Spalding Grammar School

School Child Protection and Safeguarding Policy 2026-27

Author:	**Mr A Brooks**
Ratified by:	**Full Governors**
Review Cycle:	**Annual**
Next Review Date:	**September 2027**

Named personnel with designated responsibility for Safeguarding:

Executive Headteacher	Mrs M K Anderson
Chair of Governors	Ms PJ Makepeace
Designated Safeguarding Lead	Mr A Brooks
Deputy Designated Safeguarding Lead	Mrs K Godfrey
Safeguarding Governor	Mrs S Ely
Dedicated teacher for Looked After Children	Mrs A Johnson
SENDCo:	Mrs A Johnson

The Designated Safeguarding Lead (DSL) and Deputy (DDSL) have responsibility for ensuring that the safeguarding of children is central to the ethos of the school. They are suitably trained and experienced and carry out the duties of the DSL role as outlined in Keeping Children Safe in Education 2026 and summarised in this policy.

This policy is reviewed annually or following national or local safeguarding changes to policy and procedure throughout the academic year.

For the purpose of this policy where the word parent is used it also means carers.

Contents

Introduction **page 5**
Section 1 – School Commitment **pages 5-10**
1.1 Our Guidance and Training
1.2 Whistleblowing and Professional Resolution and Escalation
1.3 Child Protection Procedures
1.4 Concerns that staff must immediately report
1.5 Responding to disclosure
1.6 Action by the Safeguarding Team
1.7 Action following a child protection referral
1.8 Recording and monitoring
1.9 Supporting the child and partnership with parents

Section 2 –Pupil Information **pages 10-12**
2.1 Pupil information
2.2 Transfer of files

Section 3 – Role and Responsibilities **pages 12-15**
3.1 Governing Body
3.2 Headteacher
3.3 Safeguarding Team
3.4 All Staff and Volunteers

Section 4 – Child Abuse, Neglect and Specific Safeguarding Situations **page 16**

Section 5 - Providing a Safe and Supportive Environment **pages 16-21**
5.1 Safer Recruitment and Selection
5.2 Home-stays (Exchange Visits)
5.3 Safe Working Practice
5.4 Risk Assessments
5.5 Safeguarding Information for Pupils
5.6 Partnership with Parents
5.7 Partnership with Others
5.8 Support, Advice and Guidance for Staff
5.9 Alternative Provision

Section 6 - Allegations regarding Person(s) Working in or on behalf of the school (including Volunteers) **pages 21-23**

Appendices: **pages 24-49**
Appendix 1 Safeguarding Contacts
Appendix 2 Referral flowchart (KCSiE)
Appendix 3 Receiving Disclosures
Appendix 4 SGS Disclosure Form
Appendix 5 Body Map (including guidance)
Appendix 6 Definitions of Abuse
Appendix 7 Symptoms of Abuse
Appendix 8 Meeting the needs of children and families in Lincolnshire
Appendix 9 Lincolnshire Safeguarding Children Partnership (LSCP)
Appendix 10 Useful contacts
Appendix 11 Specific Safeguarding Issues

11.1 Body Shape
11.2 Bullying
11.3 Carrying Knives/Offensive weapons and gang culture
11.4 Child Exploitation
11.5 Criminal Exploitation: County Lines & Cyber Crime
11.6 Child Sexual Exploitation
11.7 Child on Child Abuse
11.8 Children and the court system
11.9 Children in care
11.10 Children who are absent from Education
11.11 Children who may require Early Help
11.12 Children with family members in prison
11.13 Children with special educational needs and disabilities or physical health issues
11.14 Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
11.15 Contextual Safeguarding
11.16 Domestic Abuse & Operation Encompass
11.17 Operation Encompass
11.18 Female Genital Mutilation/FGM
11.19 Forced Marriage
11.20 Homelessness
11.21 'Honour-based' violence (including Female Genital Mutilation and Forced Marriage)
11.22 Online Safety
11.23 Photography and Images
11.24 Pre-Birth Protocol
11.25 Preventing Radicalisation, The Prevent Duty and Channel
11.26 Private Fostering
11.27 Serious Violence
11.28 Sexual Violence and Sexual Harassment
11.29 Staff Appearance and Dress
11.30 Substance Misuse
11.31 Trafficking and exploitation
11.32 Upskirting
11.33 Young carers

