Doing all the good we can

Safeguarding and Child Protection Policy 2025 - 2026

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Doing all the good we can

Richmond Methodist Primary and Nursery School

Safeguarding and Child Protection Policy

(Including North Yorkshire Local Safeguarding Procedures)

Last updated 2nd September 2025

At Richmond Methodist School we **'do all the good we can' 'for all'** to keep children safe and enable all in our community to flourish.

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

Key Contacts	
School Key Contacts	
Headteacher Sharon Stevenson	**01748 822794** **headteacher@richmondmethodist.nyorks.sch.uk**
Chair of Governors Kathleen Bradley	**01748 822794** **cofg@richmondmethodist.nyorks.sch.uk**
Safeguarding Governor Nicola Hebb	**01k748822794** **nscraton@@richmondmethodist.nyorks.sch.uk**
Designated Safeguarding Lead Sharon Stevenson	**01748 822794** **headteacher@richmondmethodist.nyorks.sch.uk**
Deputy Designated Safeguarding Leads Joe Larder Julie Swinbank	**01748 822794** **jlarder@richmondmethodist.nyorks.sch.uk** **jswinbank@richmondmethodist.nyorks.sch.uk**
Designated Teacher Lucy Coates	**01748 822794** **lcoates@richmondmethodist.nyorks.sch.uk**
Mental Health Lead Lucy Coates	**01748 822794** **lcoates@richmondmethodist.nyorks.sch.uk**
Key Person (EYFS) Julie Swinbank	**01748 822794** **jswinbank@richmondmethodist.nyorks.sch.uk**

2. Policy review dates, approval, and dissemination processes

Most recent ratification date	Date policy shared with staff	Process for confirming that staff have read and understood this policy
15th September 2025	18th September 2025	• Staff and Governor signatures collected electronically – stored in safeguarding training folder. • Staff training delivered on September 2025 training day – attendance register stored electronically safeguarding training folder. • Policy included with induction checklist for new staff – checklist stored in individual personnel training folder.
This policy will be due for review in September 2026 but may be reviewed sooner if there are changes to government legislation or school practice and procedures.		

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3. North Yorkshire Local Authority Key Safeguarding 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.

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SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

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Richmond Methodist School Child Protection Policy

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

4. Introduction and Aims

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

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

Department for Education's statutory guidance publications for schools and local authorities, including:

Working Together to Safeguard Children (2023)
Keeping Children Safe in Education (2025)
Designated teacher for looked-after and previously looked-after children (2018)
Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
Data Protection Act (2018) and UK GDPR
Prevent Duty Guidance (2023)
NYSCP (safeguardingchildren.co.uk)

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. **At Richmond Methodist School we 'do all the good we can' 'for all'** to keep children safe and enable all to flourish.

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

Safeguarding and promoting the welfare of children means:

Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: ***'Working Together to Safeguard Children (2023)'***

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

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

Child Protection - Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

(Children includes everyone under the age of 18 or 25 if a care leaver).

5. School Commitment and Values

Our commitment to our children

Richmond Methodist School is committed to ensuring the welfare and safety of all children in our school. We will protect and support all our children including our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

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

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

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

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6. Roles and Responsibilities

a) Governors

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

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

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
    - Child protection and safeguarding policy (this document),
    - Behaviour policy and anti-bullying policy and positive handling policy
    - Children with health needs who cannot attend school policy.
    - Early Years Foundation Stage (EYFS) policy
    - Intimate care policy
    - Special Educational Needs and Disability (SEND) policy.
    - Health and safety policy
    - Supporting pupils with medical conditions policy
    - Staff behaviour policy/code of conduct
    - Safeguarding response to children who go absent from education policy.
    - Mental health policy
    - Whistleblowing policy
    - Acceptable Use Policy
    - Managing allegations against staff policy.
    - Attendance policy
    - Suicide and self-harm policies
    - Procedures for managing child-on-child abuse.
    - Procedures for managing sexual harassment and sexual violence.
    - Educational visits policy
    - Recruitment and Selection Policy and Procedures
    - PSHE, including RSE/safeguarding curriculum policy.
    - Attendance Policy on how long school registers will remain open and procedures for pupil absence.

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

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based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors.

