Lighthouse Education Trust

Safeguarding and Child Protection Policy

2026 – 2027

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Policy Review

This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the trustee body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Key Contacts

Leeds Local Authority Key Contacts

Agency	Information	Contact Details
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Adult Social Care	(Weekdays 9am to 5pm, except Wednesdays when we're open from 10am.)	0113 222 4401 leedsadults@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0113 3789687
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Student Counsellor	Donna Wheelhouse donna.wheelhouse@westsilc.org
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk
Family Hub	Family hub support	0113 5350185 Family.hubs@leeds.gov.uk

North Yorkshire Key Contacts

Agency	Information	Contact Details
North Yorkshire Council Children & Families Service: Early Help	**Early Help East** Scarborough, Whitby, Ryedale **Early Help West** Harrogate, Craven, Knaresborough, Ripon **Early Help Central** Hambleton, Richmondshire, Selby	01609 534852 01609 534852 01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	Where there are significant immediate concerns about the safety of a child If you believe the situation is urgent but does not require the police Outside of business hours (Monday – Friday / 9am-5pm) Leave a voicemail if there is no response and you will be contacted as soon as possible.	contact the police on 999. call 0300 131 2 131 to make a telephone contact 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. social.care@northyorks.gov.uk Link to online referral form - NYSCP
Duty LADO contact details	Consultations, new referrals, and urgent matters	01609 798005 lado@northyorks.gov.uk LADO notification form
NYSCP Business Unit	Information about safeguarding and Child Protection in North Yorkshire	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
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
SEND Hubs		NYSENDHubs@northyorks.gov.uk

PREVENT – York & North Yorkshire Prevent Partnership	Prevent training / advice / referrals	lesley.gray@northyorks.gov.uk 0300 131 2131 (MAST – Channel referrals)

National and Regional Key Contacts

Agency	Information	Contact Details
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
CAMHS Crisis	crisis and liaison team 24 hours a day, seven days a week	0800 0516 171.
Bradford	Children's Safeguarding Children's Out of hours Team Adult Safeguarding Team LADO	01274 433999 01274 431010 01274 431077 safeguarding.adults@bradford.gov.uk 01274 435600
Calderdale	Children's Safeguarding Children's Out of hours Team Adult Safeguarding Team LADO	01422 393 336 01422 288 000 01422 393000 / 01422 393375 01422 394086
Kirklees	Children's Safeguarding Children's Out of hours Team Adult Safeguarding Team LADO	01484 414 960 01484 414 933 01484 414933 01484 226 748

Wakefield	Children's Safeguarding Children's Out of hours Team Adult Safeguarding Team LADO	03458 503503 social_care_direct@wakefield.gov.uk 03458 503503 03458 503503 01977727032

Contact List – Trust

Role	Name and role	Contact Details
Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Emma Sullivan (CEO)	emma.sullivan@lighthouseschool.co.uk
Chair of Trustees	Katie Parlett	katie.parlett@lighthouseschool.co.uk
Other DSLs	Emma Sullivan (CEO) Kirsty Heys (Training and Outreach Officer)	emma.sullivan@lighthouseschool.co.uk kirsty.heys@lighthouseschool.co.uk
Trustee with responsibility for Child Protection and Safeguarding	Victoria Coyle	Victoria.coyle@lighthouseschool.co.uk
Trust safeguarding email		
Data Protection Officer		

Contact List – Harrogate School

Role	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Joanne Tunnicliffe	joanne.tunnicliffe@lighthouseschool.co.uk
Deputy DSLs	Jennifer Blunstone Ben Fraser-Smith	jennifer.blunstone@lighthouseschool.co.uk tbc
Other DSLs	Emma Sullivan (CEO) Kirsty Heys (Training and Outreach Officer)	emma.sullivan@lighthouseschool.co.uk kirsty.heys@lighthouseschool.co.uk
Advocate with responsibility for Child Protection and Safeguarding	TBC	
Chair of Trustees	Katie Parlett	katie.parlett@lighthouseschool.co.uk
Designated Teacher for Looked After and Previously Looked After Children	Jennifer Blunstone	jennifer.blunstone@lighthouseschool.co.uk
SENDCo Deputy SENDCo	Jennifer Blunstone (Deputy Principal)	jennifer.blunstone@lighthouseschool.co.uk
PSHE / RSE Coordinator	tbc	
Medical/Allergy Lead	Jennifer Blunstone (Deputy Principal)	jennifer.blunstone@lighthouseschool.co.uk
Mental Health Lead	Joanne Tunnicliffe	joanne.tunnicliffe@lighthouseschool.co.uk
Online Safety Coordinator	Joanne Tunnicliffe	joanne.tunnicliffe@lighthouseschool.co.uk
School safeguarding email	tbc	
Young Carers Champion	tbc	

Contact List – Leeds School

Role	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Helen Manyanya (Principal)	helen.manyanya@lighthouseschool.co.uk 07394492648
Deputy DSLs	Chelsey Schofield (Family Liaison Coordinator) Nichola McCaffery (Deputy Principal)	chelsey.schofield@lighthouseschool.co.uk nichola.mccaffery@lighthouseschool.co.uk
Other DSLs	Emma Sullivan (CEO) Kirsty Heys (Training and Outreach Officer) Natalie Smith (Restorative Practice Lead) Laurence Jones (Interventions Lead) Hena Gilespie (Transition Tutors) Aoife Gallagher (Transition Tutor) Amy Jenkinson-Key (Family Liaison Officer)	emma.sullivan@lighthouseschool.co.uk kirsty.heys@lighthouseschool.co.uk natalie.smith@lighthouseschool.co.uk laurence.jones@lighthouseschool.co.uk hena.gilespie@lighthouseschool.co.uk aoife.gallagher@lighthouseschool.co.uk amy.jenkinson-key@lighthouseschool.co.uk
Advocate with responsibility for Child Protection and Safeguarding	TBC	
Chair of Trustees	Katie Parlett	katie.parlett@lighthouseschool.co.uk
Designated Teacher for Looked After and Previously Looked After Children	Nichola McCaffery (Deputy Principal)	nichola.mccaffery@lighthouseschool.co.uk
SENDCo Deputy SENDCo	Nichola McCaffery (Deputy Principal) Lynn Haygarth (Head of Lower School)	nichola.mccaffery@lighthouseschool.co.uk lynn.haygarth@lighhtouseschool.co.uk
PSHE / RSE Coordinator	Jo Higgs (Head of Core) Karl Robottom (Assistant Principal) Josh Hill (RSHE Teacher)	jo.slingo@lighthouseschool.co.uk karl.robottom@lighthouseschool.co.uk josh.hill@lighthouseschool.co.uk
Medical/Allergy Lead	Amy Cox (Head of Therapeutics)	amy.cox@lighthouseschool.co.uk
Mental Health Lead	Helen Manyanya (Principal)	helen.manyanya@lighthouseschool.co.uk
Online Safety Coordinator	Michelle Hoole (Head of Vocational Subjects)	michelle.hoole@lighthouseschool.co.uk

School safeguarding email	TBC	
Young Carers Champion	TBC	

Glossary & Definitions

DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SENDCo	Special Education Needs and Disabilities Coordinator
DT	Designated Teacher for Looked After and Previously Looked After Children
PSHE	Personal, social health and economic
RSHE	Relationships, Sex and Health Education
MAST	Multi-Agency Screening Team
KCSIE	Keeping Children Safe in Education
CSWS	Children's Social Work Services
LSCP	Leeds Safeguarding Children Partnership
NYSCP	North Yorkshire Safeguarding Children Partnership
LADO	Local Authority Designated Officer

All staff

Refers to all paid adults, volunteers (working in or on behalf of the school), trustees or students on placement, working in any capacity in the school or in activities organised by the school which brings them into contact with students at the school.

Child

Any student under the age of 18.

Safeguarding and promoting the welfare of children means:

(Defined for the purposes of this guidance from 'Working Together to Safeguard Children (2026)')

- ¬ Providing help and support to meet the needs of children as soon as problems emerge.
- ¬ Protecting children from maltreatment, whether that is within or outside the home, including online.
- ¬ Preventing impairment of children's mental and physical health or development.
- ¬ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- ¬ Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.

- ¬ Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- ¬ This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child Protection

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives.

Abuse

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

Physical Abuse

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

Emotional Abuse

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

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

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

Aims

The Trust aims to ensure that:

- ¬ Appropriate, proportionate and timely action is taken to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest opportunity
- ¬ All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early help, at risk of harm or those that have been harmed
- ¬ Staff are properly trained in recognising and reporting safeguarding issues
- ¬ A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline, including harm arising from emerging technologies, digital platforms and artificial intelligence.
- ¬ Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- ¬ Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility.
- ¬ Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need.

