** Along with the academy's senior leadership team, the LC are responsible for satisfying themselves and obtaining written assurances from any relevant academy lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE.

This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Children who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their children may be vulnerable to and appropriate risk assessments/support plans are in place where children access provision offsite.

A list of alternative or off-site providers will be kept by the Head teacher, including written evidence of safeguarding arrangements.

Where an academy places a child with an alternative provision provider, it continues to be responsible for the safeguarding of that child and should be satisfied that the placement meets the child's needs. The guidance set out in [Arranging Alternative Provision February 2025](#) will be followed.

- ✿ In the event an allegation of abuse is made against the Head teacher, the LC Chair will be informed by the Head of Governance.
- ✿ The LC will supply information as requested by the NYC (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Education Safeguarding Team.
- ✿ The LC will understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches. [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\) \(2024\)](#)
- ✿ The LC will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education.

The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- ✿ Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction;
- ✿ Communicating this policy to parents when their child joins the academy and via the academy website;
- ✿ Ensuring that the roles and responsibilities of DSL and DDSL as referenced in Annex C of KCSIE (2025) are reflected in their job description;
- ✿ Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent;
- ✿ Ensuring that all staff undertake appropriate safeguarding and child protection training;
- ✿ Acting as the 'Case Manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

Parent and Carers Will

- ✿ Work collaboratively with academy staff to promote the safety of their children and other children;
- ✿ Support the academy to teach children about keeping safe by reinforcing key safety messages;
- ✿ Report any safeguarding concerns regarding their own children or another child in the academy.

- 🌱 Know, understand and follow the safeguarding procedures for each academy within which they work;
 - 🌱 Undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility;
 - 🌱 HR will monitor the SCR and as a result disseminate learning outcomes;
 - 🌱 HR will also monitor the induction process for new staff.
-

Visitors to the Academy

All visitors must sign in on arrival and collect a visitor's lanyard and be given an academy Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school.

Visitor lanyards must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE.

EYFS

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early years foundation stage for group and school based providers \(DfE 2024\)](#)

- 🌱 To ensure the relevant staffing ratios are met, where applicable;
 - 🌱 To make sure each child in the Early Years Foundation Stage is assigned a key person.
 - 🌱 Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the [Early Years Foundation Stage Statutory Framework for group and school based providers 2025](#)
 - 🌱 22.10 Insert own settings procedures as to how EYFS training is delivered and how practitioners are supported to put this into practice
-

Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

The academy recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff, volunteers and visitors to the academy should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a DSL.

All staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse, allegations of abuse against staff, information sharing and working with parents.

Timely information sharing is essential for effective safeguarding. This academy will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance [Information sharing advice for safeguarding practitioners - GOV.UK](#). This guidance 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.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in the academy that are not DSL's or DDSL's as appropriate.

If staff are in any doubt about sharing information, they must speak to the DSL or head teacher.

Working with Parents and Other Agencies to Protect Children

Parents and carers will be made aware of the in-academy procedures in respect to taking any reasonable action to safeguard the welfare of its children. In cases where the academy has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact Multi Agency Screening team to discuss their concerns.

Contacts: In keeping with KCSIE, the academy will endeavour wherever possible to obtain at least 2 emergency contacts for every child in the academy in case of emergencies, and in case there are welfare concerns at the home.

In general, the academy will discuss concerns with parents and carers before approaching other agencies and will seek to inform parents and carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents and carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing

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parents and carers of a referral to another agency may increase the risk of significant harm to the child.

Parents and carers are informed about this Child Protection and Safeguarding policy through academy website, newsletters etc

Educating at Home: Where a parent or carer has expressed their intention to remove a child from the academy with a view to educating at home, the academy will, working in partnership with the LA and other key professionals invite parents or carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents or carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

Multi-Agency Work

The academy will co-operate with NYSCB in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

In the best interests of the children, the academy will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

Police

The DSL and DDSL should be aware of the requirement for children to have an Appropriate Adult.