Introduction

This policy applies to all young people under 18 at the school. Anyone coming into contact with children in our school or visiting the school site must abide by this policy. Everyone working at the school as a member of staff, or volunteer, has a duty to safeguard and protect our children. They must read this policy and sign to say they agree to work to it. Visitors to the school, including contractors, must read our safeguarding statement.

In this policy, the term "child "or "children" refers to anyone under the age of 18 years. The term parent refers to both parents and carers.

The aims of this policy are:

- To clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- To provide information on the range of safeguarding concerns
- To explain the clear procedures that are followed when a child is identified as needing more than universal services can provide

Section 1 School Commitment

We aim to work in partnership and have an important role in the inter-agency safeguarding arrangements as set out by the most recent version of Working Together to Safeguard Children and the most recent version of Keeping Children Safe in Education (KCSiE). KCSiE applies to all school, colleges and providers who educate children up to the age of 18. Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both within and outside of our school setting
- creating a whole school approach to safeguarding through a culture of care where children are listened to, and heard, with the knowledge that their concerns and worries will be taken seriously

Spalding Grammar School is committed to safeguarding and promoting the wellbeing of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse, e.g. those that are less mobile or have difficulty communicating, and that their needs are unique to them and that no one size fits all. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We will ensure that no child will feel that what they have to say is a problem or carries any shame. As a school we are committed to putting the child at the heart of any procedures that operate. We recognise that, safeguarding concerns do not adhere to school/home boundaries and that what happens at home and within the wider school environment, including online, is as relevant as what happens within the classroom. Behaviour may be challenging and we recognise that at times, this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Safeguarding is at the heart of how we run our school. It is not only about high-level child protection but about how we prevent the need for this. It is considered, for example, in our:

Equality

We recognise our obligations under the Equality Act 2010: advice for schools that we must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). In relation to safeguarding and promoting the welfare of children our governing body will carefully consider how we are supporting our pupils regarding protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Section 1 – School Commitment

1.1 Our guidance and training

It is important every agency knows what to do if they are worried about a child. We follow the national Government guidance for schools (Keeping Children Safe in Education and Working Together to Safeguard Children) so we are clear what to expect and can explain this to our children and their families.

Where there are additional risks we will refer to other specific guidance which is listed in Appendix 2.

Our Governing Body is responsible for ensuring that all staff read and understand Part One of the most recent version of Keeping Children Safe in Education in full, and that this is recorded for evidence and reviewed regularly. Staff must also follow the school's safeguarding and child protection policies and procedures.

In our school we follow a six-year training pathway which ensures that all staff receive suitable training to undertake their role. To guide us we follow the Lincolnshire Safeguarding Children's Partnership (LSCP) pathway and guidance and access the expertise from the Partnership.

The DSL (and any other members of the Safeguarding Team) will undergo additional specific training at least every two years to provide them with the knowledge and skills required to carry out the role. If we recruit a new member of the Safeguarding Team, we will ensure they are fully trained and undertake the appropriate training course provided by the local authority.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals to allow them to understand and keep up to date with any developments relevant to their role. This will be done by attending the termly local authority DSL Safeguarding Updates, of which we attend a minimum of two per year, accessing DSL drop-in sessions and by attending appropriate LSCP inter-agency training and other relevant training and/or conference opportunities.

We use the LCC Self-Assessment Safeguarding Audit Tool which allows us to regularly assess the safeguarding in our school and identify areas of good practice as well as areas for improvement. We use this as our evidence to annually respond to the LSCP on the compliance of safeguarding in our school.