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. All staff should make sure their approach is child centred and consider, at all times, what is in the **best interests** of the child.

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

Trust Commitment and Values

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

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

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 schools will endeavour to discuss all concerns with parents or carers about their child or children. However, there may be circumstances when the schools 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 schools will, of course, always aim to maintain a positive relationship with all parents. This child protection policy is available publicly via our website and can be obtained from school offices in printed and other language formats, if requested.

Some children may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All Trust staff should be particularly alert to the potential need for additional support for a child who:

- ¬ is disabled or has certain health conditions and has specific additional needs
- ¬ has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- ¬ has a mental health need
- ¬ is a young carer
- ¬ is pregnant and/or is a parent themselves
- ¬ has exhibited early signs of abusive, violent and/or harmful behaviours
- ¬ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- ¬ is frequently missing/goes missing from education, home or care
- ¬ has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools or colleges, or in Alternative Provision or a Pupil Referral Unit
- ¬ is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- ¬ is at risk of being radicalised into terrorism
- ¬ has a parent or carer in custody, or is affected by parental offending
- ¬ is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- ¬ is misusing alcohol and other drugs themselves

- ¬ is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- ¬ is a privately fostered child

The Trust recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

Our Multi-Agency Commitment

Our Trust is a committed partner to the local Safeguarding Children Partnerships and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2026.'

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

Furthermore, we commit to:

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

Legislation and guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children (2026) and the Governance Handbook. Lighthouse Education Trust complies with this guidance and the procedures set out by the relevant local authority Safeguarding Children Partnerships for each child.

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

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium Feb 2022)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
- Children Missing Education – Statutory guidance for local authorities (DfE August 2024)
- When to call the police – Guidance for schools and colleges (NPCC – 2020)
- Education and Training (Welfare of Children) Act 2021
- Alternative Provision Guidance February 2025
- Working Together To Improve School Attendance 2024
- Children's Wellbeing and Schools Act 2025, including updated multi-agency working requirements.
- Violence Against Women and Girls (VAWG) National Statement of Expectations – reflected in KCSIE 2026.

- ¬ Crime and Policing Act 2026, which removes the supervision exemption from the definition of regulated activity with children.
- ¬ Designated Teacher and Previously looked after children guidance
- ¬ Human rights act(1998) and Equality Act (2010) including the Public Sector Equality Duty
- ¬ Data Protection Act (2018) and UK GDPR

This policy complies with the Lighthouse Education Trust funding agreement and articles of association.

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT.

Making a Referral

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 students, 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

Worried about a Child?

Worried about a child?	Who to contact in Leeds	Who to contact in North Yorkshire
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.	During office hours (9.00am – 5.00pm) call the Duty & Advice Team on 0113 376 0336 (select option 4 to speak to a Social Worker)	Contact the Multi-Agency Screening Team (MAST) on 0300 131 2 131 Following the telephone call to 0300 131 2 131, an online referral form must be completed and submitted within 24 hours of your call. Send form to social.care@northyorks.gov.uk Link to online referral form here
If your call is out of business hours (Mon-Fri 9am to 5pm)	Out of office hours (evenings, weekends and bank holidays) call the Children's Emergency Duty Team (EDT) on 0113 5350600.	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 Police on 101 and ask for the local police force	

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.	Advice can be sought from the Education Safeguarding Team. Consultation, advice and training booking enquiries can be made by contacting the team tel: 0113 378 9685 or email: estconsultation@leeds.gov.uk. The front door is the term we use in Leeds when talking about our arrangements where partners are co-located and work in partnership to safeguard children and young people.	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

Worried about a child?	Who to contact in Leeds	Who to contact in North Yorkshire
Community-based early help / and the targeted early help (Family Help)	Universal - Most children's needs are met by their family or universal services that are available to everyone, provided as a right to all children, young people and their families. Information about Universal services is available from the Family Information Service (0113 378 9700) and from the Family Information Service Leeds website. For more information about Targeted and Specialist services, practitioners can contact their local Targeted Service Leader or Cluster Manager if you know them. Alternatively, you can contact the Family Hub central telephone number (0113 535 0185) or email Family.hubs@leeds.gov.uk.	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

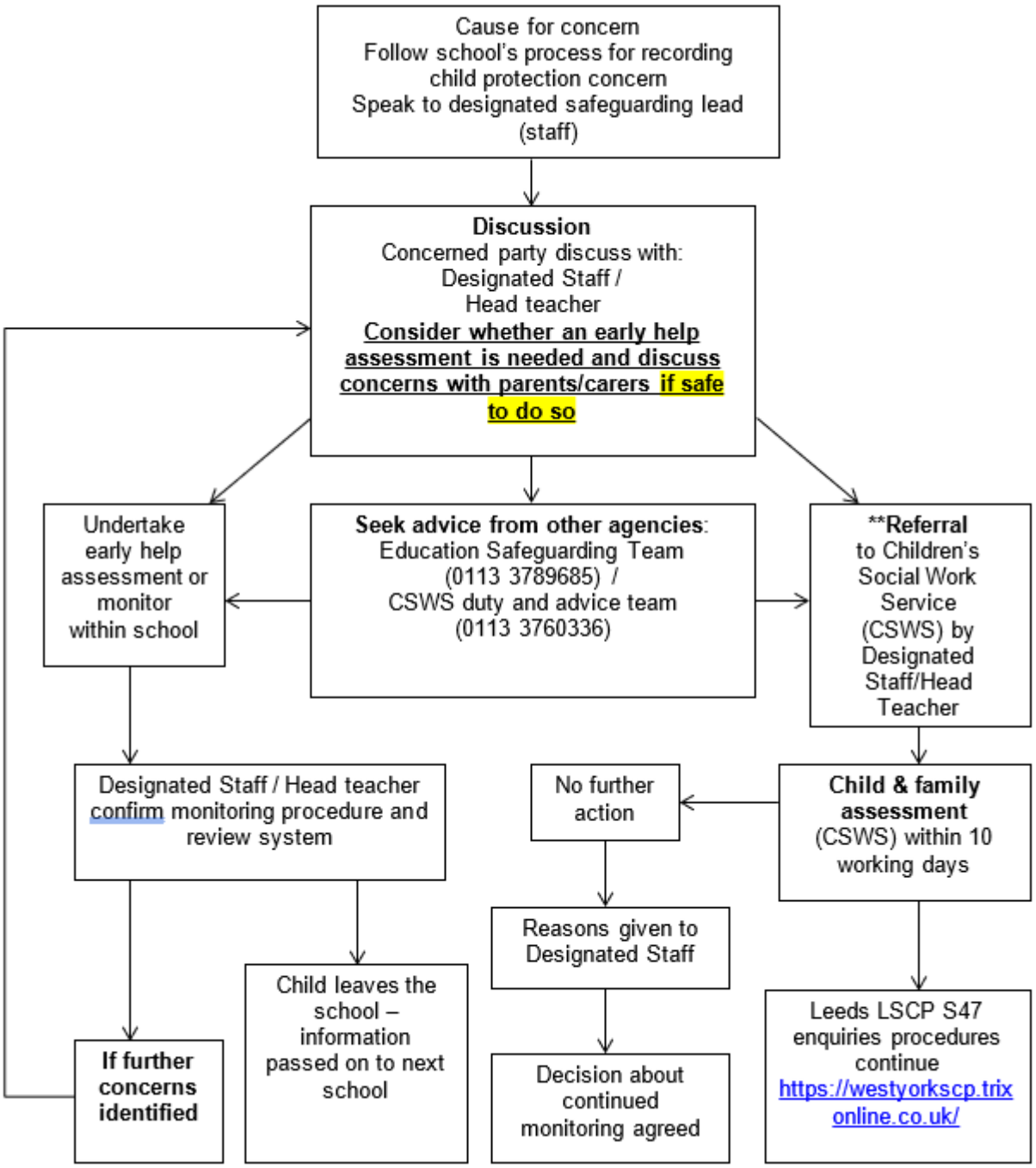
CAMHS Crisis Service Where there are urgent concerns regarding a child or young person's mental health, please call CAMHS Crisis Service in the appropriate locality.	Leeds CAMHS crisis call line is available to all children and young people living in Leeds and adults who are concerned about a child or young person. The call line can be used by children or young people whether they are accessing our other services or not. Our call line is open 8am to 8pm, 7 days a week including bank holidays. Phone: 0800 953 0505 or 111	Northallerton, Hambleton and Richmondshire: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours Harrogate, Knaresborough and Ripon: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours York and Selby: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours. Scarborough, Whitby & Ryedale: TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours. Craven: BDCT First response 0800 952 1181 7 days a week, 24 hours
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.	Information on services for 0-5 are available here.	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.