- A designated teacher for looked-after and previously looked-after children is in place.
- We have sought assurances that Child Protection Files are maintained in line with Annex C of KCSIE.
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2025, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
- The school holds more than one emergency contact number for each pupil (where reasonably possible).
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, regardless of whether or not this has been reported.
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely.
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.
- The school contributes to multi-agency working in line with Working Together to Safeguard Children and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment.
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.
- That the school has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system.
    - That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose.
    - That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role.

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Furthermore, the governing body is responsible for ensuring that role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2025 Annex C.
- This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website.

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

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

- Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2025 para 84-91. All governors are responsible for reading and ensuring that para 84-91 of KCSIE 2025 are adhered to.
- The obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure. All governors are responsible for reading and ensuring that para 92-93 and 114-122 of KCSIE 2025 are adhered to.

b) The Headteacher

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

- All safeguarding related policies and procedures approved by the Governing Body are fully implemented and followed by all staff, pupils, and visitors.
- They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves).
- They ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated.
- They provide adequate support and resources for the DSL to be able to fulfil their role, including ensuring cover for this role should the named person be absent or away from school.
- The curriculum that is in place supports children to understand how to keep themselves safe, including online.
- They promote a strong, open and positive culture of safeguarding across the school.

c) The Designated Safeguarding Lead (DSL) and Deputies

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2025 Annex C. Governors and the Headteacher are responsible for ensuring that the DSL is given adequate resources to fulfil their role. However, it is also the responsibility of the DSL to share any concerns that they have if they feel that they do not have the capacity or capability to fulfil their role fully and effectively.

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The DSL and Deputies are responsible for following the guidance as laid out in Annex C of KCSIE 2025 (pages 171-177), pertaining specifically to the following.

- Management of referrals
- Working with others
- Information sharing and managing the child protection file.
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

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

d) The Designated Teacher

In line with Sections 4-6 of the Children and Social Work Act 2017, the Designated Teacher is responsible for.

- Promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.
- Ensuring that they have the appropriate training and the relevant qualifications and experience.
- Working with the **Virtual School Head**, to discuss how funding can be best used to support the progress of looked-after children in the school to meet the needs identified in the child's personal education plan and to promote the educational achievement of previously looked after children.

e) The Senior Mental Health Lead

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

- developing a whole-school approach to support mental wellbeing.
- promoting good mental health and emotional wellbeing for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.
- liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation.

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f) All School Leaders, Staff and Volunteers

All School staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction. This includes the;
    - Child protection policy
    - Behaviour policy
    - Staff behaviour policy/code of conduct
    - Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods.
    - Role of the DSL (including the identity of the DSL and deputies).
- Have read and confirmed that they have received, read, and understood the school safeguarding policies and procedures for at least Part 1, Part 5, and Annex B of KCSIE 2025 (or Annex A, if appropriate).
- Have read and understood this policy and how it relates to KCSIE 2025.
- Are aware of their local early help process and understand their role in it.
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments.
- Know what to do if a child tells them he/she/they is/are being abused, exploited, or neglected.
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication.
- Understand that they have a responsibility to provide a safe environment in which children can learn.
- Are prepared and trained to identify and support children who may benefit from early help.

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

Our school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2023.'

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

Furthermore, we commit to:

- Understanding and following the processes for early help assessments and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17.
- Understanding and following the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children.
- Working with social care, the police health services, and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Providing robust professional challenge to all multi-agency partners and responding positively when challenge is offered to us in the best interests of the child.

8. Information Sharing

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

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

Furthermore, we commit to:

- Ensuring that arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required.
- Sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.

9. Staff Training

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

All staff receive additional safeguarding and child protection training via weekly emails or reading, scenario discussion in briefing, e-bulletins and contextual updates as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively. Additionally, we ensure that our training includes a focus on relevant aspects of Section 3 of the EYFS Framework, including relevant content for children aged 0-5, at least biennially and then additionally whenever EYFS statutory guidance is updated.

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

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

10. Opportunities to teach safeguarding

- Richmond Methodist Primary School teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.
- The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.
- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective PSHE delivered weekly 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 value and age appropriateness of what they will deliver.
- Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2025 para 128-133 and the latest DfE guidance on Relationships, Sex, and Health Education.

