The Dales School

Safeguarding and Child Protection Policy

(Including North Yorkshire Local Safeguarding Procedures)

Last updated October 2026

NOT PROTECTIVELY MARKED

Contents

Important School Safeguarding Information and Key Contacts
1. Named school personnel with designated responsibility for child protection
2. Policy review dates, approval and dissemination processes
3. North Yorkshire local authority key safeguarding contacts
School Child Protection Policy
4. Introduction and aims
5. School commitment and values
6. Roles and responsibilities a) School Governors b) The Headteacher c) Designated Safeguarding Lead (DSL) and Deputies d) Designated Teacher e) Mental Health Lead f) All staff and volunteers
7. Working Together to Safeguard Children, Our Multi-Agency Commitment
8. Information sharing
9. Staff training
10. Opportunities to teach safeguarding
11. Online safety
12. Mobile phones and SMART technology
13. Remote education
14. Online information, security, filters, access and monitoring
15. Artificial intelligence
16. External monitoring of safeguarding, including Ofsted inspections
17. Safeguarding Concerns or Allegations about any Staff, including Supply Teachers, Trainee Teachers, Volunteers, or Contractors
18. Addressing child-on-child abuse, sexual violence and sexual harassment
19. Identifying children and young people who may need community based Early Help / Family Help
20. Identifying children and young people who are suffering or likely to suffer significant harm / statutory children's social care assessment and services
21. Supporting children and young people potentially at greater risk of harm
22. Children absent from education
23. Elective Home Education (EHE)
24. Supporting children requiring mental health support
25. Supporting looked after children, previously looked after children, children with a social worker, care leavers and children in kinship care
26. Young carers
27. Supporting children with special educational needs, disabilities (SEND) or health issues
28. Safeguarding children with medical needs
29. Alternative provision and children at risk of exclusion
30. Supporting children who are lesbian, gay, bi, or trans (LGBTQ+)
31. ~~Restrictive interventions~~ Positive handling, including use of reasonable force
32. Boarding and residential accommodation facilities
33. Use of school premises for non-school related activities
34. Regulations and safeguarding requirements relating to school premises
35. Policy references
North Yorkshire Local Safeguarding Procedures
a. School procedures - What staff must do if they are concerned about a child
b. Referrals
c. Allegations made against staff, volunteers and contractors, including trainee teachers, supply teachers and contractors
d. Alternative provision
e. Adults who supervise children on work experience
f. Bullying, including online experiences
g. Honour or faith based (including female genital mutiliation and forced marriage)
h. Child on Child abuse, including Child-on-Child Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour (HSB)

NOT PROTECTIVELY MARKED

i. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) including County Lines and Modern Slavery
j. Cybercrime
k. Domestic abuse including teenage relationship abuse
l. Early years (provision for Children 0-5 years)
m. Elective Home Education (EHE)
n. Flexi-schooling and part-time timetables
o. Looked after children, including previously looked after children and children with a social worker
p. Kinship care including private fostering
q. Mental health / self-harm and suicidal ideation
r. Neglect
s. Online safety
t. Partnership with parents and carers and with other agencies
u. Preventing radicalisation, Prevent duty, Extremism, Channel and Martyn's Law
v. Professional curiosity
w. Pupil information sharing
x. Related school safeguarding policies
y. Safer recruitment and selection
z. Safeguarding curriculum
aa. School/college arranged homestay – suitability of adults in UK and abroad host families
bb. Serious violence
cc. Staff training, including Induction
dd. Transferring records – child abuse records
ee. NYSCP Further Information • Safeguarding Practice Review Group (SPRG) • Child Death Overview Panel (CDOP)
Safeguarding appendices 2.1 Self Harm
2.2 Suicide Ideation
2.3 Collecting Children from school
2.4 Substance misuse
2.5 KCSIE -Low level concerns
2.6 EYFS framework – section 3

NOT PROTECTIVELY MARKED

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

Key Contacts	
School Key Contacts	
Headteacher: Ann-Marie Ellis	☎**01609772932** ✉**ann-marieellis@thedalesschool.org**
Chair of Governors: Neil Irving	✉**neilirving@thedalesschool.org**
Safeguarding Governor: Andrew Rickard	✉**andrewrickard@thedalesschool.org**
Designated Safeguarding Lead: Ann-Marie Ellis	☎**01609772932** ✉**dsl@thedalesschool.org**
Deputy Designated Safeguarding Lead: Sharon Kettleborough	☎**01609772932** ✉**sharonkettleborough@thedalesschool.org**
Designated Teacher: Fran Stanyer	☎**01609772932** ✉**franstanyer@thedalesschool.org**
Mental Health Lead: Sharon Kettleborough	☎**01609772932** ✉**sharonkettleborough@thedalesschool.org**
Key Person(s) (EYFS): Sharon Kettleborough	☎**01609772932** ✉ **sharonkettleborough@thedalesschool.org**

2. Policy review dates, approval, and dissemination processes

Most recent ratification date	Date policy shared with staff	Process for confirming that staff have read and understood this policy
21st October 2026	*7th October 2026*	• *All staff given time to read the policy and confirm completion of reading within central essential reading document* • *Whole staff KCSIE 2026 update training provided 7th September 2026* • *Weekly briefing and emails provide dynamic and ongoing safeguarding updates. NYSCP e-bulletin information shared as required.*
This policy will be due for review in September 2027 but may be reviewed sooner if there are changes to government legislation or school practice and procedures.		

3. North Yorkshire Local Authority Key Safeguarding Contacts

Early Help Contacts - Family Help	
North Yorkshire Council Children & Families Service: Early Help Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	
Where there are **significant immediate concerns** about the safety of a child, contact the police on **999.** **If you believe the situation is urgent but does not require the police,** call **0300 131 2 131** to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call **0300 131 2 131** to speak to the Emergency Duty Team.	

NOT PROTECTIVELY MARKED

Professional's Consultation Line 01609 535070 is available between 10am and 4pm. Leave a voicemail if there is no response and you will be contacted as soon as possible. Link to online referral form - NYSCP	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101 Home | Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk LADO Notification Form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	
CAMHS	The single point of access for the TEWV service (covering **all North Yorkshire** except Craven) is: **0300 0134 778**
	Craven: BDCT First response **0800 952 1181** 7 days a week, 24 hours
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171.
SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

NOT PROTECTIVELY MARKED

The Dales School Child Protection Policy

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

4. Introduction and Aims

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

This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children 2026. We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

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

Working Together to Safeguard Children (2026)
Keeping Children Safe in Education (September 2026)
Designated teacher for looked-after and previously looked-after children (2018)
Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
Data Protection Act (2018) and UK GDPR
Prevent Duty Guidance (2023)
NYSCP (safeguardingchildren.co.uk)
Early years foundation stage (EYFS) statutory framework - GOV.UK (September 2026)

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

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

Safeguarding and promoting the welfare of children means:

(***Definition of Children:*** *A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'babies, children and young people.'*)
Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: *'**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.

NOT PROTECTIVELY MARKED

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

Child Protection - 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, causing or enticing a child 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, such as acts of penetration, whether that is with part of a person's body, or an object, e.g. rape or assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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, as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. 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. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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.

5. School Commitment and Values

Our commitment to our children

The Dales School is committed to ensuring the welfare and safety of all children in our school. We will protect and support all our children including our vulnerable children, children who need support through early help & children in need (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 pupils.

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

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

6. Roles and Responsibilities

a) Governors

The Governing Body have a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole school

NOT PROTECTIVELY MARKED

approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes, and policies operate with the best interests of the child at their heart.

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

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
    - Administering (Managing) medicines policy (statutory if the school has EYFS pupils)
    - Allergy safety policy
    - Artificial Intelligence (IT) policy
    - Attendance policy and Safeguarding response to children who go absent from education procedure.
    - Behaviour and anti-bullying policy which includes 'positive handling' procedures
    - Child protection and safeguarding policy (this document),
    - Children with health needs who cannot attend school policy.
    - Early Years Foundation Stage (EYFS) policy
    - Educational visits policy
    - Health and safety policy
    - Low-level concerns procedures/Managing allegations against staff policy.
    - Mental health policy
    - Mobile phone and smart technology (IT) policy
    - Nappy changing (EYFS)/Intimate care policy (all)
    - Policy on employment of ex-offenders (recruitment policy)
    - Policy on how long school registers will remain open and procedures for pupil absence (Attendance policy).
    - 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 Policy
    - Safer recruitment policy
    - School exclusions (Behaviour Policy)
    - Special Educational Needs and Disability (SEND) policy.
    - Staff behaviour policy/code of conduct
    - Suicide and self-harm policies.
    - Supporting pupils with medical conditions at school policy
    - Whistleblowing policy

- These policies, along with Part 1 of KCSiE 2026 and the low-level concerns section from page 120 to 124 and for those staff working within the EYFS, to also read section 3 in the early years foundation stage statutory framework 1st September 2026, 'the safeguarding and welfare requirements' and information on the role and identity of the DSL is provided

NOT PROTECTIVELY MARKED

to all staff on induction. *'A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors']*

- A designated teacher for looked-after and previously looked-after children is in place.
- We have sought assurances that Child Protection Files are maintained in line with Annex B of KCSIE.
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2026, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective.
- The school holds more than one emergency contact number for each pupil (where reasonably possible).
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed.
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, (including harassment and violence) regardless of whether or not this has been reported.
- That the school promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities. All staff can recognise racism, faith-based prejudice, and other forms of discrimination as harm in its own right. Staff are alert to signs and impact on a child's welfare, wellbeing and sense of safety and they ensure concerns are considered within safeguarding practice.
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements.
- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely.
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions.
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction.
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained.
- The school contributes to multi-agency working in line with Working Together to Safeguard Children 2026 and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17- Family Help) or a Section 47 (S47) assessment.
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.
- That the school has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school

NOT PROTECTIVELY MARKED

technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system.