Worried about a child?	Who to contact in Leeds	Who to contact in North Yorkshire
Services 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	If you have questions about Best Start Family Hubs or would like help finding local support, call the Family Information Service team on 0113 378 9700 or email family.info@leeds.gov.uk.	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
Child is missing education	cme@leeds.gov.uk. Tel: 0113 3789686.	social.care@northyorks.gov.uk Tel: 01609 535070

Leeds Referral Processes

All staff and volunteers working with Leeds children should follow the LSCP Local Protocols Guidance which is consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 2026 and What To Do If You Are Worried A Child is Being Abused 2015.

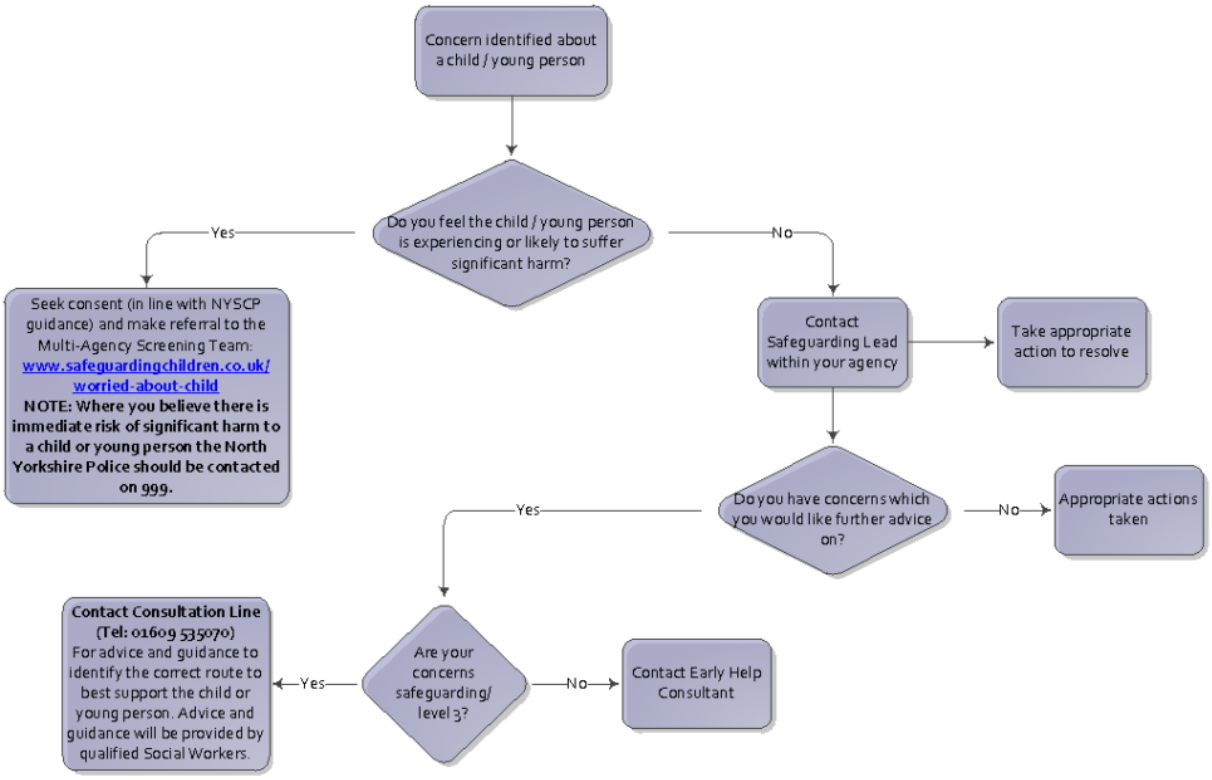
For guidance regarding how to make a referral to the Children and Families Service in Leeds please visit: Leeds-safeguarding-children-partnership



North Yorkshire Referral Processes

All staff and volunteers working with North Yorkshire children should follow the NYSCP Child Protection Procedures and Practice Guidance which is consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 2026 and What To Do If You Are Worried A Child is Being Abused 2015.

For guidance regarding how to make a referral to the Children and Families Service in North Yorkshire please visit: NYSCP (safeguardingchildren.co.uk)



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 (Leeds) and here (North Yorkshire). In other LAs, local protocols should be followed.
- ¬ 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. 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. Schools within the Trust should use CPOMS to record information and decisions taken.

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 (Leeds) and here (North Yorkshire). In other LAs local protocols should be followed.

Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and trustees in the Trust. All safeguarding policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in this policy and uploaded to Smartlog and/or SharePoint and any updates.

Visitors to school

All visitors must sign in on arrival and collect a visitor's lanyard and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in each school and how to report any concerns regarding a child/young person or another adult in school. This lanyard must be worn at all times. Staff must ensure that visitors to schools are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

Trust staff visiting other schools should ensure they are wearing their lanyard and follow school procedures.

All Staff (including agency, volunteers and club leads)

All staff working directly or indirectly with children will read and understand their statutory responsibilities outlined in Part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All 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.

All staff should understand that 'it could happen here' and remain vigilant to signs and indicators. They should make sure they are aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

All staff will be aware of the systems within the Trust and relevant schools, which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice and the Trust code of conduct, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school's behaviour policy and child-on-child abuse procedures (within this document), and safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.

Staff should ensure that they understand the early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. Staff should understand that early identification of concerns, including changes in

behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support. These should be reported directly to the Safeguarding Team within their school.

Staff should understand that children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate poor wellbeing and can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences, such as abuse, neglect, trauma and adverse childhood experiences, can impact on children's mental health, behaviour & education.

All staff need to know the process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, speak to the DSL or a DDSL (in the absence of a DSL) first to agree a course of action. In the absence of a DSL being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm. Where a child already has a child protection social worker, Trust staff will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

All staff should know what to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), child sexual exploitation (CSE), child criminal exploitation (CCE), radicalisation, child-on-child abuse including sexual violence and sexual harassment, and serious and violent crime. Staff should know how to maintain an appropriate level of confidentiality while liaising with relevant professionals. This means only informing those who need to be involved, such as the DSL and children's social care.

Staff should know to 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.

All staff should be 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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, subject to modern slavery and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication.

All staff should understand that they have a responsibility to provide a safe environment in which children can learn.

Staff should made themselves aware of the in-school procedures for recording any cause for concerns and passing information on to DSLs in accordance with an individual school's recording systems. This is likely to include using CPOMS.

All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors and that children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.

Staff should also understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.

The Designated Safeguarding Lead (DSL) and deputy designated staff

The DSL takes lead responsibility in their school for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place, the effectiveness of which must be reviewed at least once every academic year).

The roles and responsibilities for the DSL are set out in full in KCSIE 2026 Annex B. Trustees and the Principals 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.

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

- ¬ Management of referrals to the relevant body (children's social care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police) and contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- ¬ Take part in strategy discussions and inter-agency meetings and/or support other staff to do so Information sharing and managing the child protection files and adhere to record keeping and information sharing guidance in KCSiE pages 183-185 ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- ¬ Each school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings by a DSL or DDSL
- ¬ Receiving, reviewing and transferring safeguarding information at all transition points, including in-year moves
- ¬ Raising awareness of safeguarding issues across their school, and ensuring that the curriculum and processes are effective, and communicating concerns to the Trust if appropriate
- ¬ Ensuring training, knowledge, and skills are in place for staff across their school
- ¬ Provide advice and support to other staff on child welfare and child protection matters, including across all schools within the Trust
- ¬ Understanding the views of children
- ¬ The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- ¬ Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close

collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

- ¬ Undertake a Prevent risk assessment which is shared with all staff
- ¬ The DSL will liaise with the Principal to ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Framework for Supervision (2020/21).

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

To ensure continuity of safeguarding responsibilities, the Trust implements robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. A confidential shared mailbox ensures that safeguarding concerns are received, monitored, and acted upon without delay and there are a team of DDSL's available in each school. Trust staff are also able to cover if required.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours, the DSL can be contacted via email or by phone as per the contact list at the start of this document

The Trust Board (including Local Governing Bodies known as School Community Groups)

The Trust Board will approve this policy at each review and hold the CEO and school Principals to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the Trust's safeguarding arrangements.