1.2 Whistleblowing and Professional Resolution and Escalation

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore

It is essential that our school expect good practice and professional conduct from ourselves, and others involved in the safeguarding of our children. Staff must be committed to providing a high standard of service and children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. They will follow the procedures for reporting low level concerns which are in our Code of Conduct and Disciplinary Policy and raise with the Headteacher and involve the Local Authority Designated Officer (LADO) if required. If a member of staff notices anything that gives them cause for concern, it is vital that this is raised. Acting upon staff concerns is fundamental to ensuring good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the school. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms in addition to compliments.

Our staff are encouraged to use the Whistleblowing Policy as appropriate to raise or pass on concerns about any of the following:

a) Poor standards of service
b) Issues of bad practice
c) The conduct of colleagues or managers including low level concerns
d) Anything which is not in the best interest of the children or the school
e) Anything which is illegal or unacceptable behaviour

We will always listen to any concerns and try to resolve them but should staff feel unable to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled in the school, they can use the NSPCC helpline The NSPCC's 'What you can do to report abuse dedicated helpline **or** call 0800 028 0285 – line is available from 8am-8pm, Mon-Fri and 9am-6pm at the weekends or email: help@nspcc.org.uk

If there is a concern from within school about how a safeguarding concern is being handled or the school have concerns with the way other agencies are handling a safeguarding concern, then we will follow the Lincolnshire LSCP Professional Resolution and Escalation Protocol. This allows us to open a dialogue with other professionals and resolve any issues in an open and honest approach and in the best interests of the child.

1.3 Child Protection Procedures

All staff follow the school's Child Protection Procedures which are consistent with:

- Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk);
- Keeping children safe in education 2026: September 2026 (publishing.service.gov.uk); and
- the Lincolnshire Safeguarding Children Partnership Procedures Manual.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. Appendix 6 outlines the definitions of abuse.

The relationships between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will have an awareness of specific safeguarding issues as referred to in Appendix 11. Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding are some of these areas.

All staff will also be aware that safeguarding concerns can manifest themselves via child-on-child abuse. This is most likely to include but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sharing nudes and semi-nudes, including digitally altered or AI-generated images. Staff are clear as to the school's procedures with regards to child-on-child abuse.

It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children will be recorded and discussed with a member of the Safeguarding Team prior to any discussion with parents. The DSL or DDSL should seek advice from the Children's Services Customer Service centre if they are unsure of what action to take. Telephone- 01522 782111.

1.4 Concerns that staff must act on immediately and report

The concerns are as follows:

- 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 to the above which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. 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 or neglect
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

1.5 Responding to disclosure

Staff will not investigate or ask any leading questions but will, wherever possible, elicit enough information to pass on to the Safeguarding Team in order that they can make an informed decision of what to do next.

The Safeguarding Team will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….'
- try not to show signs of shock, horror or surprise
- try not to express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that they have a responsibility to refer the information to the Safeguarding Team, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's words on CPOMS, (the school's safeguarding recording system) and ensure in person that the Safeguarding Team are made aware;
- record any visible signs, injuries or bruises on a Body Map on CPOMS (see Appendix 5)
- record the context and content of their involvement, distinguishing between fact, opinion and hearsay

1.6 Action by the Safeguarding Team

Following any information raising concern, the Safeguarding Team will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the child/family
- consulting with appropriate persons e.g. Duty and Advice Team at Lincolnshire County Council
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team at Lincolnshire County Council because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage, if:
- further monitoring is necessary
- it would be appropriate to undertake an assessment (e.g. Early Help Assessment - EHA)

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Lincolnshire's Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

1.7 Action following a child protection referral

The Safeguarding Team will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference

- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings and ensure that they understand the content
- where in disagreement with a decision and concerns remain with the child:
  1. talk in the first instance to the social worker/Customer Service Centre
  2. check the referral including all the relevant information and clearly document the concerns about the child
  3. finally follow the professional resolution and escalation protocol if the concern remains
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the social worker and/or Children's Social Care Customer Service Centre

1.8 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record then this should be signed, however, the preferred model is to use CPOMS unless access is not available.