11. Online Safety

Richmond Methodist School 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.

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- Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 135 of KCSIE 2025.
- Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Richmond Methodist School is committed to considering how online safety is reflected in:

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

12. Use of Mobile and Smart Technology in School

- Richmond Methodist School 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 our pupils.
- We carefully consider how these devices and technology are managed on our premises and therefore our school policies include the use of Mobile devices/Smart Technology in our Acceptable Use Policy

13. Remote Education

- Where children are being asked to learn online at home, the school will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

14. Online Information Security, Filters, Access and Monitoring

- Richmond Methodist School has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.
- Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

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- The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.
- The governing body have reviewed the Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges and ensured that what needs to be done to meet this standard has been implemented.
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- RIchmond Methodist School will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.
- Richmond Methodist School 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.

15. Artificial Intelligence (AI)

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

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

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

- Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. Richmond Methodist School 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

16. External Monitoring of Safeguarding, including Ofsted Inspections

- The governing body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.

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

17. Safeguarding Concerns or Allegations about any Staff, Volunteers, or Contractors

- Richmond Methodist School has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.
- Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.
- All allegations about staff, volunteers and/or contractors should be reported without delay to the headteacher or principal. Where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADO).
- Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.
- Part 4 of KCSIE sets out the definition of an allegation:

  Where it is alleged that a person who works or volunteers with children has:
  - behaved in a way that has harmed a child, or may have harmed a child, and/or
  - possibly committed a criminal offence against or related to a child, and/or
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. Richmond Methodist School will record any low-level concerns in personnel records and confidential low.
- The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

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

- All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2025 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.
- This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:
  - Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to

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do if they think they are in an unhealthy relationship or need to address negative influences.
    - Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible.
    - Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of KCSIE 2025.
    - Having clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
    - Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
    - Making clear our zero-tolerance approach to abuse, in line with Part 5 of KCSIE 2025.
    - Recognising that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

19. Identifying Children and Young People who may Need Early Help

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

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

Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2023).

Richmond Methodist School will support local organisations and agencies to work together to support families within the early help service and will:

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

20. Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm

Our staff understand that behaviours linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can indicate that children are at an increased risk of harm.

Our requirements of staff are aligned to para 19-28 of KCSIE 2025, to ensure that:

- All staff understand abuse, neglect or exploitation.
- All staff are aware of indicators of abuse, neglect or exploitation to assist in the early identification of abuse, neglect or exploitation.
- All staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse.
- If staff are unsure, they understand that they must speak to the designated safeguarding lead, or deputy.
- All staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families.
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues.

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

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

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

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

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- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes.
- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks.
- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation.
- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

22. Children Absent from Education

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

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

23. Elective Home Education (EHE)

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

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

24. Supporting Children Requiring Mental Health Support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We recognise also that poor mental health can pose a significant safeguarding risk for children.

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Furthermore, we commit to:

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

25. Supporting Looked After Children, Previously Looked After Children, Including Care Leavers and Children in Kinship Care

We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Furthermore, we commit to:

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

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

RIchmond Methodist School recognise that additional barriers can exist when recognising abuse, neglect or exploitation for some children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

Furthermore, we commit to:

- Training staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- Ensuring that we consider what additional and different measures we can put in place to support these children to recognise and communicate abuse, neglect or exploitation.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

27. Alternative provision and Children at risk of exclusion

Richmond Methodist School recognises that the cohort of pupils in Alternative Provision often have complex needs, and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.

When considering use of exclusion or suspension Richmond Methodist School is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will

consider the preventative measures to exclusion outlined in para 32-52 of '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 August 2024'.

We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support/interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with Working together to improve school attendance (applies from 19 August 2024).

We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the headteacher who will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The headteacher will also consider the current attendance of the individual and record absence in line with Working together to improve school attendance (applies from 19 August 2024).

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

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

Whilst the fact that a child or a young person who may be LGBTQ+ is not in itself an inherent risk factor for harm, we recognise that children who are LGBTQ+ can be targeted by other children and may not have a trusted adult with whom they can be open.

Therefore, we commit to ensuring that our curriculum prepares children for life in modern Britain and to creating an inclusive environment where LGBTQ+ children feel safe to raise any concerns.