- That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose.
- That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role. Furthermore, the governing body is responsible for ensuring that the role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2026 Annex B.
- This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website and a paper copy can be made available upon request to the school office.

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

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

- Their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2026 para 87-94. All governors 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 governors are responsible for reading and ensuring that para 102-104 of KCSIE 2026 are adhered to.

b) The Headteacher

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

- All safeguarding related policies and procedures approved by the Governing Body are fully implemented and followed by all staff, pupils, and visitors.
- They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves).
- They ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated.
- There are robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.
- The curriculum that is in place supports children to understand how to keep themselves safe, including online.
- They promote a strong, open and positive culture of safeguarding across the school.

NOT PROTECTIVELY MARKED

c) The Designated Safeguarding Lead (DSL) and Deputy (DDSL)

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2026 Annex B. Governors and the Headteacher are responsible for ensuring that the DSL is given adequate resources to fulfil their role. However, it is also the responsibility of the DSL to share any concerns that they have if they feel that they do not have the capacity or capability to fulfil their role fully and effectively.

The DSL and Deputy are responsible for following the guidance as laid out in Annex B of KCSIE 2026 (pages 183-190), pertaining specifically to the following.

- Management of referrals
- Working with others
- Information sharing and managing the child protection file and adhere to record keeping and information sharing guidance in KCSiE pages 185-187.
- Receiving, reviewing and transferring safeguarding information at all transition points, including in-year moves
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

Furthermore, the DSL and Deputy 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, we implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. The Deputy Headteacher holds the role of deputy DSL, and our Lead SEND practitioner holds up to date DSL training and competency.

d) The Designated Teacher

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

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

e) The Senior Mental Health Lead

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

- developing a whole-school approach to support mental wellbeing.
- promoting good mental 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 pupil 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 pupils 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

f) All School Leaders, Staff and Volunteers

All school staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL.
- Understanding that 'it could happen here' and remain vigilant to signs and indicators.
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction. This includes the;
    - Child protection policy
    - Behaviour policy
    - Staff behaviour policy/code of conduct
    - Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods.
    - Role of the DSL (including the identity of the DSL and deputy).
- North Yorkshire Council recommend for staff to have read and confirmed that they have received, read, and understood the school's safeguarding policies and procedures for at least Part 1 of KCSiE 2026 and the low-level concerns section from page 120 to 124 and for those staff working within the EYFS, to also read section 3 in the early years foundation stage statutory framework 1st September 2026, 'the safeguarding and welfare requirements'
- Have read and understood this policy and how it relates to KCSIE 2026.
- Are aware of their local early help processes (Family Help), including the universal services and community-based early help and the targeted early help level, and understand their role in it.
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17 - Family Help) and Section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments.
- 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.
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only informing those who need to be involved, such as the DSL and children's social care.
- Know never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, 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.
- Understand that they have a responsibility to provide a safe environment in which children can learn.
- Are prepared and trained to identify and support children who may benefit from early help/Family Help.

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

Our school is a committed partner to the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Community Safety Partnership (NYCSP) and is committed to understanding it's pivotal role in multi-agency safeguarding arrangements in line with the statutory guidance 'Working Together to Safeguard Children 2026.'

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

Furthermore, we commit to:

- Understanding and following the processes for early help assessments/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.

8. Information Sharing

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

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

Furthermore, we commit to:

- Ensuring that arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required.

NOT PROTECTIVELY MARKED

- Sharing of information as early as possible to help identify, assess, and respond to risks or concerns regarding the safety and welfare of children.

We follow the KCSIE 2026 information sharing guidance (para 138-150) to ensure DfE guidance is adhered to.

9. Staff Training

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

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

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

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

10. Opportunities to teach safeguarding

The Dales School teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education which is integrated into the My Care & Independence curriculum area. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict, prejudice-based harm, faith-based prejudice and other forms of discrimination. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective My Care & Independence (PSHE) delivered and reinforced throughout the whole curriculum. Our programme is fully inclusive

NOT PROTECTIVELY MARKED

and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.

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

11. Online Safety

The Dales School has an effective whole school policy and approach to online safety which includes ensuring an understanding of:

- 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
- Governors and leaders to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing)
- Educating pupils, students, and staff in their use of technology in line with the taught safeguarding curriculum (outlined above) and ensuring that staff understand the four areas of risk for online safety outlined in para 162 of KCSIE 2026.
- Mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The Dales School is committed to considering how online safety is reflected in:

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

12. Mobile Phones and Smart Technology

The Dales School 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 pupils.

In line with statutory guidance The Dales School is a mobile phone-free environment by default; anything other than this is by exception only. IT Policy.docx

13. Remote Education

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

14. Online Information Security, Filters, Access and Monitoring

The Dales School has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the

NOT PROTECTIVELY MARKED

number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.

The governing body have reviewed the Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges and ensured that what needs to be done to meet this standard has been implemented.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

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

The Dales School 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 lead and IT support, of our approach to online safety, including the use of AI and filtering and monitoring. This 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 our children face.

15. Artificial Intelligence (AI)

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

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

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

Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed,

evaluating the benefits and risks of use in its education setting. The Dales School uses the appropriate DfE guidance and policy for AI including Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK, Using AI in education: support for school and college leaders - GOV.UK and Generative AI: product safety standards - GOV.UK.

16. External Monitoring of Safeguarding, including Ofsted Inspections

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

17. Safeguarding Concerns or Allegations about any Staff, including Supply Teachers, Trainee Teachers, Volunteers, or Contractors

The Dales School has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.

Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.

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

Where the headteacher is the subject of an allegation, the report should be made directly to the chair of governors.

Part 4 of KCSIE sets out the definition of an allegation:
Where it is alleged that a person who works or volunteers with children has:

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with local NYSCP procedures. The Dales School will record any low-level concerns [insert school process for logging low-level concerns].

The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence.

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

All staff are trained to understand that children are capable of abusing other children (including online). We expect all staff to apply this knowledge and understanding to their working practice and their professional curiosity in line with Part 5 of KCSIE 2026 which is referenced in annual whole school training, delivered to all staff, which requires a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

This Child Protection and Safeguarding Policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:

- Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to 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.
- 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.
- Having a zero-tolerance approach to abuse and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children and is in line with Part 5 of KCSIE 2026.
- 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.

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

Early help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early

NOT PROTECTIVELY MARKED

help is provided through “universal services”, such as education and health services. They are universal services because they are available to all families, regardless of their needs.

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

Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family’s consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2026).
The Dales School 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.
- Undertake an assessment of the need for community based and/or targeted early help which considers the needs of all members of the family.
- Ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family.
- Co-ordinate and/or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family and updated as and when the child and family needs change.
- Engage effectively with families and their family network, making use of family group decision-making to help meet the needs of the child.

20. Identifying Children and Young People who are Suffering or Likely to Suffer Significant Harm / Statutory children’s social care assessments and services

Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

Our staff, but especially the DSL (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to)

- sexual abuse (including harassment and exploitation),
- domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking),
- criminal exploitation (including financial exploitation),
- serious youth violence, county lines and radicalisation.

Our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Staff are aware that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or

NOT PROTECTIVELY MARKED

sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Staff are aware that safeguarding issues often overlap and can put children at risk including the following behaviours and indicators that can be signs that children are at risk:

- unexplainable and/or persistent absences from education
- drug taking and/or alcohol misuse.
- serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
- consensual and non-consensual making or sharing of nudes or semi nudes.

Our procedures are aligned to para 18-28 of KCSIE 2026.

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

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

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

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

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

22. Children Absent from Education

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that our response to persistently absent pupils, and Children Missing/Absent from Education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

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

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

23. Elective Home Education (EHE)

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

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

24. Supporting Children Requiring Mental Health Support

We recognise that the school has an important role to play in supporting the mental health and wellbeing of our pupils.

We ensure all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We ensure staff fulfil 4 key roles to support children with their mental health and wellbeing namely:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils 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
- liaison with/referral to specialist services where needed.