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Opportunities to Teach Safeguarding – Preventative Curriculum

The academy's role in the prevention of abuse.

The academy will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The academy will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, person who has been harmed of abuse and some SEND children may be needed.

As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE/RSHE curriculum will reflect the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#). including self-esteem, emotional literacy, assertiveness, power, relationship and sex

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education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the [Relationships and sex education \(RSE\) and health education - GOV.UK](#).

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art and assemblies.

Other Areas of Work – Human Rights Act, Equality Act & Public Sector Equality Duty

All the policies that address issues of power and potential harm, e.g. Behaviour and Anti-Bullying, Equalities, Positive Handling, Acceptable USE ICT and Internet and On-line Safety will be linked to ensure a whole academy approach.

The Child Protection and Safeguarding policy cannot be separated from the general ethos of Elevate and the academy which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

Elevate's Acceptable Use ICT and Internet and On Line Safety Policy is reflective of the requirements set out in KCSIE (2025) in regard to content, contact, conduct and commerce. This policy is aligned to the Behaviour and Anti Bullying policy and reflects the approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers the academy to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out expectations Elevate and the academy to respect and protect an individual's human rights when they make individual decisions about them.




Equality Act 2010

In accordance with the Equality Act, Elevate and the academy **must** not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act.

Elevate and the academy will have due regard to:

-  The need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act);
 -  Advance equality of opportunity;
 -  Foster good relations between those who share a relevant protected characteristic and those who do not.
-

CHILDREN

The academy will offer appropriate support to individual children who have experienced abuse or who have abused others.

Individual Support Plan: In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the child (person who has been harmed, person who has harmed, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings.

Risk Assessment: For children who have sexually harmed or may have sexually harmed peers, where appropriate a Risk Assessment will be completed that includes safety and support planning.

For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or has used a weapon, or has threatened the use of a weapon a Weapons Risk Assessment Management Plan (WRAMP) will be completed that includes safety and support planning [Weapons Risk Assessment Management Plan and guiding principles](#).

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

To reduce the additional barriers faced to children who may be LGBT the academy will provide a safe space for a child to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory RSHE and PHSE curriculum.

Children with SEND or Health Issues

The academy recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc.

Exclusion: When the academy is considering a suspension or a permanent exclusion, a vulnerable child/a child with additional needs and/or a child who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, they will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude.

The academy would be advised to speak to the named social worker for the child where the suspension will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Academies should note advice in the [Suspension and permanent exclusion guidance September 2023](#)

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In situations that a looked after child is at risk of a suspension or permanent exclusion the academy will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the LC Exclusion Committee.

All staff have a role in preventing impairment of children's mental health/emotional well-being, including promoting positive mental health and identifying where children are struggling with their mental health. The academy regularly communicates messages to children regarding well-being and the promotion of positive mental health strategies through the curriculum, PSHCE and form time.

Concerns regarding a child's mental health/emotional wellbeing should be reported to a member of the academy's safeguarding team in keeping with the academy's safeguarding reporting arrangements so that children can be offered appropriate support, this may include local or national online services where appropriate. In addition, the academy can make referrals to a wide range of external services to secure additional appropriate support for children. *Within each school, Learning Mentor support is available for those children who have been identified as giving cause for concern with their mental health/emotional wellbeing.*

Husthwaite Learning Mentor: Mrs Price.

Sessay Learning Mentor: Mrs Bentley.

Children at Risk of Specific Forms of Abuse

The academy follows the NYC (<https://www.safeguardingchildren.co.uk/>) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 KCSIE 2025.

Remote Learning and Remote Welfare

If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022).

Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in the academy, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

Domestic Abuse

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. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation: The Mandatory Reporting Duty

KCSIE explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

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

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

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

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

Any member of staff who suspects a child is *at risk* of FGM must speak to the DSL and follow NYC [local safeguarding children’s partnership procedures](#).

Radicalisation and Terrorism

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) consider the ‘NOTICE, CHECK SHARE’ process for making a referral where required.