An example of how this is done can be found in Appendix 3. Photographs of injuries will not be taken.

The Safeguarding Team ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All records of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action. Records will also clearly outline decisions made, the rationale for those decisions, how concerns were followed up or resolved, and the outcome for the child.

All documents will be retained in a 'Child Protection file', separate from the child's school file. It is kept secure with appropriate level of limited access. Since 2020 we have used CPOMS for this purpose.

1.9 Supporting the child and partnership with parents

Our school recognises that the child's welfare is paramount and that good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents Whilst we may, on a rare occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will also provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Safeguarding Team will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

Section 2 Pupil Information

2.1 Pupil information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)

- emergency contact details (if different from above). We need to know that if the person(s) with parental responsibility is unable to collect their child, there is someone know to us who can collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. We need more than one emergency contact so we have additional options to make contact with a responsible adult when there is a welfare and/or safeguarding concern
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child in Need (CIN) processes
- if the child is a Looked After Child (LAC) or is previously looked after
- name and contact detail of the child's GP
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically, on the school's SIMs, Go 4 Schools and CPOMS systems, is stored securely with due regard to meeting data protection and safeguarding requirements. Schools need to make sure this information is accurate. We encourage parents to keep us informed of any changes to the basic contact information that we hold at any time but in addition to this our school will check information for all pupils at least on an annual basis.

The Safeguarding Team keep an up-to-date record of all children who have been referred to them because of a safeguarding concern, this record includes dates, an outline of the concern, any further action and the outcome (parental contact, monitoring, EHA, TAC, CIN, CP).

The Safeguarding Team meet regularly to discuss and review current concerns. Safeguarding is an agenda item at each full governors' meeting.

2.2 Transfer of files

A child protection file is kept separate from the main pupil record. When a child moves to another education setting, the child protection file will be transferred securely and separately from the main pupil file as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Confirmation of receipt will be obtained from the receiving setting.

The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes. This record of transfer is retained by our school. The DSL will also consider whether relevant safeguarding information should be shared with the receiving setting in advance of transfer where this would help them put appropriate support or safeguarding arrangements in place.

The information added to a record of transfer which the sending school keep until the child reaches their 25th birthday is:

- name and date of birth of child
- name and address of receiving school
- date file(s) transferred with name and role of person who received it
- date sending school received confirmation of receipt of files from receiving school
- summary of safeguarding concerns at the time of transfer e.g. Child Protection Plan: Neglect

In addition to the child protection file, the Safeguarding Team should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. This will allow the new school to have support in place for when the child arrives.

The full pupil record is transferred to the next school unless there are records with a short retention period. It is important that full information is transferred to ensure a vital piece of information is not missing that could contribute at a later stage.

Electronic documents, such as those held on CPOMS, that relate to the pupil file will also be transferred, or, if duplicated in a master paper file, destroyed.

We do not keep copies of any records except where there is an ongoing legal action when the pupil leaves the school. Once records are transferred, they are the custody and responsibility of the new school.

A pupil's last school is responsible for retaining the main pupil record until they reach the age of 25 years. These files are stored securely.

We refer to the guidance below for further support:

- IRMS Information Management Toolkit for Schools
- IRMS Information Management Academies Toolkit
- DfE Data protection: a toolkit for schools
- LCC Data Protection Advice Service for Schools

Section 3 Roles and Responsibilities

3.1 The Role of Our Governing Body

It is the responsibility of our Governing Body to ensure that everyone in the setting understands their role in safeguarding children. It is accountable for the strategic overview and to make sure that safeguarding runs through every policy and procedure that operates within the school. The Governing Body will ensure that the safeguarding measures reflect the specific needs of the pupils in our school and consider any additional risks related to this.