Whilst all staff are able to observe and support the mental health and wellbeing of their pupils and learners, we also have a mental health lead in place. The Mental health lead supports our setting to embed a whole school / college approach to mental health and wellbeing by following DfE guidance Promoting children and young people's mental health and wellbeing.

NOT PROTECTIVELY MARKED

Furthermore, we commit to:

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

25. Supporting Looked After Children, Previously Looked After Children, Children with a Social Worker, Care Leavers and Children in Kinship Care

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

We 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, we commit to:

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

26. Young carers

The Dales School 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) and that young adult carers are aged 16 to 25 and may have different support needs as they transition to adulthood.

The Dales School is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. We understand that 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.

The Dales School has a named young carers champion, who supports young carers in school.

NOT PROTECTIVELY MARKED

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

The Dales School Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. We will refer to KCSiE 2026 para 247-249, for further clarification and ensure staff are aware of these additional barriers.

Furthermore, we commit 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 do not assume that indicators of possible abuse relate to the child's condition without further exploration.
- Ensuring that we consider what additional and different measures we can put in place to support these children to recognise and communicate abuse, neglect or exploitation including consideration of extra pastoral support and attention.
- Adhering to the safeguarding guidance laid out in the SEND code of practice and the supporting pupils at school with medical conditions guidance.

28. Safeguarding children with medical needs

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

The Dales School 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 / college, the responsible healthcare professional, will work in conjunction with our DSL to consider whether any safeguarding duties has 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.

29. Alternative provision and Children at risk of exclusion

The Dales School does not currently, or by standard practice, have any pupils in Alternative Provision, however the school does recognise that, those pupils who do attend Alternative Provision, often have complex needs and we are aware of the additional risk of harm that our pupils may be vulnerable to. Should The Dales School practice change to include Alternative Provision, we will have regard to for statutory guidance for commissioners of Alternative Provision and will work to local protocols.

When considering use of exclusion or suspension The Dales School is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will consider the preventative measures to exclusion outlined in Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support/interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with Working Together to Improve School Attendance (July 2026).

We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the headteacher who will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The headteacher will also consider the current attendance of the individual and record absence in line with Working Together to Improve School Attendance (July 2026).

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

30. 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, we recognise that children who are LGBTQ+, or perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are and may not have a trusted adult with whom they can be open.

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

Children who are questioning their gender

We 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.

As a school we 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 school 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

NOT PROTECTIVELY MARKED

evaluation of the welfare and best interests of the child and other children. When considering any request for support with social transition, we will ensure that their decision-making process is documented, and records are kept.

We 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). We 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. We 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.

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

32. Boarding and Residential Accommodation

The Dales School does not offer boarding facilities and there is no scope for the school's offer to include this in the immediate or longer term future.

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

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

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

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

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

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

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

As a school we 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 pupil at a time).

As a school providing mixed-sex toilets in addition to single sex toilets, we have assessed safeguarding risks and planned accordingly.
Due to the nature of the learning and support needs of the pupils at The Dales School, all personal care programmes are supported and supervised on an individualised basis.

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

As a school we provide suitable changing accommodation and showers for pupils 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, we 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. We will keep records 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, we will need to consider the request in light of the advice on "considering requests for support with social transition". This means that we will take into account all the relevant factors, including whether supporting social transition is overall in the

NOT PROTECTIVELY MARKED

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.

35.Policy References

This policy draws on the following legislation and guidance:

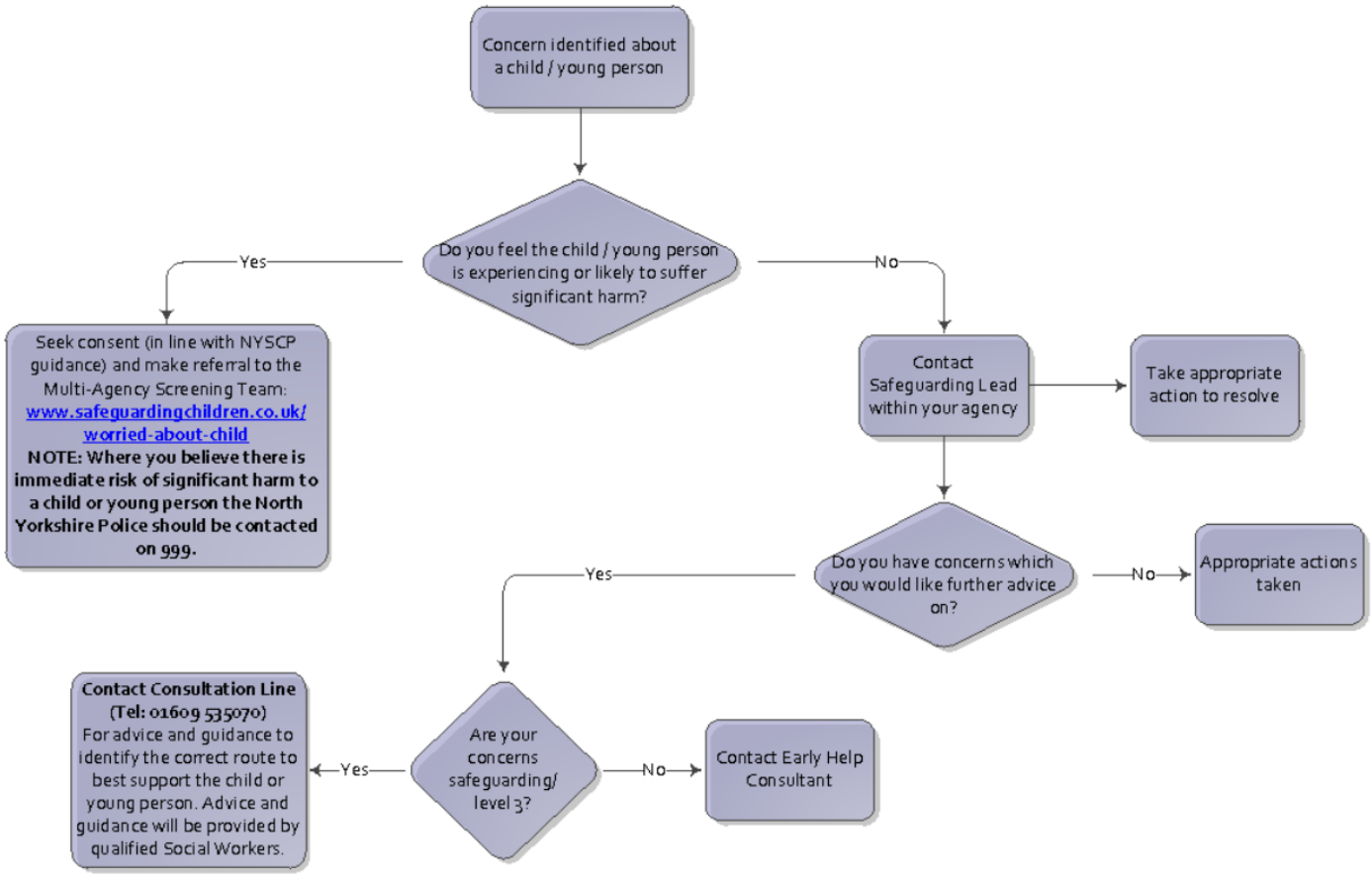
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 and School's duty under the Children Act 2004. Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- Working together to safeguard children - GOV.UK 2026
- Keeping Children Safe in Education (KCSIE) DfE 2026
- Working Together to Improve school Attendance (July 2026)
- What To Do If You Are Worried a Child is Being Abused 2015
- Statutory Framework for the Early Years Foundation Stage
- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021
- Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges
- 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.
- Promoting children and young people's mental health and wellbeing.
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).
- Restrictive interventions including the use of reasonable force in schools' guidance
- Residential special schools' national minimum standards
- Using after-school clubs, tuition and community activities, and Out-of-school settings: safeguarding guidance for providers
- SEND Code of Practice

NOT PROTECTIVELY MARKED

North Yorkshire Local Safeguarding Procedures

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

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



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;

NOT PROTECTIVELY MARKED

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

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

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

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

Staff should:

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

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

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

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

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

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

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

b. Referrals

Schools should ensure that all staff are familiar with the process for making referrals to the local authority, in line with KCSIE 2026 and Working Together to Safeguard Children 2026. Where there are safeguarding concerns related to a child resident in a boarding school, please follow the same NYSCP referrals guidance below.