The Trust Board have a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole Trust 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 Trust Board 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. Trustees will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, students, parents and carers. Including:

- ¬ Administering medicines
- ¬ Allergy safety
- ¬ Artificial Intelligence
- ¬ Attendance and Safeguarding response to children who go absent from education
- ¬ Positive behaviour, anti-bullying and 'positive handling'
- ¬ Child protection and safeguarding,
- ¬ Children with health needs who cannot attend school
- ¬ Early Years Foundation Stage (EYFS)

- ¬ Educational visits
- ¬ Health and safety
- ¬ Low-level concerns procedures/Managing allegations against staff
- ¬ Mental health
- ¬ Mobile phone and smart technology
- ¬ Nappy changing (EYFS)/Intimate care
- ¬ Employment of ex-offenders
- ¬ Policy on how long school registers will remain open and procedures for student absence
- ¬ Procedures for managing child-on-child abuse
- ¬ Procedures for managing sexual harassment and sexual violence
- ¬ Recruitment and Selection Policy and Procedures
- ¬ Relationships and Sex Education and Health Education
- ¬ Safer recruitment
- ¬ School exclusions
- ¬ Special Educational Needs and Disability (SEND)
- ¬ Staff behaviour policy/code of conduct
- ¬ Suicide and self-harm policies
- ¬ Supporting students with medical conditions at school
- ¬ Whistleblowing

The Trust Board will complete safeguarding and child protection briefing on their strategic roles and responsibilities every three years, including online safety training. This will be from a relevant Local Authority. They will undertake annual internal update training.

The Trust Board will appoint a lead trustee to monitor the effectiveness of this and other related policies that promote child wellbeing and safeguarding. Each schools LGB will appoint a safeguarding representative. Staff advocates cannot be the lead trustee with responsibility for safeguarding and child protection. The nominated trustee and advocates are named in the contact list at the start of this policy.

In the event that safeguarding concerns, or an allegation of abuse is made against the CEO or school Principals, the chair of trustees will act as the 'case manager' and will take 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.

The Trust Board will ensure that each school has robust IT filtering and monitoring systems in place, that they are reviewed regularly and that appropriate action is taken where concerns are identified These should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The Trust Board should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

The Trust Board, along with the Trust and school senior leadership teams, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings that their safeguarding arrangements are secure and in keeping with KCSIE.

The Trust Board will understand their role within local safeguarding arrangements as set out in Part 2 of Keeping Children Safe in Education and will make themselves aware of and follow the local arrangements, including supplying information as requested.

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

- ¬ Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2026 para 87-94. All trustees and advocates are responsible for reading and ensuring that para 87-94 of KCSIE 2026 are adhered to.
- ¬ The obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
- ¬ Further obligations under the data protection laws, place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- ¬ All trustees and advocates are responsible for reading and ensuring that para 102-104 of KCSIE 2026 are adhered to
- ¬ The Trust Board will understand their role within local safeguarding arrangements as set out in part 2 of Keeping Children Safe in Education. They will make themselves aware of and follow their local arrangements including the LSCP and NYSCP best practice guidance for education providers.

The Trust Board is responsible for ensuring that the school contributes to multi-agency working in line with Working Together to Safeguard Children 2026 and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.

The Trust Board understands that access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17- Family Help) or a Section 47 (S47) assessment.

The Trust Board will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

The CEO / Chief Executive Officer

The CEO / Chief Executive Officer is responsible for ensuring that trust-wide safeguarding policies, statutory duties and a safe culture are effectively implemented across all Trust schools.

They will embed a safe culture by ensuring that safeguarding is a central priority across the strategy, values, and daily operation of every school in the trust. They may step into a more operational or advisory capacity for severe, complex, or external safeguarding incidents where trust-level intervention is required.

They will support the Trustees in ensuring that trust-wide policies comply with current legislation and statutory guidance and ensure that school-based policies adhere to Trust and government guidance.

The CEO / Chief Executive Officer will ensure that each school Principal provides DSLs and staff with sufficient time, funding and training resources to enable them to effectively undertake their roles.

The CEO / Chief Executive Officer will act as the 'case manager' in the event of an allegation of abuse made against a school Principal, where appropriate.

The CEO / Chief Executive Officer will facilitate regular trust-wide audits, monitoring, and reviews of safeguarding practices to ensure no school falls below expected standards and report regularly to the board of trustees on the effectiveness of safeguarding arrangements, emerging trends, and any critical incidents.

The School Principal

The school Principal is responsible for the implementation of this policy.

The school Principal will ensure that staff, (including temporary and supply staff), and volunteers are informed of this policy as part of their induction.

The school Principal will communicate this policy to parents when their child joins the school and via the school website. They will ensure that the curriculum that is in place supports children to understand how to keep themselves safe, including online, and will promote a strong, open and positive culture of safeguarding across the school.

The school Principal is responsible for ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE (2026), are reflected in their job description and that the DSL has sufficient authority, time and resources to carry out this role effectively, and that there is always adequate cover if the DSL is absent. They will ensure that they complete the one day LA course for head teachers/principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every year, and that DSLs and DDSLs undertake training every three years.

The school Principal will ensure that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse.

The school Principal will ensure the DSL and Safeguarding team have time to access regular supervision.

The school Principal will act as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

As the lead member of staff in the school, the Principal will ensure that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

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.

The Senior Mental Health Lead

The Senior Mental Health Lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by;

- developing a whole-school approach to support mental wellbeing.
- promoting good mental wellbeing and preventing the onset of mental illness for pupils and staff.
- ensuring clear processes to report mental health concerns.
- ensuring clear processes for managing mental health concerns.
- delivering appropriate training.
- liaising with the DSL where a mental health problem could indicate that a student has suffered or is at risk of suffering abuse, neglect, or exploitation. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide.
- observing students and identifying early those who may be experiencing mental health problems or being at risk of developing one
- ensuring early targeted support is provided, and
- liaising with/referral to specialist services where needed

External Monitoring of Safeguarding, including Ofsted Inspections

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

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

A Section 175 safeguarding audit is an annual self-assessment tool that schools and educational settings use to evaluate and evidence compliance with their statutory safeguarding duties under Section 175 of the Education Act 2002. Each school commits to completing this audit alongside the relevant local authority guidelines.

Leeds Organisational Safeguarding Assessment

The Section 175 (s175) safeguarding audit in Leeds is an annual statutory compliance return that education settings complete to evaluate their adherence to Sections 157 and 175 of the Education Act 2002 and *Keeping Children Safe in Education*, and must be completed by Leeds Schools (Specialist Inclusive Learning Centres, Free Schools, Academies, Community, Voluntary Aided and Independent),

Pupil Referral Units and Further Education Colleges in order to monitor their compliance with Sections 157 & 175 of the Education Act 2002. The Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2021.

More information can be found here.

North Yorkshire School Safeguarding Audit

The School Safeguarding Audit (SSA) is a statutory, biennial assurance activity required of all education settings in North Yorkshire. It supports schools to demonstrate that arrangements to safeguard and promote the welfare of children are effective and compliant with key legislation, including Section 11 of the Children Act 2004, Section 175/157 of the Education Act 2002, and Keeping Children Safe in Education. Education settings are required to respond to safeguarding audits requested by the local authority and safeguarding partners as part of these duties.

More information can be found here.

Confidentiality and Information Sharing

Confidentiality

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

Lighthouse Education Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

Information Sharing

Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

Trust staff will share information across the Trust, within the school, with parents, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required. This will be as early as possible to help identify, assess and respond to risks or concerns regarding the safety and welfare of children, following the KCSIE 2026 information sharing guidance (para 138 to 150) to ensure DfE guidance is adhered to.

Timely information sharing is essential for effective safeguarding. Lighthouse Education Trust will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers DfE 2026. This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.

Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm. See here for more information.

Parents/carers are informed about the Safeguarding & Child Protection policy through school prospectus, website, newsletters etc. A safeguarding & child protection statement will be displayed in each school's reception area.

In general, staff will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. The exception to this will be in situations where the DSL (or DDSL) has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Where a parent or carer has expressed their intention to remove a child from school with a view to educating at home, the Trust will work in partnership with the parent or carer, the LA and other key organisations to consider what is in the best interests of the child. The school Principal must consider

whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required.

Staff Training & Support

Training

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

All staff receive additional safeguarding and child protection training via staff briefings, scenario discussion in staff meetings, e-bulletins, contextual updates, or knowledge checks, as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively.

Additionally, where appropriate, the Trust ensures that 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 DSLs and Deputy DSLs undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every three years. The designated safeguarding lead and any deputies also undertake Prevent awareness training, and annual training in other related safeguarding areas.

Designated Safeguarding staff must have attended the 3-day Education child protection training course. They will attend refresher training at least every three years. The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent) every two years to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation). The Trust recognises the importance of providing designated safeguarding staff with sufficient time, funding, training, resources and support to undertake their safeguarding responsibilities effectively.

The CEO and the school Principals will attend the local authority child protection training for headteachers/principals at least every three years.

Trustees and advocates, including the safeguarding trustees, will receive appropriate safeguarding and child protection training at induction. This training should equip them with the knowledge to provide strategic challenge and assurance regarding safeguarding arrangements and should be regularly updated.