The academy is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means that the staff will be able to demonstrate both a general understanding of the risks affecting

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children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting)

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. The academy will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

See:

[Prevent | North Yorkshire Partnerships](#)

[NYSCP](#)

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the academy may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Child on Child Abuse

Elevate and the academy recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing

up or boys being boys. The academy has a zero tolerance approach to such attitudes and behaviours.

The academy will take steps to minimise the risk of child-on-child abuse by ensuring children can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support children to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. The academy will also regularly review the school site and activities to further minimise the risk of child on child abuse occurring.

The academy recognises that abuse can often go unreported or be reported latterly. Children will be encouraged and supported to report child-on -child abuse to trusted adults in school or the NSPCC helpline.

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Most cases of children hurting other children will be dealt with under the behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The DSL is responsible for providing support to all children involved in incidents of child on child sexual abuse. Where incidents of child on child abuse involve children attending another school setting we will liaise with the relevant DSL at the setting to ensure appropriate information is shared.

KCSIE Part 5: It is recognised that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the academy (including those that have happened outside of school or online) the concern will be taken seriously. It is recognised that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable.




Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the academy community.

The academy will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the academy will consider whether it is appropriate to take any disciplinary action in keeping with the behaviour policy.

Child Exploitation

All staff where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, **must** notify the DSL or DDSL, in line with this policy's reporting systems.

-  The DSL must complete the child exploitation response checklist for partners and refer to the table at the end of the tool to help decide how to proceed.
-  A copy of the completed tool must be kept in the child's child protection records for future reference.
-  The DSL can also refer a child to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@NYC.gov.uk.

MACE (Multi-Agency Child Exploitation)

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

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






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

Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident



If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. The DSL will refer to DfE guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

They Must Not

-  View, copy, print, share, store or save the imagery yourself, or ask a child to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
-  Delete the imagery or ask the child to delete it
-  Ask the child(ren) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
-  Share information about the incident with other members of staff, the child(ren) it involves or their, or other, parents and/or carers
-  Say or do anything to blame or shame any young people involved

DSL Responsibilities

Following a report of an incident, the DSL will hold an initial review meeting with appropriate academy staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

-  Whether there is an immediate risk to child(ren)
-  If a referral needs to be made to the police and/or children's social care.

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- ✿ If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- ✿ What further information is required, to decide on the best response.
- ✿ Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).
- ✿ Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- ✿ Any relevant facts about the children involved would influence risk assessment.
- ✿ If there is a need to contact another school, college, setting or individual.
- ✿ Whether to contact parents or carers of the children involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- ✿ The incident involves an adult.
- ✿ There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- ✿ What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- ✿ The imagery involves sexual acts and any child in the images or videos is under 13.
- ✿ The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Children Who are Absent from Education

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education the academy will comply with their statutory duty to inform the local authority of any child who falls within the reporting notification requirements outlined in [Children Missing Education - Guidance for Local authorities](#)

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines.

Staff must follow the academy's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and

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neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

The DfE statutory guidance on school attendance [Working together to improve school attendance](#) will be followed and the academy must work with local authority children's services where school absence indicates safeguarding concerns

Responding to Children who Report Abuse

When a child tells staff about abuse s/he has suffered, staff must:

- 🌿 Stay calm, listen and remember;
- 🌿 Do not transmit shock, anger or embarrassment;
- 🌿 Reassure the child. Tell her/him they are pleased that s/he is speaking to them;
- 🌿 Never enter into a pact of secrecy with the child. Assure her/him that they will try to help but let the child know that they will have to tell other people in order to do this. State who this will be and why;
- 🌿 Tell her/him that they believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed;
- 🌿 Tell the child that it is not her/his fault;
- 🌿 Encourage the child to talk but do not ask "leading questions" or press for information;
- 🌿 Check that they have understood correctly what the child is trying to tell them;
- 🌿 Praise the child for telling them. Communicate that s/he has a right to be safe and protected;
- 🌿 Do not tell the child that what s/he experienced is dirty, naughty or bad;
- 🌿 Do not take photographs or make videos of any injuries reported by a child;
- 🌿 Not make any inappropriate comments about the alleged offender;
- 🌿 Be aware that the child may retract what s/he has told them. It is essential to record all they have heard;
- 🌿 At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know;
- 🌿 As soon as they can afterwards, make a detailed record of the conversation using the child's own language. Include any questions they may have asked. **Do not add any opinions or interpretations.**