Actions by the DSL

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

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

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

NOT PROTECTIVELY MARKED

met through provision of family support services (with agreement of the child's parent).	
MAST / Professional Consultation Line The consultation line should be used when you have concerns about a child's safeguarding situation, and you are unsure of how to proceed with the next steps. The concerns should be of a higher threshold than of what can be supported by Early Help.	When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation, you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on **01609 535070**
Community-based early help / and the targeted early help (Family Help) Should you wish to speak with your local NYC Children & Families Service: Early Help (Family Help), in relation to a child, young person or family who may require early help.	Contact: **Early Help East (Scarborough, Whitby, Ryedale):** 01609 534852 **Early Help West (Harrogate, Craven, Knaresborough, Ripon):** 01609 534842 **Early Help Central (Hambleton, Richmondshire, Selby):** 01609 534829 For further information and resources on early help in North Yorkshire, visit the dedicated page Early Help Link to Early Help Information and Early Help Assessment form here Link to the Framework for decision-making: Right help, at the right time by the right person here
CAMHS Crisis Service Where there are urgent concerns regarding a child or young person's mental health, please call CAMHS Crisis Service in the appropriate locality.	**Northallerton, Hambleton and Richmondshire**: TEWV All age Line: - 0800 0516171 (Option 2, then option 3) 7 days a week, 24 hours **Harrogate, Knaresborough and Ripon**: TEWV All age Line: - 0800 0516171 (Option 2, the option 1) 7 days a week, 24 hours **York and Selby**: TEWV All age Line: - 0800 0516171 (Option 2 then option 2) 7 days a week, 24 hours. **Scarborough, Whitby & Ryedale:** TEWV All age Line: - 0800 0516171 (Option 2 then option 4) 7 days a week, 24 hours. **Craven**: BDCT First response 0800 952 1181 7 days a week, 24 hours

NOT PROTECTIVELY MARKED

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

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

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

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

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

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

The DSL should:
- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.
- Provide a report for, attend and contribute to any subsequent Child Protection Conferences.

NOT PROTECTIVELY MARKED

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

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

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

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

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

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

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

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

Staff identifying a concern should follow the school's own procedures. Schools should then follow the guidance in Part 4 of KCSIE 2026.

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

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

- Investigate or ask leading questions.
- Make assumptions or offer alternative explanations.
- Promise confidentiality.

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

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

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

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

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

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

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

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

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

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

Procedures and notifications

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

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

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

Early Year's Providers
Additionally, any Early Years' provider must inform Ofsted in line with the requirements of the EYFS Statutory Framework Section 3 (para 3.10 for group and school-based providers). See Early Year's section for more details.

Whistleblowing Procedures
Local procedures for whistleblowing can be found here.

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

d. Alternative Provision

Schools should follow KCSIE 2026 para 208-213 and when any pupils within their school attends **any** Alternative Provision, schools should also work to the local protocol which can be found here. Schools are reminded that it is their responsibility to quality assure this provision and ensure the safeguarding arrangements are in place for any pupil they place there, including attendance monitoring and follow up of any absence, and retain the duty of care as well as ensuring that the provision meet the pupil's needs.

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

e. Adults Who Supervise Children on Work Experience

Schools should follow KCSIE 2026 para 403-407 when any pupil within their school undertakes **any** work experience.

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

f. Bullying, including online experiences, Prejudice-based harm, racism, faith-based prejudice, and other forms of discrimination

Schools should follow KCSIE 2026 which requires them to have a behaviour policy and safeguarding practices (which should include measures to prevent bullying, (including cyberbullying, prejudice-based harm, racism, faith-based prejudice and other forms of discrimination) in place.

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

Further information -
Child abuse linked to faith or belief: national action plan - GOV.UK
Disrespect NoBody campaign - GOV.UK

NOT PROTECTIVELY MARKED

Preventing bullying - GOV.UK
Anti-Bullying Alliance
Home - Victim Support

g. Honour or Faith Based (including female genital mutilation and forced marriage)

Schools should follow KCSIE 2026 guidance in Part 1 (para. 44) and Annex A.

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

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

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

Schools should ensure that all staff are familiar with guidance on child-on-child abuse from KCSIE 2026 Part 1, (para 190-191) as well as the statutory guidance in relation to child-on-child sexual violence and sexual harassment contained within KCSIE 2026 Part five and within Annex A.

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

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

Schools should refer to Sexual development and behaviour in children | NSPCC Learning for further guidance.

NSPCC toolkit for responding to children who display sexualised behaviour - Responding to children who display sexualised behaviour

Further DFE guidance on - Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

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

Information about definitions and indicators for schools is provided in KCSIE 2026 Part 1 and Annex A.

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

MACE (Multi-Agency Child Exploitation)

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are

covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities; Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding.

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

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

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

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

j. Cybercrime

A definition of cybercrime and further supporting resources can be found in KCSIE 2026 within Annex A.

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

NYSCP training linked to cybercrime can be found here.
National Cyber Security Centre Training found here
When to call the Police when-to-call-the-police--guidance-for-schools-and-colleges.pdf

k. Domestic Abuse and Teenage Relationship Abuse

Information about domestic abuse can be found in KCSIE 2026 Part 1 and Annex A.

Teenage Relationship Abuse
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.

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

NOT PROTECTIVELY MARKED

- Schools may also find the guidance on IDAS and Substance Misuse in Parents and Carers on the NYSCP Website.
- Domestic abuse online training can be found on the NYSCP e-learning page here.

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

Schools should follow the appropriate Early Years Foundation Stage (EYFS) Statutory Framework for their setting. Section 3 of the EYFS framework sets out the safeguarding and welfare requirements for children aged 0–5. KCSIE 2026 should be read alongside Section 3 of the EYFS statutory framework for children aged 0–5 in school-based nurseries and reception classes.

Paragraph 3.5 of the EYFS framework for group and school-based providers clarifies that schools are not required to have separate policies to cover EYFS requirements, provided those requirements are met through existing policies. Schools should, however, ensure that all of Section 3 of the EYFS framework is appropriately reflected within their safeguarding arrangements.

m. Elective Home Education (EHE)

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

n. Flexi-schooling and Part-time Timetables

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

o. Looked after Children, including previously looked after children and Children with a social worker

Safeguarding information for looked after children and previously looked after children can be found in KCSIE 2026 para 233-236. Safeguarding information for children with a social worker (CiN/CP) can be found in KCSIE 2026 para 215-218.

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

p. Kinship Care and Private Fostering

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

For more information on Kinship Care link here.

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

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

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

NYSCP Private Fostering Practice Guidance here

q. Mental Health - Self-Harm and Suicidal Ideation

Schools should be familiar with the reference made to self-harm or suicide within KCSIE 2026 (para 45-48 within the serious violence section, para 163 – online content, Annex A – within Serious Violence section).

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

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

The NYSCP Self-Harm and Suicidal Ideation Pathway can be found here.
Mental health support can be found here The Go-To - Emotional wellbeing and mental health

r. Neglect

Information about neglect can be found in KCSIE 2026. References to neglect are made throughout KCSIE as it is an underlying issue in many child protection concerns.

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

s. Online Safety

Information about online safety can be found in KCSIE 2026. Staff should be familiar with the references within Part 1 and Annex A. Additionally, governors should be familiar with their requirements to have oversight of online safety, including filtering and monitoring as set out in Part 2 of KCSIE 2026.

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

t. Partnership with Parents and Carers and with Other Agencies

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.

u. Preventing Radicalisation, Prevent duty, Extremism and Channel and Martyn's Law

Information to support schools with definitions and guidance to preventing radicalisation, The Prevent duty and Channel can be found in KCSIE 2026 within Annex A.

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

Local processes are outlined below:

Referrals:

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

Protect and Prepare:

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

NOT PROTECTIVELY MARKED

risk.

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

Schools should be aware of The Terrorism (Protection of Premises) Act 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

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

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

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

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

v. Professional Curiosity

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

w. Pupil Information Sharing

Schools should follow KCSIE 2026 for guidance on information sharing. Further local guidance on information sharing is also available on the NYSCP website here.

x. Related School Safeguarding Policies

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

Links to any sample templates as well as national guidance and the recommended review cycles have been included. Further details of how to use the spreadsheet are included within the notes tab of the spreadsheet. This overview was last written in July 2026 and will be reviewed and shared with schools via the red bag in the 2026-27 academic year.

y. Safer Recruitment and Selection

Schools undertaking recruitment should familiarise themselves with the guidance in KCSIE 2026 Part 3.

Locally, schools who buy into NYHR services should follow NYES Human Resources (HR) | NYES Info (login required). For other schools the guidance on the NYSCP website available may be useful NYSCP (safeguardingchildren.co.uk).

Safer recruitment training is available through NYES Human Resources (HR) | NYES Info and via Safer recruitment training for schools | NSPCC Learning

z. Safeguarding Curriculum

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

- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- National curriculum in England: computing programmes of study - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk) (Part 2 – Opportunities to Teach Safeguarding para. 156-160)

Local support, guidance and resources are available through the PSHE section on the North Yorkshire Healthy Schools Website . Further support is available for schools through termly PSHE network meetings and range of training opportunities, more information here . Schools are also encouraged to partake in the biennial Growing Up in North Yorkshire (GUNY) survey as this will help them to identify additional contextual safeguarding concerns for their pupils that schools will want to address through their safeguarding curriculum.