The school will ensure that appropriate safer recruitment training is undertaken by relevant staff and governors involved in recruitment processes. At least one person on any appointment panel will have completed safer recruitment training in line with KCSIE requirements. Training will be refreshed every three years.

Any training accessed by staff, including EYFS designated safeguarding leads, working in the early years foundation stage must be in line with the criteria set out in Annex C of the Early Years Foundation Stage Statutory Framework for group and school-based providers.

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

Support & Supervision

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the designated safeguarding team (safeguarding@lighthouseschool.co.uk, or speak to a member of staff in person). Additionally, advice can be sought from PEACES mental health support via the DSL.

Access to regular and timely supervision is an essential form of support for all designated safeguarding staff.

There are different types of supervision, e.g. informal, group and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often ongoing in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session. Informal supervision takes place weekly in a group safeguarding meeting.

Significant issues discussed through informal supervision should be recorded properly by the caseworker and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named DSL in the school, or another DSL from the Trust. In some cases, supervision may also be carried out by an external supervisor, such as through a Supervision provider r member of the cluster team. All designated staff across the Trust, irrespective of role should receive supervision.

Aims of supervision:

Performance Management of the Role:

- ¬ Ensure that the performance and practice of safeguarding children, is competent, accountable and soundly based on research and practice knowledge.
- ¬ Ensure that safeguarding children practice is consistent with the local safeguarding arrangements and organisational procedures.
- ¬ Ensure that practitioners fully understand their roles and responsibilities and the scope of their professional discretion and authority.
- ¬ To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

Professional Development:

- ¬ Ensure that professional development needs with respect to safeguarding practice are considered and supported.

Personal Support:

- ¬ To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work, where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

Roles and Responsibility

The Supervisor is responsible for:

- ¬ Sharing the responsibility for making the supervisory relationship work and ensuring it is conducted in a sensitive and supportive manner.
- ¬ Ensuring confidentiality, subject to student and staff safety.
- ¬ Providing suitable time and location without interruptions and agreeing appropriate timescales.
- ¬ Maintaining accurate and clear records, including on CPOMS
- ¬ Ensuring the Trust's professional standards are met, and a supervision contract is in place and reviewed annually.
- ¬ Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.

The supervisee is responsible for:

- ¬ Sharing the responsibility for making the supervisory relationship work.
- ¬ Attending regularly and on time, preparing appropriately, participating actively and bringing their agenda.
- ¬ Accepting the mandate to be supervised and being accountable for any action.
- ¬ Ensuring the recording of supervision is reflective of the particular meeting.
- ¬ Ensure that the contract has been agreed and reviewed annually.
- ¬ Aiming to meet the organisation's professional standards.

Group Formal Supervision

In some cases, it may be necessary or appropriate to conduct a formal group supervision session, where there may be several staff involved in direct work with a specific child/family. There are many benefits to be gained from group supervision, including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

When a group supervision process is used, the roles and responsibilities of the supervisor and supervisees should be the same as outlined above, with the added principles:

- ¬ The group should clarify and agree the boundaries of confidentiality.
- ¬ The records should reflect that this was a group discussion.

Contract

The contract between a supervisee and supervisor should clearly outline the responsibilities and expectations of both parties, as outlined above. This should be discussed, agreed and signed off at the beginning of the supervisory arrangement. The contract should form part of the supervision records and should be reviewed annually.

Frequency of Supervision

The frequency of supervision should be highlighted on the contract form.

Good practice indicates that the sessions should be regular and frequent enough to provide the support and oversight needed.

The supervisor and supervisee should agree on the duration and frequency of supervision, taking into account the experience of the supervisee and the complexity of the work. It will be appropriate to arrange for more frequent supervision for staff who are new to safeguarding procedures, but also if there are particular pieces of work which need more time in supervision.

Recording

Recording should follow the principle that:

- ¬ The contract is the initial record of agreement between both parties.
- ¬ All supervision sessions must be recorded by the Supervisor on paper or electrically and retained securely.
- ¬ All records of supervision are confidential. They will be subject to inspection and audit.
- ¬ Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation (CPOMS). Any hand-written records must be legible.

Quality Assurance

There is a critical link between good quality, regular supervision and good outcomes for safeguarding.

Supervision files will be subject to inspection and audit and should be stored securely by the supervisor.

Files may be checked to ensure that appropriate supervision is taking place.

Entitlement

It is important that supervision is provided. If you are a member of staff who is not receiving supervision at the required frequency during the year they should:

- ¬ In the first instance arrange a one to one with their supervisor to discuss and resolve, where possible.
- ¬ If they are unable to find a solution, school staff should meet with the DSL or Principal. The difficulties should be discussed and outcomes agreed.

Opportunities to teach safeguarding – preventative curriculum

All schools within Lighthouse Education Trust teach about safeguarding, including online safety and healthy relationships and recognise 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 Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects, Lighthouse Education Trust commits to ensuring that schools comply with statutory guidance.

Schools play a crucial role in preventative education, in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

Lighthouse Education Trust has a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by each school's behaviour policy and pastoral support system, as well as by a planned programme of effective PSHE delivered in regularly timetabled lessons (in RSE & Wellbeing lessons) and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate and considering the needs of children with SEND and other vulnerabilities.

Where external organisations and / or visitors are invited to enrich our safeguarding curriculum, Lighthouse Education Trust ensures that schools have reviewed the educational value and age appropriateness of what they will deliver.

All Lighthouse Education Trust policies that address issues of power and potential harm, e.g., Anti-Bullying, Equalities, Positive Handling, Behaviour, On-line Safety and PSHE/RSHE will be linked to ensure a whole school approach.

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

Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside school.

Online Safety

Lighthouse Education Trust will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access information online.

Lighthouse Education Trust 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.

The Trust will ensure that all staff understand:

- ¬ Roles and responsibilities in relation to filtering and monitoring, school devices and school networks including the use of AI
- ¬ The 4 areas of risk (4Cs) as the basis of the school's online safety policy
- ¬ Safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or student-facing)
- ¬ The effective education of students in their use of technology in line with the taught safeguarding curriculum (outlined above)
- ¬ Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Filtering and Monitoring & Use of AI

Lighthouse Education Trust has appropriate filters in place to reasonably limit exposure to risks from the use of school technology. In applying appropriate controls, the number of and age range of our children is considered, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with Trustees. 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 student use as part of their role as much as is reasonably possible.

The Trust Board 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 Trust board have reviewed the Department of Education's 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 teams across the Trust and relevant staff within each school have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

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

Each school within the Trust will carry out an annual review by the SLT member who is responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. This will cover their approach to online safety, including the use of AI and filtering and

monitoring and will include checks that the filter is working appropriately on all internet connected devices in all locations and records held. This will consider and reflect the risks children face.

Lighthouse Education Trust recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard students. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other students or staff (e.g. through the use of 'deepfakes') and/or expose students to harmful content. Lighthouse Education Trust will respond to any misuse of AI in line with this policy, the GDPR AI policy and our anti-bullying 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 students will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. The trust uses the appropriate DfE guidance for AI including Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK, and has an AI policy in place.

Mobile Phones and Smart Technology

Each school in the Trust will have regard to the Department for Education guidance relating to mobile phones in schools and will set clear expectations for the safe and appropriate use of mobile devices.

Lighthouse Education Trust recognises the importance of having clear policies on mobile phones, devices and smart technology (cameras and smart devices, including SMART watches, META glasses and use of Airtags / trackers) to safeguard our students.

In line with statutory guidance all schools within the Trust are mobile phone-free environments by default; anything other than this is by exception only [please see mobile phone policies for each school].

Remote Learning and Remote Welfare

Where children are being asked to learn online at home, each school in the Trust will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and regular communications with parents and carers will be used to reinforce the importance of children being safe online. Staff will help students understand what systems school is using to filter and monitor online use. The Trust 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.

Each school will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, online safety, supervision and reporting arrangements.

Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, home visits. Other individualised

contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

We recognise that school is a protective factor for children, and extended periods of closure can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home on CPOMS.

The School's role in supporting children and young people potentially at greater risk of harm.

Lighthouse Education Trust ensures that all staff understand that whilst all children should be protected, 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. 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, Lighthouse Education Trust commits to:

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

Children with SEND

As specialist schools for students with SEND, all students have Education, Health and Care Plans and present with a range of complex needs. Staff must be especially alert to the specific barriers to disclosure that SEND students may face, including:

- ¬ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- ¬ these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- ¬ the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- ¬ communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- ¬ the need for intimate care or that these children are isolated from others,

- ¬ that these children are more likely to be dependent on adults for care, and
- ¬ these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Furthermore, Lighthouse Education Trust commits to:

- ¬ Train staff to understand the additional barriers that can exist for some children with special educational needs or disabilities (SEND) or certain health conditions.
- ¬ Ensuring close liaison between DSL and SENCO following reports of abuse involving children with SEND
- ¬ Ensuring that staff consider what additional and different measures can put in place to support these children to recognise and communicate abuse, neglect or exploitation including consideration of extra pastoral support and attention.
- ¬ Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting students at school with medical conditions guidance.