29. The use of 'Reasonable Force' to Safeguard Children

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely and in line with government guidance.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the

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staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition. These decisions will also align with our duties under the Equality Act 2010 and the Public Sector Equality Duty and align with the statutory guidance Use of reasonable force in school.

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

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

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

Where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) though aspects of this policy may not apply. Where this is the case, we will ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate as outlined in keeping children safe in out-of-school settings guidance 2023. Keeping children safe in out-of-school settings guidance.

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

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

32. Policy References

This policy draws on the following legislation and guidance:

- The Education Act 2002 (sections 157 / 175)
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to the proprietors of independent schools, including academies and city technology colleges
- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- Working Together to Safeguard Children HM Government 2023

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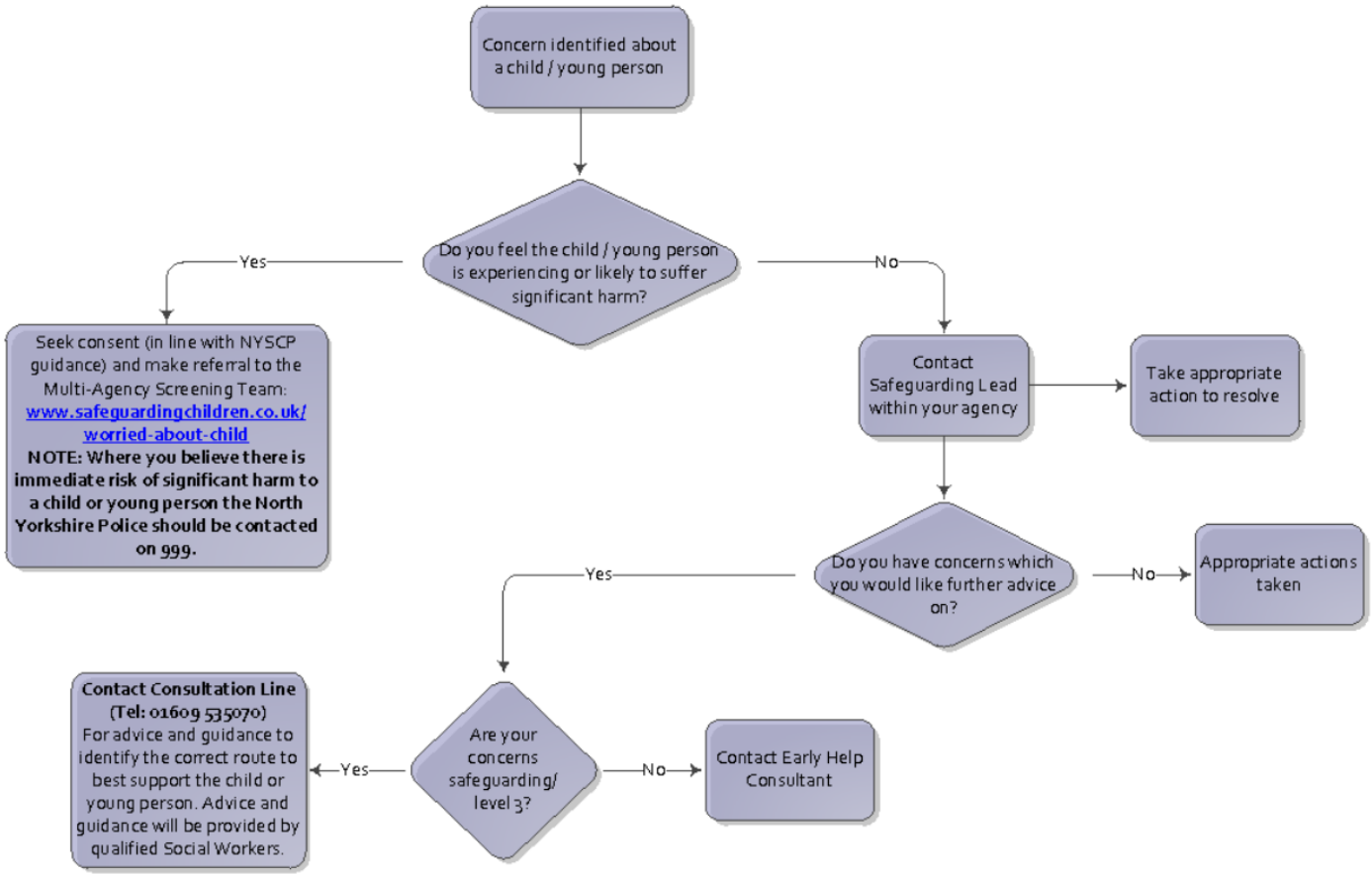
- Keeping Children Safe in Education (KCSIE) DfE 2025
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- What To Do If You Are Worried a Child is Being Abused 2015
- Recommendations from national and local Serious Case Reviews
- Statutory Framework for the Early Years Foundation Stage
- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021
- School suspensions and permanent exclusions - GOV.UK
- SEND Code of Practice