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

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

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

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

bb. Serious violence

Schools should refer to KCSIE 2026 page 171 for a list of factors and indicators or signs that children are at risk from or involved in committing serious violence (See KCSIE pages 171-172)

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 - GOV.UK

The Youth Endowment Fund 169 (YEF) (the "what works" centre for preventing violence) has produced Education, Children and Violence | Youth Endowment Fund for schools and colleges and an accompanying Education Practice Insight Creator | Youth Endowment Fund to help introduce evidenced practice for preventing children becoming involved in violence.

The Police - North Yorkshire schools can also gain guidance using North Yorkshire Police - Support for DSL's - North Yorkshire County and a one minute guide is available explaining 'Operation Divan' - North Yorkshire Police - Support for DSL's - North Yorkshire County.

cc. Staff Training, including Induction

Schools should be familiar with the reference made to staff training in KCSIE 2026 para 151-155.

School Staff

In North Yorkshire we recommend that all staff are asked to read Part 1 of KCSiE 2026 and the low-level concerns section from page 120 to 124 and for those staff working within the EYFS, to also read section 3 in the early years foundation stage statutory framework 1st September 2026, 'the safeguarding and welfare requirements' and school should routinely check that staff understand the content within this. This should also be provided to all staff on induction.

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

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

New to DSL / DDSL Training

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

DSL / DDSL Refresher Training

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

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2026. This training should be regularly updated.

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

dd. Transferring records – child abuse records

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

ee. NYSCP Further Information

Safeguarding Practice Review Group (SPRG)

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

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

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

The Child Safeguarding Practice Review Group (SPRG) carry out Rapid Reviews on cases where the local authority has made a Serious Incident Notification (SIN) to the National Child Safeguarding Practice Review Panel (CSPRP) and the Department of Education that a child has died or been seriously harmed and abused, neglect or exploitation is suspected, and the Panel has recommended that a Rapid Review should be carried out. This process is currently undergoing refinements, in line with Working Together to Safeguard Children 2026. For further information about this process please see here.

The Child Death Overview Panel

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

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

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

2.1The Dales School Self-Harm Policy

Introduction and Context
Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm, building resilience and supporting pupils, peers and parents of pupils currently engaging in self-harm.

Purpose: This document is a policy for staff working in this school who may be supporting pupils who self-harm.

Aims: To adhere to the NYCC Self-Harm Guidance protocol.
To develop outstanding practice within this school to help and support pupils who self-harm.

Definition of Self-Harm: Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body.

Roles and responsibilities

The Governing Body: The governing body has the legal duty to safeguard and promote the welfare of their pupils. There is a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self-harm.

The Headteacher: The Headteacher has responsibility for establishing effective safeguarding procedures with regard to self-harm, thereby ensuring the duty of care of pupils and staff.

Staff: Pupils may choose to confide in any member of school staff if they are concerned about their own welfare, or that of a peer.

Referral procedures are the same as for all other causes for concern, and staff will follow the reporting procedure to ensure that this information is reported and shared with the DSL.

This includes all staff being aware of the North Yorkshire pathway of support for children and young people who deliberately self-harm.

Training
Schools are recommended to access training regularly on self-harm. Staff giving support to pupils who self-harm may experience all sorts of reactions to this behaviour in pupils (e.g. anger, helplessness, rejection); it is helpful for staff to have an opportunity to talk this through with work colleagues or senior management.

Staff taking this role should take the opportunity to attend training days on self-harm or obtain relevant literature. Induction procedures for all staff, outlined below, will include training on Self-Harm, Child Protection procedures and setting boundaries around Confidentiality.

Monitoring and Evaluation: The designated governor who has responsibility for safeguarding will monitor the systems yearly and following any incident of self-harm.

NOT PROTECTIVELY MARKED

2.2 The Dales School Suicide Ideation Policy

Statement of purpose

a. The Dales School is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.
b. Our school want to ensure that pupils and staff are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, pupils and other key stakeholders are aware of our commitment to be a Suicide-Safer school.

2. **Our beliefs about suicide and contributory factors. The Dales School acknowledges that:**

a. **Suicidal thoughts are common:** We acknowledge that thoughts of suicide are common, especially among young people.
b. **Suicide is complex:** We believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.
c. **Stigma inhibits learning – stigma can kill:** We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. The Dales School is dedicated to tackling suicide stigma. We will promote open, sensitive talk in our language and in our working relationships that does not stigmatise and perpetuate taboos.
d. **Suicide prevention is everyone's business:** We recognise that pupils and staff may seek out someone who they trust with their concerns and worries. We will endeavour to facilitate the reporting of any risks or concerns.
e. **Safety is very important:** We will seek to support our pupils and staff, working in partnership with family, caregivers, external agencies and other professionals as appropriate to enhance suicide-safety and reduce the risk of suicide in pupils and staff.
f. **Suicide is a difficult thing to talk about:** We know that a pupil who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will provide trained adults who are able to identify when a pupil may be struggling with thoughts of suicide.
g. **Talking about suicide does not create or increase risk:** We recognise that talking to someone about suicide does not put them at additional risk. One of the only ways to really know if a person is contemplating suicide it to ask. We recognise that asking someone if they are feeling suicidal may seem difficult but it is important to ensure that you can take the right actions to reduce the risk of suicide.
h. **Those with personal experience have a unique role to play in the development and refinement of this Suicide-Safer Policy:** We will endeavour to involve anyone from our community who has personal experience of suicide, either having struggled themselves or supported someone with thoughts of suicide.

3. **How we help ensure an active person-centred suicide prevention and intervention policy**

a. The Dales School has a named individual who is responsible for the design, implementation and maintenance of this policy.
b. The Dales School has staff trained that understand this policy and are trained in Suicide Intervention. We will ensure that all staff have undertaken Suicide Intervention Training (https://talksuicide.co.uk/) and where appropriate to the role additional training is undertaken. The Designated Safeguarding Lead will be the point of escalation for any concerns about a pupil or young person. We will keep confidential records of pupils at risk of suicide to ensure some continuity of care within the intervention model.

c. We will endeavour to ensure that all our staff are suicide aware. This means that all staff inductions will include suicide awareness, i.e. how to spot signs, what to do and how to escalate any concerns whether this is in relation to a pupil or member of staff.
d. We will ensure that all pupils are suicide aware. This means that we will ensure that as part of the planned Personal, Social, Health Education (PSHE) curriculum there is age-appropriate learning which equips our pupils to know how to spot signs, what to do and how to escalate any concerns to a member of school staff.
e. We will be clear about how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
f. We recognise that the need to protect someone's life must be balanced against the need to protect their confidentiality. We therefore routinely ask all pupils over 18 and members of staff for permission to share any serious concerns for their welfare with an emergency contact of their choice. Should any pupil or member of staff who is known to have suffered from suicidal thoughts and is presently believed to be at risk, leave The Dales School unexpectedly for whatever reason, we will endeavour to inform their emergency contacts of their vulnerable state and the police as appropriate.
g. We recognise that anyone may experience periods of poor mental health while attending our school. We will endeavour to put in place mechanisms which allow staff that have regular interaction and be able to flag or review any concerns about individuals including suspected suicidal thoughts. This flagging will be electronic and immediate via the Cause for Concern process on CPOMS. Students that are flagged in this way will be reviewed regularly and routinely by nominated staff so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe, including and not limited to meeting them face to face.
h. We recognise that whilst rare, young people can be particularly susceptible to suicide contagion where one such loss can lead to or be linked to further links deaths within a particular community or establishment. We acknowledge that early identification of such a situation or an emerging cluster requires vigilance and effective communication from all relevant partners. In such circumstances a coordinated, multi-agency response led by Public Health teams is essential and The Dales School will cooperate in any multi-agency activity.
i. If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, The Dales School will share their concerns with the child's new school/college to ensure that they can be supported. Information will be shared promptly and will be proportionate to the level of identified risk.
j. When we identify a pupil or member of staff is at risk of suicide and external services are engaged, such as a hospital A&E department or a crisis centre, we will have explicit guidelines on the pathways that apply. Those guidelines will be developed in co-operation with the external services, and will be reviewed regularly as the provision of such services change over time.

4. **How we help ensure a sensitive and safe and sensitive postvention provision**

a. The Dales School will have trained staff whose role it is to respond in the event of a suicide. Each member of our trained staff will have a defined responsibility within our plan including leadership, family liaison and any communications with external agencies, including the media.
b. The Dales School will be clear about how we deal with an inquest after someone has died by suicide in our school or college. We will support the authorities in their work but will be mindful

NOT PROTECTIVELY MARKED

of the distress an inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff.

c. We will record and monitor deaths by suicide and the impact on the community. This will include on-going monitoring of pupil deaths including suicides, suspected suicides and, if possible, self-harm. Monitoring of self-harm might be done through the collection of information from pupil support services and pupil health services.

5. **We will also:**

- Record and monitor the uptake of bereavement support services by pupils after a suicide
- Survey pupils regarding how supported they feel
- Assess the impact of interventions on staff
- Review lessons learned and any suggested changes to procedures and provision of well-being services
- Monitor multiple events, such as two suicides in a relatively short period of time (e.g. one term) which may or may not be connected and could indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour.