Looked After Children, Previously Looked After Children, Children with a Social Worker, Care Leaders and Children in Kinship Care

Lighthouse Education Trust 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. Lighthouse Education Trust 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.

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

Furthermore, Lighthouse Education Trust commits to:

- ¬ Ensuring that staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe.
- ¬ Sharing information swiftly with social workers, the virtual school, care leavers personal advisors and other key partners.
- ¬ Recognising that children and young people with a social worker, in care, previously in care and kinship arrangements are vulnerable to educational disadvantage, and
- ¬ Working collaboratively across the Designated Teacher, Designated Safeguarding Lead and the Virtual School to ensure effective educational and safeguarding support for vulnerable children and young people within the Virtual School cohort.

Kinship Care

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

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

More information on Kinship Care is available 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 arrangements are suitable and safe for the child.

Young carers

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

Lighthouse Education Trust is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Each Lighthouse Education Trust school has a named Young Carers Champion, who supports young carers in school.

Mental Health and Wellbeing

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their mental health. Staff will understand that changes in behaviour, attendance, presentation or emotional wellbeing may be indicators of safeguarding concerns including abuse, neglect or exploitation. Lighthouse Education Trust regularly communicates messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, RSHE and form coaching.

Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school safeguarding team in keeping with the school's safeguarding reporting arrangements, so that students can be offered appropriate support. This may include a referral to school-based support (e.g. PEACES or the Wellbeing Team), local cluster or other pathways of external support, or national online services where appropriate.

Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures or concerns that a child may be planning to take their own life require immediate consideration. Where staff believe a child may be at imminent risk of serious harm, emergency services should be contacted without delay, and appropriate medical assistance sought.

Each school has a designated Mental Health Lead who works alongside safeguarding staff to promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required

Leeds Mental Health Referrals

A referral should be made to Cluster Support through the Family Liaison Team. Further information and guidance can be found in the Local Protocols.

Further information about crisis referrals can be found on the NHS website for Leeds and York Partnership. This is the Single Point of Access or SPA.

North Yorkshire Mental Health Referrals

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.

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found here.

Mental health support can be found here The Go-To - Emotional wellbeing and mental health.

Safeguarding children with medical needs

Lighthouse Education Trust ensures students at school with medical conditions and allergies are properly supported so that they have full access to education, including school trips and physical education. Our Trust Board will ensure that arrangements are in place to support students with medical conditions and allergies, including recording, reporting and tracking information / training yearly. The Trust Board will ensure that school leaders consult with health and social care professionals, students and parents ensuring that the needs of children with medical conditions and allergies are properly understood and effectively supported.

Lighthouse Education Trust recognises that although serious incidents of harm and even child deaths have occurred in school and college settings, a child having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk. In the event of a clinical incident taking place in school, the responsible healthcare professional, will work in conjunction with our DSL to consider whether any safeguarding

duties have been triggered and whether any further action is required based on the nature of the incident. The school follows the DfE guidance Allergy safety in schools and Supporting pupils with medical conditions at school.

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

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

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

The Trust will support local organisations and agencies to work together to support families within the Early Help / Family Help service and will:

- ¬ Identify children and families who would benefit from community based and/or Targeted Early Help/Family Help.
- ¬ Undertake an assessment of the need for community based and/or Targeted Early Help/Family 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.

Children who are absent from education

The Trust recognises that children who are absent from education may not be visible to professionals and that repeated, persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Where a child is reported to be missing education, Lighthouse Education Trust will comply with the statutory duty to inform the local authority of any

student who falls within the reporting notification requirements outlined in Children Missing Education and follow the local authority procedures (see referral table above)

Children who are absent, persistently absent, absent from education, abscond or go missing during the school day are vulnerable and may be at increased risk of abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff should be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities.

Any concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies.

The DfE statutory guidance on school attendance will be followed and schools must work with local authority children's services where school absence indicates safeguarding concerns.

Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

Any consideration of flexi-schooling or a part-time timetable should have due regard to the safeguarding implications. Schools should follow local authority guidance.

Schools should follow the local authority guidance for Elective Home Education and ensure that they understand their responsibilities, particularly with regard to safeguarding.

Elective Home Education (EHE)

Lighthouse Education Trust recognises that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate to 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.

Lighthouse Education Trust school staff will not suggest EHE to parents and Lighthouse Education Trust recognises this as off-rolling. Where parents request information regarding EHE, a pre-decision meeting will be arranged with parents and any involved professionals. Staff will ensure parents have an informed understanding of EHE and their legal duty to provide a full-time suitable education. Staff will ensure parents are aware that they will be subject to informal enquires around the education in place and where the LA EHE team are not satisfied, parents may face legal intervention. On occasions where parents do request to EHE after the meeting the school a notification to the Local Authority (LA) and only when this is accepted by the Local Authority will the school remove the child from our admission register and from the school role. This is in line with LA policies.

Excluding and Suspending vulnerable children

When a school within the Trust is considering excluding a student, either for a fixed term period or permanently, they will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. This includes where the student is:

- ¬ vulnerable
- ¬ a child with additional needs
- ¬ a student who has social care involvement (either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns)

Schools should speak to the named social worker for the child to ensure that any risk is assessed and speak to the Local Area Inclusion Partnership for support if required. Schools should note advice in the Suspension and permanent exclusion guidance.

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

Procedures for Children at Risk of Specific Forms of Abuse

Below is not an exhaustive list. Staff should discuss concerns with their DSL and follow appropriate school procedures.

Female Genital Mutilation, Forced Marriage & Honour / Faith Based Abuse

Female Genital Mutilation

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

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

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

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

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

Trust 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.

Further Advice and guidance is available here (Leeds) and here (North Yorkshire).

Forced Marriage

Further Advice and guidance is available here (Leeds) and here (North Yorkshire).

Honour / Faith Based Abuse

Further Advice and guidance is available here (Leeds) and here (North Yorkshire).

Radicalisation and Terrorism

Radicalisation

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

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) consider the 'NOTICE, CHECK SHARE' process for making a referral where required. A Prevent referral can be made using the national Prevent referral form.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The Trust recognises that children may be vulnerable to radicalisation through a range of influences, including online environments, peer groups, personal circumstances and wider community factors. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see Managing risk of radicalisation in your education setting.

Effective Early Help/Family Help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. The Trust will ensure that all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the Prevent Duty Guidance.

Leeds Prevent

If you require further support or information, contact the Education Safeguarding Team or the Leeds Prevent Team on 0113 5350810.

North Yorkshire Prevent

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

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 students, staff and visitors safe in the event of an incident.

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

Lighthouse Education Trust's Emergency Procedures guidance, requires schools to:

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

Further guidance is available in Trust policies:

- ¬ Invacuation
- ¬ Critical Incident

Channel

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

Bullying

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

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

Child-on-child abuse

All staff are trained to recognise that children are capable of abusing other children (including online). Lighthouse Education Trust expects all staff to read Part 5 of KCSIE 2026 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children. Staff should understand that child on child abuse can manifest in many different ways.

This can present as (amongst other things):

- serious physical assault and harm, or the threat of harm with a weapon
- bullying, cyber bullying,
- criminal and sexual exploitation,
- sexual harassment and violence,
- initiation/hazing,
- sharing of nudes and semi-nudes (DfE guidance available here),
- upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm) and
- abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or 'boys being boys'. Our Trust has a zero-tolerance approach to such attitudes and behaviours. The Trust recognises that child-on-child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online.

Each school will put in place procedures that identify how staff will address child-on-child abuse and minimise the risk of this occurring by:

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

- ¬ Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported.
- ¬ Use of the NSPCC guidance on responding to children who display sexualised behaviours.
- ¬ Recognising that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

Lighthouse Education Trust recognises that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately. Staff will encourage and support students to report child-on-child abuse to trusted adults in school or the NSPCC helpline.

Most cases of students hurting other students will be dealt with under each school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities.

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

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy.

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

Leeds Harmful Sexual Behaviours Procedures

Leeds Schools will ensure that at least one member of the school's safeguarding team has completed the 1-day AIM Project training on understanding and managing harmful sexual behaviour in education settings. The DSL is responsible for providing support to all children involved in incidents of child-on-child sexual abuse, including those who have experienced harm and those who may have caused harm. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL at the setting to ensure appropriate information is shared.

Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team.