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North Yorkshire Local Safeguarding Procedures

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

All staff and volunteers working within North Yorkshire schools should follow the NYSCP Child Protection Procedures and Practice Guidance which is consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 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)



Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse, neglect or exploitation;
- Any significant changes in a child's presentation, including non-attendance;

- Any hint or disclosure of abuse, neglect or exploitation received from the child, or from any other person, including disclosures of abuse, neglect or exploitation perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including inappropriate behaviour e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Any concerns related to exploitation and serious crime, including knife crime;
- Any concerns relating to child-on-child abuse;
- Any concerns relating to youth produced sexual imagery (sexting); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

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

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

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

Staff should:

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

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

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. The member of staff should discuss it with the school's DSL and follow the school's

policy and procedures. Efforts should be made to establish the full facts from the child before any action is taken.

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

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

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

b. Referrals

Schools should ensure that all staff are familiar with the process for making referrals to the local authority, in line with KCSIE 2025 and Working Together to Safeguard Children 2023. Where there are safeguarding concerns related to a child resident in a boarding school, please follow the same NYSCP referrals guidance below.

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

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

Worried about a child	**Who to contact**
Where there are significant, immediate concerns about the safety of a child.	Contact the **Police** on **999** Refer to the guidance, 'When to call the Police' here
If you believe the situation is urgent but does not require the Police. E.g. • Has suffered significant harm and /or; • Is likely to suffer significant harm.	Contact the Multi-Agency Screening Team (**MAST**) on **0300 131 2 131**
If your call is out of business hours (Mon-Fri 9am to 5pm)	Contact the Emergency Duty Team on **0300 131 2 131**
If you need to report a crime that does not need an emergency response.	You should call North Yorkshire Police on **101**
Following the telephone call to 0300 131 2 131, a universal referral form must be completed and submitted within 24 hours of your call.	Send form to social.care@northyorks.gov.uk Link to universal referral form here
You do not need to make a telephone contact prior to submitting a written referral, should the situation not be urgent e.g. The	Send form to social.care@northyorks.gov.uk

child has developmental and welfare needs, which are likely only to be met through provision of family support services (with agreement of the child's parent).	Link to universal referral form here
MAST / Professional Consultation Line The consultation line should be used when you have concerns about a child's safeguarding situation and you are unsure of how to proceed with the next steps. The concerns should be of a higher threshold than of what can be supported by Early Help.	When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation, you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on **01609 535070**
Early Help – Should you wish to speak with your local NYC Children & Families Service: Early Help, in relation to a child, young person or family who may require Early Help	Contact: **Early Help East (Scarborough, Whitby, Ryedale):** 01609 534852 **Early Help West (Harrogate, Craven, Knaresborough, Ripon):** 01609 534842 **Early Help Central (Hambleton, Richmondshire, Selby):** 01609 534829 For further information and resources on Early Help in North Yorkshire, visit the dedicated page Early Help Link to Early Help Information and Early Help Assessment form here Link to the Framework for decision-making: Right help, at the right time by the right person here
CAMHS Crisis Service Where there are urgent concerns regarding a child or young person's mental health, please call CAMHS Crisis Service in the appropriate locality.	**Northallerton, Hambleton and Richmondshire**: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours **Harrogate, Knaresborough and Ripon**: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours **York and Selby**: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours. **Scarborough, Whitby & Ryedale:** TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours.