6. **Ongoing support and development of our policy and practice**

a. Our Leadership Team will ensure that ongoing reviews take place that processes are updated in line with best practice and that on-going training is undertaken when necessary.

b. Where possible we will include or consult with members of our community who have personal experience of suicidal ideation, either their own or as a concerned other, in the design, development and continuous refinement of this policy.

NOT PROTECTIVELY MARKED

2.3 The Dales School Policy for collecting children from School

Purpose

To ensure the safeguarding of all children, it is essential that the school has a procedure in place for the safe collection of all children at the end of a school day, and guidance for parents/carers in the event of them being late/unable to collect their child.

Aims

- To keep children safe.
- To ensure that all members of the school community are aware of the correct procedures for the end of the school day.
- To highlight the importance of maintaining clear lines of communication and up-to-date contact details.

Policy

- The school expects children to be collected at the end of the school day, which is 3pm.
- A large proportion of pupils are collected by transport funded and arranged by the LA; anyone using the school car park to collect pupils will need to follow the school's traffic management plan (available on the school website)
- Pupils are handed over to the parents, carers or escorts; where a member of staff is unfamiliar with the person collecting the child, identification and/or clarification will be sought which may require a phone call to parents.

Guidance for parents/carers in the event of a parent/carer not arriving to collect their child at the end of the school day

If your child/young person does not access school transport services, it is your responsibility to ensure that your child is collected at the end of the school day.

Please ensure that the school has up-to-date telephone numbers to contact you in an emergency.

- If you are unexpectedly delayed and are unable to collect or will be late collecting your child from school, please contact the school immediately.
- If you arrange for another adult to collect your child, you must let the school know the details of that person. They will be required to provide identification and a pre-arranged code word.

If a parent/carer does not arrive to collect their child at the end of the school day and the school has not been made aware of alternative arrangements, school will take the following steps:

- A member of staff will check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone.
- School will continue to try and contact the parent/carer and the emergency contact/s. This may include an allocated social worker.
- If contact cannot be made with the parent/carer or the emergency contact/s by 3.30p.m., for any child / young person known to social care, school will contact the Customer Service Centre (Children's Social Care).
- In an emergency, school will contact the police.

We will not allow your child to be taken home by another adult unless this has previously been arranged by the parent/carer and s/he has given permission.

NOT PROTECTIVELY MARKED

2.4 Substance misuse

At The Dales School, we are committed to safeguarding the welfare of all pupils, including protecting them from the risks associated with substance misuse and by maintaining a smoke- and vape-free environment and promoting healthy lifestyle choices.

This applies to all pupils, staff, parents/carers, contractors and visitors.

In accordance with *Keeping Children Safe in Education (KCSIE) 2025* and aligning with the Health Act 2006, Children and Families Act 2014, Public Health England Guidance on Vaping in Schools, we recognise that exposure to drugs, alcohol, and other harmful substances can pose significant safeguarding concerns and may be indicative of wider vulnerabilities, including exploitation, neglect, or abuse.

We acknowledge that children and young people with special educational needs and disabilities (SEND) may be particularly vulnerable to substance misuse due to factors such as social isolation, cognitive differences, or increased susceptibility to peer pressure. Our approach is therefore tailored to meet the individual needs of our pupils, ensuring that all safeguarding responses are inclusive, accessible, and trauma-informed.

The school will:

- Treat all incidents of substance misuse as potential safeguarding concerns and respond in line with statutory guidance and our safeguarding procedures.
- Ensure staff understand referral pathways, including to the Designated Safeguarding Lead (DSL), external agencies, and where appropriate, Children's and Adult Social Care.
- Provide age- and ability-appropriate education on the risks of substance misuse, vaping and smoking through our PSHE curriculum and wider pastoral support.
- Work in partnership with parents/carers, health professionals, and local services to support pupils affected by substance misuse, prioritising early intervention and wellbeing.
- Maintain a zero-tolerance approach to illegal substances on school premises, while ensuring that disciplinary measures are balanced with safeguarding and support.
- Staff must model healthy behaviour and comply with this policy at all times.

This statement forms part of our wider safeguarding framework and will be reviewed annually in line with updates to KCSIE and local safeguarding protocols.

NOT PROTECTIVELY MARKED

Child Protection Policy Appendix 2.5 – Low Level Concerns – KCSIE 2026

Section two: Concerns or allegations that do not meet the harm threshold

506. Governing bodies and proprietors should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. Low-level concerns

507. As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

508. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early,
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What a low-level concern is

509. The term 'low-level' concern does not mean that it is insignificant. A low level concern is any concern – 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 or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being overfriendly with children,
- having favourites,
- taking photographs of children on their mobile phone, contrary to school policy,
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

510. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

511. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

512. It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings. Staff code of conduct and safeguarding policies

513. As good practice governing bodies and proprietors should set out their low level concerns policy within their staff code of conduct and safeguarding and child protection policies as set out in Part two of this guidance. They should make it clear what a low-level concern is and the importance

NOT PROTECTIVELY MARKED

of sharing low-level concerns, and an explanation of what the purpose of the policy is – i.e., to create and embed a culture of openness, trust and transparency in which the school or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

514. As set out in Part two of this guidance, the governing body or proprietor should ensure their staff code of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively and ensure that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

515. Schools and colleges can achieve the purpose of their low-level concerns policy by:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others,
- empowering staff to share any low-level safeguarding concerns (see below),
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage,
- handling and responding to such concerns sensitively and proportionately when they are raised, and
- helping identify any weakness in the school or colleges safeguarding system. Sharing low-level concerns

516. Schools and colleges should ensure that their low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the designated safeguarding lead (or a nominated person such as a values champion), or with the headteacher/principal is a matter for the school or college to decide. If the former, then the designated safeguarding lead should inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher/principal should be the ultimate decision maker in respect of all low level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the designated safeguarding lead in some schools/colleges, the headteacher/principal may wish to consult with the designated safeguarding lead and take a more collaborative decision-making approach.

517. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

518. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

519. Schools and colleges should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Recording low-level concerns

520. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

521. Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with data protection laws.

522. Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school

NOT PROTECTIVELY MARKED

or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part four, Section one). Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

523. It is for schools and colleges to decide how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment. References

524. Part three of this guidance is clear that schools and colleges should only provide substantiated safeguarding concerns/allegations (including a group of low level concerns about the same individual) that meet the harm threshold in references. Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. Responding to low-level concerns

525. The school or college low-level concerns policy should set out the procedure for responding to reports of low-level concerns. If the concern has been raised via a third party, the headteacher/principal (or a nominated deputy) should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously, and
- to the individual involved and any witnesses.

526. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

527. A good low-level concerns policy will simply be a reflection and extension of the school or college's wider staff behaviour policy/code of conduct. 528. More detailed guidance and case studies on low-level concerns can be found in: Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk).

Child Protection Policy Appendix 2.6 – EYFS framework - Section 3 – The safeguarding and welfare requirements

Introduction

3.1 Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.

3.2 This section of the framework sets out the safeguarding and welfare requirements providers must meet. They are designed to help providers create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence.

3.3 Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to:

• Safeguard children.
• Ensure the people who have contact with children are suitable.
• Promote good health.
• Support and understand behaviour.
• Maintain records, policies, and procedures.

Safeguarding policies and procedures

3.4 In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners. Every person looking after children must be alert to any issues of concern in the child's life at home or elsewhere.

3.5 Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant Local Safeguarding Partners.

3.6 Safeguarding policies must include:

- The action to be taken when there are safeguarding concerns about a child.
- The action to be taken in the event of an allegation being made against a member of staff.
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.
- Procedures to follow to check the suitability of new recruits.
- Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice.

Providers may find it helpful to read 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

Whistleblowing

3.7 Providers must put appropriate whistleblowing procedures in place for all staff (including students and volunteers) to raise concerns about poor or unsafe practice in the setting's provision. This must include when and how to report concerns and the process that will be followed after staff report concerns. Providers must ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

3.8 Where a staff member feels unable to raise an issue with their employer, or feels that their

NOT PROTECTIVELY MARKED

genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
- General guidance on whistleblowing can be found via: Whistleblowing for employees.

Concerns about children's safety and welfare

3.9 If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'14. All schools are required to have regard15 to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.

3.10 Registered providers must inform Ofsted, or the CMA with which a provider of CoDP is registered, of any allegations of harm or abuse by anyone living, working, or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. Registered providers must also notify Ofsted/their CMA of the action they have taken in response to the allegations. Ofsted/the CMA must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without a reasonable excuse, fails to do this, commits an offence17.

Child absences

3.11 Providers must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent and/or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Providers must consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if the child's absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested.

3.12 Providers must have an attendance policy that they share with parents and/or carers. This must include expectations for reporting child absences and the actions providers will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

Suitable people

3.13 Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.