North Yorkshire Harmful Sexual Behaviours Procedures

The Sexualised Behaviours in Children Toolkit is designed as a "one-stop shop" for practitioners, parents, and carers to access necessary information in a format that works for them. It is interactive with links for easy navigation within the kit and to external resources and support.

The DSL will work with the NYSCP to use the guidance and resources in the toolkit to ensure all students are adequately supported and feel safe. This may include a risk assessment being carried out by school staff.

Child Exploitation (Child Sexual Exploitation, Child Criminal Exploitation, County Lines and Modern Slavery)

Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, staff must notify DSL, in line with the child protection policy reporting systems. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.

Staff should be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

The Trust will ensure the schools work in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

Serious Violence

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

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

The Youth Endowment Fund 169 (YEF) (the "what works" centre for preventing violence) has produced Education, Children and Violence for schools and colleges and an accompanying Education

Practice Insight Creator to help introduce evidenced practice for preventing children becoming involved in violence.

Leeds Child Exploitation Procedures

The DSL must complete the child exploitation response checklist for partners Child Exploitation Risk Identification Tool and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the fortnightly Multi-agency Child Exploitation (MACE) meeting (see Appendix 7), if it is felt that the criteria for referral is met, and a discussion is warranted.

Information should be emailed to chs.mace@leeds.gov.uk. Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

Police – West Yorkshire Police provide information for DSLs.

North Yorkshire Child Exploitation Procedures

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.

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.

Police - North Yorkshire Police provide support for DSL's and a one minute guide is available explaining 'Operation Divan'

Sharing Nudes and Semi Nudes

Staff responsibilities when responding to the sharing of nudes and semi-nudes

If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos they must report it to the DSL immediately. Staff should recognise that such incidents may involve safeguarding concerns including coercion, exploitation, bullying, sexual harassment or abuse. The DSL will refer to DfE guidance: Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

They must not:

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

DSL Responsibilities when responding to the sharing of nudes and semi-nudes

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

- ¬ Whether there is an immediate risk to pupil(s)
- ¬ If a referral needs to be made to the police and/or children's social care.
- ¬ If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- ¬ What further information is required, to decide on the best response.
- ¬ Whether the image(s) has been shared widely, and via what services and/or platforms, (this may be unknown).

- ¬ Whether immediate action should be taken to delete or remove images, or videos, from devices or online services.
- ¬ Any relevant facts about the students involved which would influence risk assessment. This should include consideration of age, SEND, vulnerability, power imbalance, coercion, exploitation, mental health and whether the incident forms part of a wider pattern of behaviour.
- ¬ If there is a need to contact another school, college, setting or individual.
- ¬ Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

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

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

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

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

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

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

Children who are questioning their gender

Staff will take time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of the child's experiences and remain aware of the potential vulnerabilities of children who are questioning their gender,

including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Trust staff will not initiate any action in this area; but will respond to any circumstances where a child or their parent has raised a request relating to social transition to which a school is responding. In making decisions about supporting social transition, the Trust will comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children. When considering any request for support with social transition, staff will ensure that their decision-making process is documented, and records are kept.

Lighthouse Education Trust will endeavour to work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO). Staff will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity.

When discussing requests with children and parents and carers time will be taken to sensitively explain the constraints on social transition set out in KCSIE para 252-282. Staff will explain that supporting any degree of social transition will not include allowing access to toilets, changing rooms or boarding or residential accommodation designated for the opposite sex, and will not include allowing children to join PE classes designated for the opposite sex where there are safety reasons for single sex PE.

A Safer School Culture

The Trust will ensure that all staff understand that safeguarding is everyone's responsibility and that all staff have a responsibility to maintain an attitude of "it could happen here" when considering safeguarding concerns. Staff should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously and addressed appropriately.

The Trust promotes an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the school, including low-level concerns, can be raised, recorded, shared and addressed appropriately. All staff should understand the difference between a concern that meets the harm threshold and a low-level concern and know how to report both.

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

- ¬ Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- ¬ Guidance on Safer Working Practices and/or staff code of conduct.
- ¬ Safeguarding and Child Protection policy (including online safety). This policy.
- ¬ School behaviour policy.
- ¬ Low-Level Concerns Policy/Procedure.
- ¬ Managing Allegations Against Staff Policy/Procedure.
- ¬ Online Safety and Acceptable Use Policies.
- ¬ Attendance and Children Missing Education Procedures.
- ¬ The names, roles and responsibilities of the designated safeguarding lead and any deputies. (see table at start of this document)

Safer Recruitment, selection and pre-employment vetting

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

The Trust will maintain a Single Central Record in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.

All Trust staff will have an enhances Child and Adult barred DBS check. All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of students.

The Trust will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the Trust will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

Written risk assessments will be undertaken whenever safeguarding circumstances require this, including where information is disclosed on a DBS certificate, where checks are delayed, where individuals commence work pending receipt of required checks where legally permissible, or where alternative safeguarding arrangements are required. Risk assessments will be proportionate, recorded and reviewed as appropriate. Advice and support for carrying out risk assessments can be accessed through the Trust's HR team or the LA Education Safeguarding Team.

Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. The Trust ensures that these volunteers have an enhanced DBS check that includes child and adult barred list information.

The placement school will undertake a written risk assessment for volunteers where required to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity.

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

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

Managing allegations or safeguarding concerns against a member of staff or person in school

Staff identifying a concern should follow the Trust procedures (which are based on guidance in Part 4 of KCSIE 2026).

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff and trainee teachers), trustee advocate, visiting professional or volunteer has:

- ¬ Behaved in a way that has harmed a child or may have harmed a child.
- ¬ Possibly committed a criminal offence against or related to a child.
- ¬ Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- ¬ Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All adults working in school have a duty to disclose to the principal (or Chair of Trustees where appropriate) where their relationships and associations within and outside of the workplace (including online) may have implications for safeguarding children in school.

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

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

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 Trust'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.
- ¬ The Senior Leadership Team should secure any relevant CCTV.

All allegations about staff, volunteers and/or contractors should be reported without delay to the Principal. If the allegation pertains to the Principal, it should be reported to the CEO or the Chair or Trustees. Where the CEO is the subject of an allegation, the matter should be reported to the Chair of Trustees. The person dealing with the allegation is the case manager.

Where there is a conflict of interest in reporting the matter to the CEO or Chair of Trustees, the information should be reported directly to the local authority designated officer(s) (LADO).

The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.

The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation.

Reporting to the LADO

The Principal / CEO / 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 local authority (e.g. LSCP/NYSCP) procedures and make a referral to the appropriate LADO.
- ¬ If it is unclear whether the allegation meets the harm / risk of harm threshold, they should seek advice from the Duty LADO.
- ¬ Any incident not meeting the harm threshold, should be managed via the school's own low level concerns process, by a designated manager with appropriate safeguarding training.

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 case manager **must not** carry out an investigation or directly interview any child/ witness/ or the individual whom the concern relates to, until the above process has been duly completed, and relevant partners have been consulted. However, statements of any alleged incidents of harm should be obtained as appropriate at the earliest opportunity in order to establish facts from relevant individuals.

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

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

High level concerns

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings may be issued. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the Trust's Disciplinary Policy. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case. This should be discussed with the CEO.

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

Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.

Contact Information for LADO

Information	Leeds LADO Contacts	North Yorkshire LADO Contacts
LADO Duty telephone:	0113 3789687	01609 798005
Pre-notification advice:	0113 3789687	01609 533080
LADO Email:	LADO@leeds.gov.uk	lado@northyorks.gov.uk
Whistleblowing hotline:	0113 3788008	Via LADO
Whistleblowing email:	concerns@leeds.gov.uk	Via LADO
Managing Allegations procedures	here	here

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact the LADO directly, or other whistleblowing channels which may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (available 8:00am to 8:00pm, Monday to Friday) and Email: help@nspcc.org.uk.

Low Level Concerns

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice and/or school code of conduct, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. These include those that, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the harm threshold.

Examples of such behaviour include:

- ¬ Being over familiar with children
- ¬ Having favourites
- ¬ Taking photographs of children on their mobile phone
- ¬ Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- ¬ Humiliating students

In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely, and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

Allegations relating to other Organisations using the School Site

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

The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE

The Principal must ensure that the CEO/Chief Executive Officer and the Chief Financial & Operations Officer are made aware of the allegations.

Safeguarding arrangements with Alternative Providers used across the Trust

Provider	Type	School Using Provider	Safeguarding arrangements confirmed with date
Lighthouse Futures Trust	Post-16 provision	Leeds	☐ Click or tap to enter a date.
Leeds City College	College	Leeds	☐ Click or tap to enter a date.
Horsforth School	Secondary School	Leeds	☐ Click or tap to enter a date.
Think Like A Pony	Alternative provider	Leeds	☐ Click or tap to enter a date.
Autism Angels	Alternative provider	Leeds	☐ Click or tap to enter a date.
NISAI	Online alternative provider	Leeds	☐ Click or tap to enter a date.