It is not the staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

On Line Safety

The academy has an effective whole school approach to online safety which includes ensuring an understanding of:

- 🌿 Roles and responsibilities in relation to filtering and monitoring and the use of AI.
- 🌿 Educating children and staff in their use of technology in line with the taught safeguarding curriculum and ensuring that staff understand the 4 areas of risk for online safety outlined in para 135 of KCSIE 2025.

- 🌱 Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The academy is committed to considering how online safety is reflected in:

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

Use of Mobile and Smart Technology in the academy

- 🌱 The academy recognises the importance of having clear policies on the use of mobile devices and smart technology (mobile phones, cameras and smart devices, including smart watches and fitness watches) to safeguard the children.
- 🌱 It is considered how these devices and technology are managed on our premises and therefore the trust's policies include the use of Mobile devices/Smart Technology.

Online Information Security, Filters, Access and Monitoring

- 🌱 The academy has appropriate filters in place to reasonably limit exposure to risks from the use of the academy's technology. In applying appropriate controls, the number of and age range of the children has been considered, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with the LC. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.
- 🌱 Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within the academy and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.
- 🌱 The LC commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.
- 🌱 The LC have reviewed the [Department of Education filtering and monitoring standards](#) and [Cyber Security standards for Schools and Colleges](#) and ensured that what needs to be done to meet this standard has been implemented.
- 🌱 The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- 🌱 The academy will apply the appropriate level of security protection and procedures in place, in order to safeguard their systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.
- 🌱 The academy will carry out an annual review of our approach to online safety, including the use of AI and filtering and monitoring. This will consider and reflect the risks our children face.

Artificial Intelligence (AI)

- Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.
 - ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.
 - The academy recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard children. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other children or staff (e.g. through the use of 'deepfakes') and/or expose children to harmful content. Any misuse of AI in line with this policy and our anti-bullying, online safety and behaviour policies will be responded to.
 - Safety is the main priority when deciding whether to use generative AI in the academy setting. Any use of generative AI by staff and children will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. The academy uses the appropriate DfE guidance and policy for AI including [Generative artificial intelligence \(AI\) in education](#), [Using AI in education settings: support materials - GOV.UK](#) and [Using AI in education: support for school and college leaders - GOV.UK](#)
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Contextual Safeguarding

Staff should be aware that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organized crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalization. Extremist groups make use of the internet to radicalize and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Staff making assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare.

If a school staff member receives a disclosure concerning the welfare of a child in relation to contextual safeguarding, a referral will be made to the relevant agency (Social Services, North Yorkshire Police, Channel) to assess the extent to which identified individuals are vulnerable to being drawn into CSE, organised crime gangs, terrorism, and, where appropriate, arrange for support to be provided.

Alternative Provision

If a child attends an alternative provision the academy will obtain written information from the Alternative Provision(AP):

- That appropriate safeguarding checks have been carried out on anyone working at the AP
- About any changes that might put the child at risk, for example staff changes, so the academy can make sure appropriate safeguarding checks have been carried out

The academy will always know where a child is based during school hours. This includes maintaining records of the address of the AP and any sub-contracted provision or satellite sites the child might attend

The academy will regularly review AP placements, at least half-termly, in order to provide assurance that:

- The child is regularly attending
- The placement continues to be safe and meets the child's needs

Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed

STAFFING

Safer Recruitment, Selection and Pre-Employment Vetting

Recruitment and Selection Process

Elevate and the trustees, through the LC shall ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

The academy pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part 3 of KCSIE.

All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of children.

The academy will ensure that all recruitment panels include at least 1 person that has undertaken the safer recruitment consortium, safer recruitment training.