3.14 Ofsted, or the CMA with which a provider of CoDP is registered, is responsible for completing suitability checks of:

- The provider.
- Every other person looking after children on domestic premises for whom the care is being provided. This includes students, who cannot be counted in the ratios until they have been deemed suitable.
- Every other person living or working on any domestic premises from which the childcare is being provided, including requiring enhanced criminal records checks19 and barred list checks.

3.15 Registered group and school-based providers, except CoDP providers, must obtain an enhanced criminal records check and barred list check for every person aged 16 and over including all volunteers who:

- Works directly with children.
- Lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or
- Works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at
- times when children are present).

3.16 An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

3.17 Providers must tell staff and prospective staff that they must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting). Providers must not allow individuals to begin working or volunteering at the setting until they have received the applicant's enhanced criminal records and barred list check. Providers must not allow anyone whose suitability has not been checked, including through a criminal records and barred list check, to have unsupervised contact with children being cared for.

3.18 Providers must record information about staff qualifications and the identity checks, vetting processes and references that have been completed (including the criminal records check reference number, the date a check was obtained and details of who at the setting obtained it).

3.19 Providers are required to make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.

References

3.20 Providers must obtain at least one written reference for any member of staff (including students and volunteers) before they are recruited. Providers should:

- Not accept open references e.g. to whom it may concern.
- Not rely on applicants to obtain their reference.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Secure a reference from the relevant employer from the last time the applicant

worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

3.21 References should be provided for current and previous employees upon request in a timely manner. When asked to provide a reference, providers should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

Disqualification

3.22 A person may be disqualified from registration. Providers may find guidance about disqualification under the Childcare Act 2006 helpful. If a person is disqualified, they must not continue as an early years provider or be directly involved in the management of any early years provision. When a person is disqualified, providers must not employ that person in connection with early years provision.

3.23 A registered provider must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee or a person living or working at domestic premises where childcare is provided is an example of a significant event.

3.24 A person working at provision in a domestic premises (CoDP) will also be disqualified if they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. If a person working in domestic premises becomes disqualified for this reason, they must apply to Ofsted to waive the disqualification if they wish to continue working in domestic childcare provision, and may, in some circumstances, be able to obtain a 'waiver' from Ofsted.

3.25 The registered provider must give Ofsted, or the CMA with which a provider of CoDP is registered, the following information about themselves or about any person who lives or is employed in the same household as the registered provider:
- Details of any order, determination, conviction, caution, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006.
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose.
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to an order or conviction).

3.26 The registered provider must provide this information to Ofsted/the CMA as soon as reasonably practicable, but, in any event within 14 days of the date the provider became aware of

NOT PROTECTIVELY MARKED

the information or should have reasonably become aware of it if they had made reasonable enquiries.

3.27 If a provider becomes aware of relevant information that may lead to an employee or a person living or working at domestic premises where childcare is provided being disqualified, the provider must take appropriate action to ensure the safety of children. Staff taking medication/other substances

3.28 Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of reach of children, at all times.

Smoking and vaping

3.29 Providers must not allow smoking in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when children are present or about to be present, and providers should consider Public Health England advice on their use.

Qualifications, training, support and skills

3.30 Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Safeguarding training

3.31 Providers must ensure that all practitioners are trained in line with the criteria set out in Annex C. Providers must ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. Providers should read 'What to do if you're worried a child is being abused: Advice for practitioners'.

3.32 The DSL must provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. The DSL must attend a training course consistent with the criteria set out in Annex C.

3.33 Training must be renewed every two years. Providers may consider whether any staff need to undertake annual refresher training during any two-year period, to help maintain basic skills, keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

31 Providers should also note that smoking in a vehicle with someone under the age of 18 present is prohibited under section 5 and section 8 of the Health Act 2006.

Training and skills

3.34 What practitioners know, plan for, and do matters for children's learning, development, safety, and happiness in settings. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Supervision of staff
3.35 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.36 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Paediatric First Aid
3.37 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.

3.38 Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

3.39 All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

3.40 Providers should display (or make available to parents and/or carers) staff PFA certificates or a list of staff who have a current PFA certificate.

English language skills
3.41 Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, settings must be able to:

- Keep records in English.
- Liaise with other agencies in English.
- Summon emergency help.
- Understand instructions. For example, about the safety of medicines or food hygiene.

Key person
3.42 Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

Staff: child ratios
3.43 Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to

NOT PROTECTIVELY MARKED

use staff to ensure children's needs are met. Providers must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

3.44 Children must usually be within sight and hearing of staff and always within sight or hearing.
See paragraph 3.70 which applies when children are eating.

3.45 In settings on the early years register, the manager of the setting must hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2 qualification. An approved qualification is defined by the Department for Education as meeting the criteria set out in the Early Years Qualification Requirements and Standards document.

Staff who obtained a level 2 and/or level 3 qualification before 30 June 2016 are not required to obtain a PFA qualification in order to be included in the required staff: child ratios. However, the requirements of 3.37 and 3.38 still apply regardless of when qualifications were obtained. These qualification requirements do not apply to out-of-school provision for reception age children (see paragraph 3.58).

Managers are responsible for ensuring staff have the right level of maths knowledge to effectively deliver the EYFS curriculum. Managers should have at least two years' experience of working in an early years setting or have at least two years' other suitable experience. The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.

3.46 To count within the ratios at level 3, staff holding an Early Years Educator qualification, and those who have received approval to be included in the ratios at level 3 after attaining experience-based route status, must also have achieved a suitable level 2 qualification in English.

3.47 The ratio requirements below apply to the total number of staff available to work directly with children, across the whole provision, not just each room.42 Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made. For settings providing overnight care, the relevant ratios continue to apply and at least one member of staff must be awake at all times.

3.48 For children aged under two:

- There must be at least one member of staff for every three children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience based route status and be suitably experienced in working with children under two.
- At least half of all other staff must hold an approved level 2 qualification.
- At least half of all staff must have received training that specifically addresses the care of babies.
- Where there is a room for under two-year-olds, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.

3.49 For children aged two:

- There must be at least one member of staff for every five children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience based route status.
- At least half of all other staff must hold an approved level 2 qualification.

3.50 For children aged three and over in registered early years provision, at any time where a

NOT PROTECTIVELY MARKED

person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:

- There must be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

3.51 For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status is not working directly with children:

- There must be at least one member of staff for every eight children.
- At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
- At least half of all other staff must hold an approved level 2 qualification.

3.52 For children aged three and over in independent schools (including in nursery classes in free schools and academies) where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher, is working directly with children: In a maintained school or non-maintained special school, where the two-year-olds are pupils, staff must additionally be under the direction and supervision of a qualified or nominated teacher when carrying out specified work (as laid out in the Education (Specified Work) (England) Regulations 2012). Specified work broadly encompasses lesson (or curriculum) planning, delivering lessons, assessing the development, progress and attainment of pupils and reporting on the latter. The headteacher must be satisfied that the staff have the skills, expertise and experience needed to carry out the work and determine the appropriate level of direction and supervision.

We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, the provider will need to ensure that quality and safety is maintained.

- For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children.
- For all other classes there must be at least one other member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

3.53 For children aged three and over in independent schools (including in nursery classes in free schools and academies) where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status no instructor, and no suitably qualified overseas trained teacher, working directly with children:

- There must be at least one member of staff for every eight children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience based route status.
- At least half of all other staff must hold an approved level 2 qualification.

3.54 For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- There must be at least one member of staff for every 13 children.
- At least one member of staff must be a school teacher as defined by section 122 of

NOT PROTECTIVELY MARKED

the Education Act 2025.

- At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

3.55 Reception classes in maintained schools and academies are subject to infant class size legislation, which is limited to 30 pupils per school teacher54 (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants, or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

3.56 Schools may choose to mix their reception classes with groups of younger children (for example, nursery pupils, non-pupils, or younger children from a registered provider). In such cases they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision.

3.57 Providers must not include anyone aged under 17 in ratios, except apprentices who may be included in ratios from the age of 16. Providers must not allow anyone aged under 17 to care for children unsupervised at any time. Providers may count students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) in ratios at the level below their level of study56 but only if the provider is satisfied they are suitable (as in paragraphs 3.13 to 3.16) competent and responsible, and they hold a valid and current paediatric first aid qualification.

Before/after school care and holiday provision

3.58 Where the provision is solely before/after school care or holiday provision for children who normally attend reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.

Health

Medicines

3.59 Providers must promote the good health, including oral health, of the children they look after.

3.60 They must have a procedure, which must be discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure must also cover the necessary steps to prevent the spread of infection.

3.61 Providers must have and implement a policy, and procedures, for administering medicines to children. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Staff must have training if the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

NOT PROTECTIVELY MARKED

3.62 Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day the medicine has been taken, or as soon as reasonably practicable.

Food and drink

3.63 Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious. To understand how to meet this requirement, providers must have regard to the Early Years Foundation Stage nutrition guidance. Fresh drinking water must always be available and accessible to children.