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	Craven: BDCT First response 0800 952 1181 7 days a week, 24 hours
Healthy Child Service for children 0-6 years old Anyone who is expecting a child or who has a child up to the age of 6 will have a named Health Visitor.	Parents and carers can contact their local 0-6 **Healthy Child Service (Health Visiting Team)** directly for information by calling 03003 030 916. Professionals can also contact the service by calling 03003 030 916.
Healthy Child Service for children and young people 6-19 years old The healthy child programme for older children, is aimed at those children who: • need safeguarding support • need support for emotional wellbeing and resilience and alongside other local services, in reducing risk taking in young people • are in care	Parents, carers and young people themselves can access the **Emotional Wellbeing and Resilience Service** for support and information by calling 03003 030 916. **For more information about the Healthy Child Service visit:** www.northyorks.gov.uk/healthy-child-service

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

Consent

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

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

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

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

The DSL should:
- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.

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

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

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

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

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

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

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

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

Staff identifying a concern should follow the school's own procedures. Schools should then follow the guidance in Part 4 of KCSIE 2025.

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

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

- Investigate or ask leading questions.

- Make assumptions or offer alternative explanations.
- Promise confidentiality.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whistleblowing Procedures
Local procedures for whistleblowing can be found here.

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

d. Alternative Provision

Schools should follow KCSIE 2025 para 168-171 and 331 and when any pupils within their school attends **any** Alternative Provision, schools should also work to the local protocol which can be found here. Schools are reminded that it is their responsibility to quality assure this provision and ensure the safeguarding arrangements are in place for any pupil they place there, including attendance monitoring and follow up of any absence, and retain the duty of care as well as ensuring that the provision meet the pupil's needs.

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

e. Adults Who Supervise Children on Work Experience

Schools should follow KCSIE 2025 para 332-337 when any pupil within their school undertakes **any** work experience.

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

f. Bullying, including online experiences

Schools should follow KCSIE 2025 which requires them to have a behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) in place.

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

g. Child Abuse Linked to Faith or Belief Including So Called Honour Based Violence (HBV), Female Genital Mutilation (FGM) Forced Marriage and Witchcraft

Schools should follow KCSIE 2025 guidance in Part 1 (para. 42) and Annex B.

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

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

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

Schools should ensure that all staff are familiar with guidance on child-on-child abuse from KCSIE 2025 Part 1, (para 156-157) as well as the statutory guidance in relation to child-on-child sexual violence and sexual harassment contained within KCSIE 2025 Part five and within Annex B.

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

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

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

Information about definitions and indicators for schools is provided in KCSIE 2025 Part 1 and Annex B.

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

MACE (Multi-Agency Child Exploitation)

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

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

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

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

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

j. Cybercrime

A definition of cybercrime and further supporting resources can be found in KCSIE 2025 within Annex B.

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

NYSCP training linked to cybercrime can be found here.
National Cyber Security Centre Training found here

k. Domestic Abuse

Information about domestic abuse can be found in KCSIE 2025 Part 1 and Annex B

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

Schools may also find the guidance on Stronger Relationships and Substance Misuse in

Parents and Carers on the NYSCP Website.

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

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

Schools should follow the appropriate Statutory framework for the early years foundation stage for their setting. Para 3.5 of the framework for groups and schools, clarifies that schools are not required to have separate policies to cover EYFS requirements, provided the requirements are already met through an existing policy, but schools are reminded that they should check their existing policies to ensure that all of Section 3 of the EYFS framework is covered.

Providers may also find the government guidance Safeguarding children and protecting professionals in early years settings: online safety considerations helpful.

If schools are adapting and adopting this NYC template Child Protection and Safeguarding Policy, the following sections from the group and school-based providers EYFS framework is incorporated within the template:

- Promoting good health
- Supporting and understanding behaviour
- Maintaining records, policies, and procedures
- Concerns about children's safety and welfare
- Safeguarding training
- Training and skills
- Before/after school care and holiday provision
- Supporting and understanding children's behaviour.

m. Elective Home Education (EHE)

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

n. Flexi-schooling and Part-time Timetables

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

o. Looked after Children, including previously looked after children

Safeguarding information for looked after children and previously looked after children can be found in KCSIE 2025 para. 188-191.