Our Governors will ensure that:

- there is a named Safeguarding Governor who is appropriately trained
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. The governing body will work with the Headteacher to ensure that sufficient time and resources are available to the DSL to carry out their role
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL
- the school has an effective Child Protection and Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures
- the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis or sooner if there are national or local changes to procedures or guidance
- all staff read Part One of the Department for Education statutory guidance Keeping Children Safe in Education in full, with appropriate arrangements in place to evidence and regularly review staff understanding
- the school has a staff behaviour policy/code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- the school has procedures for dealing with low level concerns in relation to staff behaviour and that there is a culture of openness in reporting and dealing with these concerns and a process of escalation if any allegation reaches or contributes to a risk of harm to children
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media

- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught
- pupils are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues in Personal and Careers Education (PaCE) lessons where the Relationships Education and Relationships and Sex Education, and Personal, Social, Health and Economic curriculums are delivered
- staff including the Headteacher undertake appropriate safeguarding training and there is a training plan that reflects the national, local and school requirements, which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements and reflect on incidents, or near misses, to consider lessons learnt
- the Chair of Governors is responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and that they are reviewed annually. There are arrangements in place to liaise with the school about safeguarding matters where appropriate and inspections should take place if required. Any transfer of control or lease or hire arrangements will include safeguarding arrangements. Failure to comply with these arrangements will result in termination of the agreement
- the school appoints an appropriately trained designated teacher with responsibility 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" in addition to Looked After Children (LAC)

3.2 Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for safeguarding supervision for all members of the Safeguarding Team
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Looked After Children Reviews
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- low level concerns in relation to staff behaviour are dealt with through disciplinary policy and a culture of openness and transparency is developed
- individuals are referred to the Disclosure and Barring Service and/or the Secretary of State via the Teaching Regulation Agency where a person is dismissed or has left due to a safeguarding concern or serious misconduct

3.3 Our Safeguarding Team, as stated in KCSiE 2026

The members of the Safeguarding Team and its structure can be found in Appendix 1.

The DSL and other members of the Safeguarding Team's maintain oversight and hold lead responsibility for any concern about a pupil, including pupils requiring early help or child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

A member of the Safeguarding Team will always be available during school hours for staff in the school to discuss any safeguarding concerns. This availability may include contact via telephone or other electronic means. Arrangements will made for appropriate cover for any out of hours/out of term activities.

Their role will include ensuring that the school, and staff, know who their vulnerable or potentially vulnerable children are, understand their additional needs, academic progress and attainment and maintain a culture of high aspirations for this cohort by supporting teaching staff to identify the challenges that children in this group might face and the additional support and adjustments, both pastoral and academic that could be made to best support them.

As part of their role, they will **manage referrals by:**

- referring cases of suspected abuse to the local authority children's social care (Customer Service Centre)
- supporting staff who make referrals to Customer Service Centre
- seeking advice from Prevent Team regarding radicalisation concerns and refer cases to the Channel programme when necessary
- supporting teachers to report any cases of Female Genital Mutilation (FGM) as outlined in the duty;
- supporting the Headteacher to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- referring cases to the Police where a crime may have been committed

They will also **work with others by:**

- liaising with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaising with the "case manager" (as per Part four of KCSiE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer);
- liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- acting as a source of support, advice and expertise for staff
- liaising with mental health team or lead where safeguarding concerns are linked to mental health
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- act as a point of contact with safeguarding partners
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

Undertake training

The members of the Safeguarding Team will undergo training to provide them with the knowledge and skills required to carry out their role. In Lincolnshire, we have a 6-year Safeguarding Training Plan and the Safeguarding Team undertake training around their specific role at least every two years. New members of the Team will become familiar with the content of the LSCP's procedures manual and keep up to date with bi-annual updates.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role (this will be done by attending the termly LCC Safeguarding Briefings, DSL Drop-in's and support forums and by attending appropriate LSCP inter-agency training and other relevant training and/or conference opportunities) to ensure that they are sufficiently trained and informed to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- ensure each member of staff, especially new and part time staff, has access to and understands this policy and the school's procedures relating to safeguarding and child protection
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to understand the unique risks associated with online safety and keep up to date with knowledge to keep children safe whilst they are online at school
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and know what is needed in responding to this in promoting educational outcomes
- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners
- be able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- maintain access to resources and receive information about additional relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