Safer eating

3.64 Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.

3.65 Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food and drink being provided meets all the requirements for each child.

3.66 Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk).

3.67 Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some advice providers should refer to: Weaning - Best Start in Life - NHS.

3.68 Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.

3.69 Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

3.70 Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be

starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

3.71 When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

Food and drink facilities

3.72 There must be an area adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilisation equipment for babies' food. Providers must be confident that those responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food must receive training in food hygiene. CoDP providers may wish to refer to the guidance issued by the Food Standards Agency.

Food poisoning

3.73 Registered providers must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably practicable, but, in any event, within 14 days of the incident. A registered provider who, without reasonable excuse, does not meet this requirement commits an offence.

Supporting and understanding children's behaviour

3.74 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

3.75 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

3.76 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Special educational needs

3.77 Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies and maintained nursery schools are required to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required to have regard to the SEND code of practice: 0 to 25 years. Other providers may find it helpful to familiarise themselves with the early years section of the SEND Code of Practice.

NOT PROTECTIVELY MARKED

Safety and suitability of premises, environment and equipment

Accident or injury

3.78 Providers must ensure a first aid box with appropriate items for use on children is always accessible. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

3.79 Registered providers must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any serious accident, illness, or injury to, or death of, any child while in their care, and of the action taken. This must be done as soon as is reasonably practicable, but in any event, within 14 days of the incident occurring. A registered provider who, without reasonable excuse, does not meet this requirement commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

Safety of premises

3.80 Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

3.81 Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have:

- An emergency evacuation procedure.
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.
- Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

Banned dog breeds

3.82 Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type), must not be kept or present on the premises at any time.

Indoor space requirements

3.83 The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

- Children under two years: 3.5m2 per child.
- Two-year-olds: 2.5m2 per child.
- Children aged three to five years: 2.3m2 per child.

3.84 Where the space standards are applied, providers cannot increase the number of children on roll because they additionally use an outside area. Forest and other exclusively outdoor provision (where children are outside all of or almost all of the time) is not required to meet the space standards above, as long as children's needs can be met. For this kind of provision, indoor space requirements can be used as a guide for the minimum area needed.

Outdoor access

3.85 Providers must provide all children with daily access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken for all children on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).

NOT PROTECTIVELY MARKED

Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Sleeping arrangements

3.86 Babies and children must be placed down to sleep safely. For children under 2 years old, the following requirements apply:

- Children must be placed down on their back in their own separate sleep space on a firm flat surface such as a cot, bed or mattress on the floor. Babies aged 12 months and under must only be placed to sleep in a cot.
- Sleep spaces must only contain a firm, flat, waterproof mattress and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering.
- Alternatively, a well fitted baby sleep bag may be used. Check the manufacturer recommendations before using a baby sleep bag.
- Where blankets are used, the child must be placed feet-to-foot at the bottom of the cot, with blankets tucked in.
- Cots must not contain extra items such as toys, pillows, extra blankets, bumpers, wedges or straps.
- Children should not get too hot or cold. The recommended room temperature for babies is 16 – 20˚C.
- Children's heads must not be covered.
- Babies under six months of age must always have an adult with them in the same room for every sleep. All children must be frequently checked when sleeping.
- Children must always be within sight and hearing of staff when sleeping.
- Practitioners must read NHS advice on Sudden infant death syndrome (SIDS) – NHS. More information on safer sleep guidance is available from The Lullaby Trust.

Baby room

3.87 There should be a separate baby room for children under the age of two. However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate. Toilets and intimate hygiene

3.88 Providers must ensure:

- There is an adequate number of toilets and hand basins available - there should usually be separate toilet facilities for adults.
- There are suitable hygienic changing facilities for changing any children who are in nappies.

Cots refer to: cots, carrycots, moses baskets, travel cots. Providers may find it useful to refer to the British Standards.

As forest and other exclusively outdoor provision (where children are outside all or almost all of the time) do not have 'rooms', there is no requirement for this kind of provision to have a separate baby room. However, the specific needs of babies still need to be taken into consideration by providers which will mean that a separate area should be provided for babies. This includes providing them with adequate space and suitable equipment for their physical development to allow them to learn how to roll, crawl and walk. Babies' safe sleeping arrangements also need to be taken into account.

- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
- There is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Organising premises for confidentiality and safeguarding

3.89 Providers must ensure:

- There is an area where staff may talk to parents and/or carers confidentially.

NOT PROTECTIVELY MARKED

- There is an area for staff to take breaks away from areas being used by children.
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified the provider.
- Children do not leave the premises unsupervised.
- They take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.
- They consider what additional measures are necessary when children stay overnight.

Insurance
3.90 Providers must carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which they provide childcare.

Safety on outings
3.91 Children must be kept safe while on outings. Providers must assess potential risks or hazards for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of staff to child ratios. The risk assessment does not necessarily need to be in writing; this is up to providers. Providers should also have regard for the paediatric first aid requirements set out in sections 3.37 - 3.39 while on outings with children.

3.92 Vehicles transporting children, and the driver of those vehicles, must be adequately insured.

Risk assessment
3.93 Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks 70. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments Guidance on risk assessments, including where written ones may be required where five or more staff are employed, can be obtained from the Health and Safety Executive: Managing risks and risk assessment at work

Overview -HSE should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children's screen use
3.94 Providers must have regard to the following guidance on children's screen use in early years settings: Help for early years providers: Screen use. Information and record keeping

3.95 Providers must maintain records, obtain and share relevant and accurate information (with parents and/or carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, providers should incorporate parents' and/or carers' comments into children's records.

3.96 Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection legislation and, where relevant, the Freedom of Information Act 2000.

NOT PROTECTIVELY MARKED

3.97 Providers must ensure that all staff understand the need to protect the privacy of the children in their care, as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

3.98 Records relating to individual children must be retained for a reasonable period of time after they have left the provision.

Information about the child

3.99 Providers must record the following information for each child in their care:

- Full name.
- Date of birth.
- Name and address of every parent and/or carer who is known to the provider.
- Information about any other person who has parental responsibility for the child.
- Which parent(s) and/or carer(s) the child normally lives with.
- Emergency contact details for parents and/or carers. Where possible, settings should hold more than two emergency contact numbers for each child.

Information for parents and carers

3.100 Providers must share the following information with parents and/or carers:

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and/or carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- Food and drinks provided for children.
- Details of the provider's policies and procedures - making copies available on request. This includes the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- How staffing in the setting is organised.
- The name of their child's key person and their role.
- A telephone number for parents and/or carers to contact the provider in an emergency.

Complaints

3.101 Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must:

- Investigate written complaints relating to how they are fulfilling the EYFS requirements.
- Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint.
- Make a record of complaints available to Ofsted, or the CMA with which a provider of CoDP is registered, on request.

3.102 Providers must make available to parents and/or carers the details about how to contact Ofsted, or the CMA with which a provider of CoDP is registered, if they believe the provider is not meeting the EYFS requirements.

Inspections and quality assurance visits

NOT PROTECTIVELY MARKED

3.103 If providers become aware that they are to be inspected by Ofsted or have a quality assurance visit by the CMA, they must notify parents and/or carers. After an inspection by Ofsted or a quality assurance visit by their CMA, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis. Information about the provider

3.104 Providers must hold the following documentation:

- Name, home address and telephone number of the provider and any other person living or employed on the premises.
- Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision.
- A daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person.
- Their certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request).
- Changes that must be notified to Ofsted

3.105 All registered early years providers must notify Ofsted (but see paragraph 3.107) of:

- Any change to the address of the premises (and must obtain prior approval to operate from those premises where appropriate).
- Any change to the premises which may affect the space available to children and the quality of childcare available to them.
- Any change to the name or address of the provider, or the provider's other contact information.
- Any change to the persons aged 16 years or older living or working on any domestic premises from which childcare is provided.
- Any change to the person who is managing the early years provision.
- Any proposal to change the hours during which childcare is to be provided which will entail the provision of overnight care.
- Any significant event which is likely to affect the suitability of the early years provider to look after children.
- Any significant event which is likely to affect the suitability of any person who cares for/is in regular contact with children on the premises.
- Where the early years provision is provided by a company, any change in the name or registered number of the company.
- Where the early years provision is provided by a charity, any change in the name or registration number of the charity.
- Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the "nominated individual".
- Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.

3.106 Where providers are required to notify Ofsted about a change of person except for managers, as specified in paragraph 3.105 above, providers must give Ofsted the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practical to do so, this must be done in advance of the change happening. In other cases, this must be done as soon as is reasonably practical but, in any event, within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

NOT PROTECTIVELY MARKED

3.107 Please note that where providers of CoDP are registered with a CMA the above notifications should be given to their CMA, not Ofsted.

Other Legal Duties

3.108 The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with. Other duties on providers include:

- Employment laws.
- Anti-discriminatory legislation.
- Health and safety legislation.
- Data collection regulations77.
- Duty of care.

NOT PROTECTIVELY MARKED