SCR: The academy will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSIE).

For individuals who have lived or worked outside the UK: In addition to the same checks as all other staff, the academy will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include

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obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

The academy will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through Elevate's HR Advisor.




The academy will inform shortlisted candidates that online searches may be done as part of due diligence checks.

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

Training and Support



All staff will be made aware of systems within the academy that support safeguarding and these will be explained to them as part of the staff induction.

This includes:

-  Elevate's Child Protection and Safeguarding policy;
-  Elevate's Staff Code of Conduct;
-  Elevate's Whistleblowing procedures.

As well as their responsibilities to read and understand KCSIE part 1 and Annex B, this must be done as part of their induction and reviewed annually.

Supervision: Elevate and the academy recognises the stressful and traumatic nature of child protection work. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff.

-  Support is available for any member of staff from the DSL.
-  Elevate's Head of Governance and Safeguarding offers support through supervision to the DSLs and DDSLs.

Staff: The academy will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the academy. All staff will access basic child protection training including online safety as part of the academy's induction arrangements and refresher training at least every 3 years.

All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child on child sexual violence or harassment and on the government's anti-radicalisation strategy, prevent, to enable staff to identify children at risk of being drawn into terrorism and to challenge extreme ideas.

The Head teacher will attend appropriate 1 day safeguarding training at least every 3 years.

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Training will be recorded by the academy on a separate database.

Safer Recruitment Training: The Head teacher must complete the National Safer Recruitment Training and refresh this training every 5 years.

Managing Allegations Against a Member of Staff or Person in School - Procedures

KCSIE 2025 – part 4

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), trustee, LC member, visiting professional or volunteer has met the harm test, this includes where an adult has:

- 🌿 Behaved in a way that has harmed a child or may have harmed a child;
- 🌿 Possibly committed a criminal offence against or related to a child;
- 🌿 Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children;
- 🌿 Behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of the academy that might make the individual unsuitable to work with children. This is known as transferable risk.)*

All adults working in the academy have duty to disclose to the Head teacher (or LC Chair where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in the academy.

Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- 🌿 **Physical**, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling;
- 🌿 **Emotional**, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality;
- 🌿 **Sexual**, for example sexualised behaviour towards children, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies;
- 🌿 **Neglect** which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Head (Case Manager) immediately who will inform the Head of Governance.

If the complaint involves the Head teacher then the next most senior member of staff must be informed and the Head of Governance(Case Manager).

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Where a Head teacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they follow the procedure set out in Elevate's Low Level Concerns for Staff policy.

In situations where the Case Manager has sufficient information to suggest that the harm test/allegations threshold has been met, the Case Manager must contact the local authority designated officer (LADO) **within one working day of the allegation being made**. They must also contact Elevate's HR and/or Head of Governance.

In the case of a supply member of staff the Case Manager must contact the supply agency safeguarding lead/senior manager.

The LADO may advise the Case Manager to complete a LADO notification form. This must be sent to lado@cyps.gov.uk

The Case Manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The Case Manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with Elevate's Disciplinary Policy.

Any staff/volunteers who are dismissed by the academy for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the academy has a reasonable belief that the member of staff/volunteer would have been dismissed by the academy had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The academy will keep written records of all of the above.

 **LADO Contact: 01609 798005**

Early Year's Providers

Additionally, any Early Years' provider must inform Ofsted in line with the requirements of the EYFS Statutory Framework Section 3 (para 3.7-3.8 for group and school-based providers and para 3.8-3.9 for childminders). See Early Year's section for more details.

Lettings: The academy may receive an allegation relating to an incident that happened when an individual organisation was using their academy premises for the purposes of running activities for children (*e.g., Community groups, sports associations or service providers that run extra-curricular activities*). As with any safeguarding allegation, the academy should follow their safeguarding policies and procedures, including informing the LADO.