The role requires them to **raise Awareness by:**

- ensuring the school's child protection and safeguarding policies and procedures are known, understood and used appropriately
- ensuring the school's child protection and safeguarding policy is reviewed at least annually, and the procedures and implementation are updated and reviewed regularly;
- working with the Governing Body, in particular the Safeguarding Governor
- ensuring the latest version of the school's Child Protection and Safeguarding Policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- linking with the LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding

3.3 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read the appropriate parts of KCSiE 2026 in accordance with the Governors direction and sign to say that they have read and understood them
- identify concerns and inform the Safeguarding Team as early as possible to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- ensure there is a culture of listening to children and always considering their thoughts and wishes
- recognising the difficulties that some children have in approaching and sharing concerns with adults, putting in place measures to build relationships
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- be aware that they may be asked to support a social worker to take decisions about individual children
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Headteacher at the earliest opportunity
- inform the Headteacher of any behaviour of staff that is deemed as low level concerns
- act on the concern and make the referral themselves if they feel the concern is not being taken

seriously

Section 4 Child Abuse, Neglect and Specific Safeguarding Situations

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people may be abused in a family, an institutional or community setting by those known to them or by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. Sometimes they tell us about abuse, sometimes they do not.

Abuse is categorised in the most recent version of Keeping Children Safe in Education into four areas; Sexual Abuse, Emotional Abuse, Physical Abuse and Neglect. Further information can be found in Appendix 6.

Children also face risks within several safeguarding situations, these are detailed in Appendix 11. In our school, we ensure that staff training focuses on the situations that are relevant to our pupils in our school environment, recognising also that children are part of a wider community and that a 'it may happen here' culture allows early intervention. We also ensure that children themselves develop skills in recognising risks and keeping themselves and others safe within these situations.

Child on Child Sexual Violence and Harassment

We will create a culture where Sexual Violence and Sexual Harassment including online sexual abuse is not tolerated. We will ensure this is a whole school approach assuming that sexual abuse is, to some extent, happening in our school. This will allow us to identify issues and intervene early to better protect our children. We will refer to Part Five of Keeping children safe in education - GOV.UK (www.gov.uk) and the LSCP policy, 'Child-on-child Sexual Harassment, Sexual Abuse and Sexually Harmful behaviours.'

Section 5 Providing a Safe and Supportive Environment

5.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance Keeping Children Safe in Education 2025. Safer recruitment ensures that every new member of staff understands their duties to safeguard young people from the outset starting from the advertisement, through the interview, to their induction, and start at the school. It is essential that no one gets to work with children who cannot keep them safe.

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (and ensuring all aps in employment are accounted for) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and Right to Work in the UK checks.

The key staff involved in staff recruitment are trained in safer recruitment and vetting as detailed in the LCC Employment Manual. At least one member of the recruitment panel, including appointment of volunteers and contracted services, will have received safer recruitment training in the last 5 years and accessed more regularly updates on changes to safer recruitment legislation and procedures.

The school maintains a Single Central Record (SCR) which is a statutory document that holds relevant information including safer recruitment checks on:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained**, and** the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check
- a section 128 check for management positions (as set out in paragraph 99 for independent schools, including free schools and academies)
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions
- a check of professional qualifications
- a check to establish the person's right to work in the United Kingdom

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK **must** undergo the same checks as all other staff in school. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks might include, where available:

- criminal records checks for overseas applicants or Home Office guidance and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked using the UK European Information Centre (UK ENIC) for advice about which regulatory or professional body applicants could be contacted

Where available, such evidence will be considered together with information obtained through other pre-appointment checks to help assess suitability. Where this information is not available, school will seek alternative methods of checking suitability or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, the school will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

The school uses further information from the DfE Guidance: Recruit Teachers from Overseas and will contact the senior HR advisor within LCC for further guidance on visas and immigration.