Provider	Type	School Using Provider	Safeguarding arrangements confirmed with date
Key to Achieving Therapy Services Ltd.	Alternative provider	Leeds	☐ Click or tap to enter a date.

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

Students who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their students may be vulnerable to, and appropriate risk assessments/support plans are in place where students access provision offsite.

Use of School Premises for Non-School Related Activities

When trust facilities/premises are rented or hired by organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities), the Trust will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the Trust, under the direct supervision or management of our Trust 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, the Trust 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. The Trust will ensure that there are arrangements in place for the provider to liaise with the schools on these matters as outlined in keeping children safe in education, Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers

This approach will apply regardless of whether or not there are children who attend any of these services, whether or not the children are on a trust school roll or of a statutory school age. 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.

Homestays and host families

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

Regulations and safeguarding requirements relating to school premises - Toilets, Changing Rooms, Showers and Sport

The Trust will provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one student at a time).

Any school within the Trust providing mixed-sex toilets in addition to single sex toilets, will have assessed safeguarding risks and planned accordingly.

As a trust, to comply with statutory guidance staff must not allow children into toilets designated for the opposite biological sex. This includes where they are responding to a request to support any degree of social transition for children who are questioning their gender.

The Trust provides suitable changing accommodation and showers for students who are aged 11 years or over at the start of the school year. When responding to a request to support any degree of

social transition, staff must not allow a child access to changing rooms designated for the opposite sex.

If a gender-questioning child does not want to use the toilet, changing rooms and showers designated for their sex, the school will consider whether they can provide an alternative toilet, changing or washing facility without compromising the provision of single-sex facilities. These alternative arrangements will not compromise the safety, comfort, privacy or dignity of the child or of any other children. Records will be kept of these situations.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case, to comply with statutory guidance, there must be no exceptions. Where there are no safety concerns and a child makes a request relating to how they participate, this will need to be considered in light of the advice on "considering requests for support with social transition". This means taking into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

Boarding and Residential Accommodation

Wherever a school within the Trust includes boarding facilities, there are additional factors to consider regarding safeguarding. Staff are trained to be alert to signs of abuse and work closely with any Local Authorities that have children placed within our school. Furthermore, we commit to ensuring that we are:

- ¬ Alert to the extra vulnerabilities of children with SEND.
- ¬ Vigilant in reporting inappropriate relationships or where behaviours are a cause for concern.
- ¬ Aware of the additional potential for child-on-child abuse, particularly where there are significantly more girls than boys or vice versa within our boarding facilities.
- ¬ Complying with statutory guidance, by not allowing a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition will not be able to include allowing access to boarding or residential accommodation.
- ¬ Proactive in sharing information with statutory partners, including the local authority where children reside when not attending boarding school.
- ¬ Compliant with the additional safeguarding requirements relating to National Minimum Standards and regulations for all schools and colleges with residential provision for children.
- ¬ Compliant with Standard 13 in National Minimum Standards for residential special schools Residential special schools national minimum standards
- ¬ Compliant with the standards of the relevant regulatory body (SCCIFF/DfE NMS/CQC).

Restrictive interventions, including use of reasonable force

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff

that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

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

Partnership with Parents and Carers

Leeds Model

Rethink is a restorative way of thinking about the families we work with.

It uses an evidenced based model of case formulation to help us organise information and structure our conversations to reach a shared understanding from which to base our plans.

Research has shown that many young people and their families experience repeated contact with services. 'Rethinking' how we work with such cases, with a shared language and deeper analysis, helps us understand why progress isn't maintained and guides us towards more effective interventions and sustainable outcomes.

More information is available from the Rethink one minute guide.

North Yorkshire Model

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

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

Schools and education providers are encouraged to make full use of the resources available through the North Yorkshire Safeguarding Children Partnership website and YouTube channel. These include

multi-agency training, recorded webinars, practice guidance, procedures, one-minute guides, toolkits, policy templates. The Learning for Professionals section features thematic learning reviews and safeguarding resources designed to support effective practice across education settings. The also website includes dedicated sections for Schools and Early Years providers as well as Parents and Carers.

Child Protection Records

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, and the Principal.

The following information must be kept securely with restricted access, whether paper or electronic:

- ¬ Chronology (summary of significant events and the actions and involvement of the school/college)
- ¬ A clear and comprehensive summary of the concern.
- ¬ Details of how the concern was followed up and resolved.
- ¬ A note of any action taken, decisions reached and the outcome.
- ¬ All completed child protection cause for concern records.
- ¬ Any child protection information received from the child's previous educational establishment.
- ¬ Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
- ¬ Professional consultations.
- ¬ Letters and emails sent and received relating to child protection matters.
- ¬ Referral forms sent to CSWS, other external agencies or education-based services.
- ¬ Record of instances where referrals were or were not made to another agency such as CSWS or Prevent
- ¬ Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate.
- ¬ Formal plans for, or linked to, the child e.g., child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- ¬ A copy of any support plan for the student concerned

Where a student leaves their existing provision, the DSL will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e., self-harming or harmful sexualised behaviour), this

information must be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme. Particular consideration should be given to children who may be at greater risk of harm, including those with SEND, children with a social worker, children subject to safeguarding plans and those with complex vulnerabilities, to ensure continuity of safeguarding support during transition

Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. Student records will be transferred in a secure manner, for example through secure electronic file transfer or by hand. There is no need to keep written or electronic copies of the child protection records.

For young people moving to a Further Education establishment, consideration will be given to the young person's wishes and feelings regarding the sharing of information. However, where safeguarding information is necessary to safeguard or promote the welfare of the young person, relevant information will be shared with the receiving establishment.

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

Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes. This will ordinarily be completed through CPOMS file transfer systems.

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

The original child protection file should normally transfer to the receiving educational establishment. A copy of the safeguarding chronology and transfer record may be retained by the school for audit purposes in accordance with the school's retention schedule.

The original child protection file will be retained by the school/college where:

- ¬ the destination school, college or educational establishment is not known;
- ¬ the child does not take up the expected placement;
- ¬ there are ongoing legal proceedings, investigations or other exceptional circumstances that require retention of the original file;
- ¬ the child is no longer registered at a school or educational establishment, including where a child becomes electively home educated, pending advice regarding the appropriate transfer or retention of records.

In all cases where records are retained, they will continue to be stored securely and managed in accordance with data protection legislation and the school's records retention arrangements.

If a parent chooses to electively home educate (EHE) their child, the DSL will contact the local authority EHE team for information on where the child protection record must be sent.

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

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

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

Children's and parents' access to child protection files

Under Data Protection legislation (UK GDPR & Data Protection Act 2018) a student or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data.

In the event of the child being subject to a child protection conference, the establishment's report will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- ¬ could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- ¬ could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- ¬ is likely to prejudice an on-going criminal investigation; or
- ¬ information about the child also relates to another person who could be identified from it, or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

If an application is made to see the record, advice must be sought from your data protection lead.

Trust Wide	Leeds Based	North Yorkshire Based
Veritau Schools DPO service (initially contact should be made with the School's Single Point of Contact – SPOC)	Leeds Adults, Health and Children's Information Governance Hub	North Yorkshire Information Governance Office

Contact email: schoolsDPO@veritau.co.uk	Contact email: IMG.AC@leeds.gov.uk	Contact email: infogov@northyorks.gov.uk
Telephone: 01904 554025	Telephone: 0113 3784251	Telephone: 01904 55 2848

Archiving

The school that the student attended until statutory school leaving age is responsible for retaining any child protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral to Children's Social Care. If no referral has been made, the child protection record will be retained until the child's 25th birthday.

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.

Safe Destruction of the student record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Safeguarding responsibilities for students in transition

In the event that a student transitions full-time from one setting to another, once the student is registered at the new school, the previous school can remove the student from their register. All safeguarding responsibilities, including attendance management, for the student will transfer to the Principal and/or the senior designated safeguarding lead of the new setting.

The school remains responsible for the safeguarding arrangements of the child whilst the child remains on the school roll.

Safeguarding Practice Reviews

Sadly, and despite practitioners' best efforts children can still come to harm. Each local authority has 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 Local Safeguarding partners will:

- Identify serious safeguarding cases which raise issues of importance in relation to the area and.
- 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).

These review groups carry out 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 to inform them that a child has died or been seriously harmed and abused, and/or neglect or exploitation is suspected, and the CSPRP has recommended that a Rapid Review should be carried out. For further information about this process please see here (North Yorkshire) and here (Leeds).

DSLs are able to find information about the findings of these reviews here (North Yorkshire) and here (Leeds).