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Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, under **Elevate's Whistleblowing policy** staff can contact:

- 🌿 The Head teacher, who is the member of the senior team responsible for managing whistleblowing complaints;
- 🌿 Elevate's Chief Executive Officer (n.ashley@elevatemat.org);
- 🌿 The Whistleblowing Trustee (jo.leishman@elevatemat.org);
- 🌿 The Chair of the LC (s.brough@sessayprimaryschool.org);

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

Record Keeping

CPOMS: The academy records all safeguarding information on CPOMS, a secure recording software which allows staff to record information in a central repository and have relevant people alerted immediately. All safeguarding concerns records, and any other documentation of a safeguarding nature, are held in CPOMS separately from any other child information and are stored securely with limited access.

Child safeguarding records (CPOMS) will contain any relevant information and documentation related to the child's safety and welfare.

Should the child leave the academy, a copy of their safeguarding file, separate to their main pupil file, will be securely transferred to the new school within 5 working days of the academy receiving confirmation of a new school, from whom confirmation of receipt will be required.

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and UK GDPR principles is the responsibility of the DSL and DDSLs. Child protection information will be held securely, with access being restricted to the DSL and their deputies, Head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:

- 🌿 Chronology (summary of significant events and the actions and involvement of the academy);
- 🌿 A clear and comprehensive summary of the concern;
- 🌿 Details of how the concern was followed up and resolved;
- 🌿 A note of any action taken, decisions reached and the outcome;
- 🌿 All completed child protection cause for concern records;

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- ✿ Any child protection information received from the child's previous educational establishment;
- ✿ Records of discussions, telephone calls and meetings with colleagues and other agencies or services;
- ✿ Professional consultations;
- ✿ Letters and emails sent and received relating to child protection matters;
- ✿ Referral forms sent to CSC, other external agencies or education-based services;
- ✿ Record of instances where referrals were or were not made to another agency such as CSC or Prevent
- ✿ Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate;
- ✿ Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc;
- ✿ A copy of any support plan for the child concerned

Transferring Information:

Where children leave the academy, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within **5 academy days** for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as DSLs and SENCO's or the named persons with oversight for SEND in a college, are aware as required.

If a child moves from the academy, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. Confirmation of receipt must be obtained for audit purposes by the delivering academy.

If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

If a child is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Child Information – England) Regulations 2005, following the above procedure for delivery of the records.

Home Education: If a parent chooses to electively home educate (EHE) their child, please contact the relevant EHE team: Hambleton & Richmondshire, Harrogate, Ripon, Knaresborough & Craven for information on where the child protection record must be sent.

When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Children's and Parents' Access to Child Protection Files

Under Data Protection legislation (UK GDPR & Data Protection Act 2018) a child or their nominated representative have a number of legal rights in respect of information relating to them. See Elevate's Data Protection policy.

Archiving and Safe Destruction of the Child Record

The school that the child attended until statutory school leaving age (or the school where the child completed sixth form studies) is responsible for retaining any child protection records they may hold.

The recommended retention periods is 35 years from closure when there has been a referral to CSC. If no referral has been made to CSC, the child protection record will be retained until the child's 25th birthday, after which point the file will be confidentially deleted from the electronic system. See Elevate's Data Retention policy.

Safe Destruction of the Child Record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed.

Safeguarding Responsibilities for Children in Transition

In the event that a child transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a child on their admissions register on the first day that the child attends and submit a new starter form to the local authority admissions team. Once the child is registered at the new school, the previous school can remove the child from their register.

All safeguarding responsibilities, including attendance management, for the child will transfer to the Head Teacher and/or DSL of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined in this policy – Child Protection Records

Where a vulnerable child transitions from a high school setting to a post-16 provision the Academy must complete the FE Safeguarding Information Sharing Form only.

All existing child protection records must be archived in keeping with the guidance outlined in section 18.3 of this policy –Archiving.