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

p. Kinship Care and Private Fostering

Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. For further information on all types of kinship care arrangements refer to Working Together to Safeguard Children 2023, page 158 – 159.

For more information on Kinship Care link here.

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

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

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

NYSCP Private Fostering Practice Guidance here

q. Mental Health - Self-Harm and Suicidal Ideation

Schools should be familiar with the reference made to self-harm or suicide within KCSIE 2025 (para. 46 within the serious violence section, para. 135 – online content, Annex B – within Serious Violence section).

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

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

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found here.
National mental health lead training can be found here.

r. Neglect

Information about neglect can be found in KCSIE 2025. References to neglect are made throughout KCSIE as it is an underlying issue in many child protection concerns.

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

s. Online Safety

Information about online safety can be found in KCSIE 2025. Staff should be familiar with the references within Part 1 and Annex B. Additionally, governors should be familiar with their requirements to have oversight of online safety, including filtering and monitoring as set out in Part 2 of KCSIE 2025.

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

t. Partnership with Parents and Carers and with Other Agencies

NYSCP has adopted the Strength in Relationships practice model to provide an evidence-based framework by which all practitioners across North Yorkshire can operate. Central to the approach is the understanding that practitioners will work with children and their families in a solution focused way that builds on a family's strengths and places children at the heart of any assessments or plans. Schools should commit to working with parents, carers, and other agencies positively, openly, and honestly, in line with KCSIE 2025 and the NYSCP practice model found here.

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

Schools may also find the guidance on Stronger Relationships and Substance Misuse in Parents and Carers on the NYSCP website helpful.

u. Preventing Radicalisation, Prevent duty, Extremism and Channel

Information to support schools with definitions and guidance to preventing radicalisation, The Prevent duty and Channel can be found in KCSIE 2025 within Annex B.

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

Local processes are outlined below:

Referrals:

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

Protect and Prepare:

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

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

Schools should be aware of The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law, which received Royal Assent on Thursday 3 April 2025. Martyn's Law Factsheet – Home Office in the media

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

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the school site and make necessary improvements.
- Develop lockdown, invacuation, evacuation, bomb threat and run hide and tell procedures Run, hide, tell guidance.

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

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

v. Professional Curiosity

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

w. Pupil Information sharing

Schools should follow KCSIE 2025 for guidance on information sharing. Further local guidance on information sharing is also available on the NYSCP website here.

x. Related School Safeguarding Policies

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

Links to any sample templates as well as national guidance and the recommended review cycles have been included. Further details of how to use the spreadsheet are included within the notes tab of the spreadsheet. This overview was last written in October 2024 and will be reviewed and shared with schools via the red bag in the 2025-26 academic year.

y. Safer Recruitment and Selection

Schools undertaking recruitment should familiarise themselves with the guidance in KCSIE 2025 Part 3.

Locally, schools who buy into NYHR services should follow NYHR Schools' Recruitment procedures and guidance (login required). For other schools the guidance on the NYSCP website available may be useful NYSCP (safeguardingchildren.co.uk).

Safer recruitment training is available through NYES Human Resources (HR) | NYES Info and via NSPCC on line and face to face training

z. Safeguarding Curriculum

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

- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- National curriculum in England: computing programmes of study - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk) (Part 2 – Opportunities to Teach Safeguarding para. 128-133)

Local support, guidance and resources are available through the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit, which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4, along with suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is available along with further supporting resources via the North Yorkshire Healthy Schools Website.

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Schools are also encouraged to partake in the biennial Growing Up in North Yorkshire (GUNY) survey as this will help them to identify additional contextual safeguarding concerns for their pupils that schools will want to address through their safeguarding curriculum.

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

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

Schools should follow KCSIE 2025 para 338 and Annex D when any pupil within their school undertakes **any** school or college arranged homestay.

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

bb. Staff Training, including Induction

Schools should be familiar with the reference made to staff training in KCSIE 2025 para. 123-127.

School Staff

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

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

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

New to DSL / DDSL Training

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

DSL / DDSL Refresher Training

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

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2025. This training should be regularly

updated.

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

cc. Transferring records – child abuse records

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

dd. NYSCP Further Information

Safeguarding Practice Review Group (SPRG)

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

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

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

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

The Child Death Overview Panel

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

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

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

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