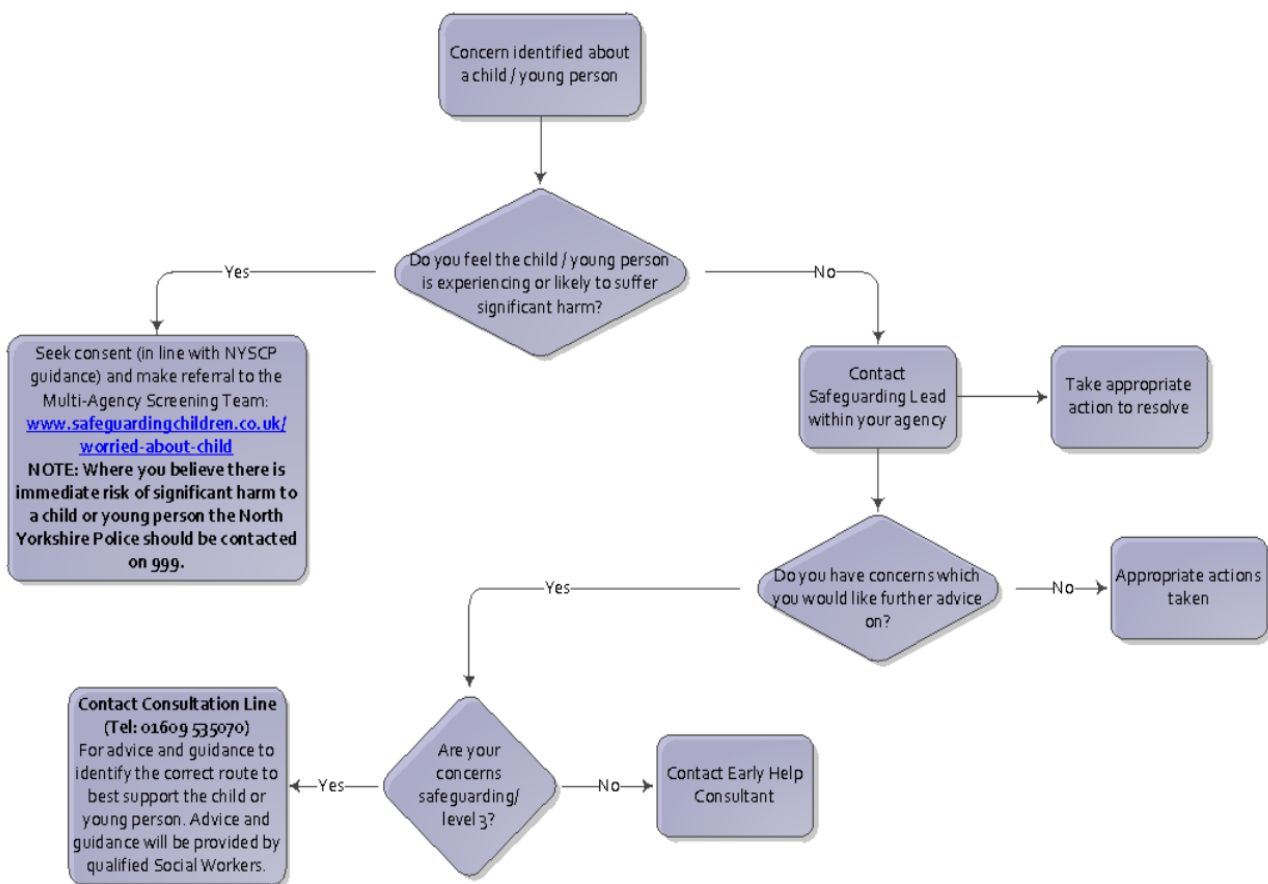
Appendix 1:

North Yorkshire Local Safeguarding Procedures

What staff must do if they are concerned about a child

All staff and volunteers working within North Yorkshire schools should follow the [NYSCP Child Protection Procedures and Practice Guidance](#) which is consistent with [Keeping Children Safe in Education](#); [Working Together to Safeguard Children](#) 2023 and [What To Do If You Are Worried A Child is Being Abused 2015](#).

For guidance regarding how to make a referral to the Children and Families Service in North Yorkshire please visit: [NYSCP \(safeguardingchildren.co.uk\)](http://www.nyscp.org.uk)



Appendix 2: Child Exploitation Response Checklist