Supply teachers and agency staff

We obtain information in writing from our supply staff agencies that relevant checks have been carried out on the supply staff and that appropriate certificates have been obtained. We also seek confirmation that an enhanced DBS check certificate has been provided and the date that confirmation was received.

Where appropriate, we will recognise the safer recruitment process within an organisation as proof that all staff who work for the organisation have been recruited safely e.g. for Lincolnshire County Council staff and other partner organisations that have been assessed by the LSCP as being section 11 compliant.

If at any point we are concerned about whether safer recruitment procedures have been implemented to employ a member of staff who is intending to work in our school, we will immediately contact the organisation to check. We will also feedback any concerns we have about the staff and expect the agency to action this.

Volunteers

Volunteers play an important role in our school and we value the work they do. We ensure that appropriate checks are carried out and recorded and that no volunteer will be left unsupervised or allowed to work in regulated activity with a child without checks. In accordance with the Crime and Policing Act 2026, a volunteer involved in teaching, training, instructing, caring for or supervising children on more than 3 days in a 30-day period, or overnight, is in regulated activity and will require the appropriate enhanced DBS check with children's barred list information. Where the frequency condition is met across more than one setting, the settings will coordinate the required checks.

If required, we will carry out a risk assessment based on the nature of the work with pupils, what we know about the volunteer, whether the volunteer has other employment or volunteering where referees can be acquired and if the role is eligible for a DBS check and at what level.

Use of school premises

We will ensure that adequate checks are carried out when the school premises are used by others not employed by the school. We will:

- with the person's consent, apply for a DBS using the online system
- check for any updates to the DBS every 3-6 months
- check if the person involved is with a regulated body and if so, contact the body to see if there are any concerns
- ask the person involved for names of other schools that they have worked in and contact these schools to see if any concerns have been raised

5.2 Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such be will required to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. older siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

If the stay is for more than 28 days, we will consider if the child is being privately fostered and report to the local authority.

5.3 Safe Working Practice

Our school will comply with the current Guidance for Safer Working Practice for Adults who work with children and young people in education settings.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

School staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the Headteacher

- where staff members have concerns about the Headteacher, these will be reported to the Chair of Governors.

The Headteacher/Chair of Governors will then consider if the concerns need to be reported to LADO.

School staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime or concerns about other agencies by using the LSCP Professional Resolution and Escalation Protocol. Any such concerns will be taken seriously by the senior leadership team and others involved
- Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing the separate school whistleblowing policy

5.4 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

5.5 Safeguarding Information for Pupils

All pupils in our school are regularly reminded that they can approach any member of staff. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and safeguarding and know who this is. We inform pupils of who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PaCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC Speak Out Stay Safe, Police, Stranger Danger, and Anti-bullying.

Our school will ensure that pupils are made aware that information can be found at the following helplines, NSPCC, Kooth, Papyrus and SHOUT.

The school's arrangements for consulting with and listening to pupils are our School Council, the Sixth Form Peer Support Scheme and members of the Additional Needs and Safeguarding Teams, including our Wellbeing Officer. We make pupils aware of these arrangements through posters, tutor-time activities and assemblies.

5.6 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

If you are visiting our school and you are worried about the safety of a child, you need to do something about it:

1. If the child is in immediate danger, make sure the child is safe, inform a member of staff and if necessary, call the Police on 999 or Lincolnshire Customer Services on 01522 782111
2. If you are worried about the behaviour in the school, talk to the DSL or the Headteacher
3. If you have other worries, talk to your child's Form Tutor who will share these with the DSL/Headteacher
4. We will contact you as soon as possible but at least by the next school day to inform you of any actions taken. We may not be able to give you details if it is concerning another child/family but we will assure you that your concerns have been heard and dealt with

5. If you do not hear from us, then speak to the DSL/Headteacher

We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect their rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We make safeguarding information available in a variety of formats, e.g. for families with English as an additional language (EAL) etc.

We encourage parents to discuss any concerns they may have with a member of the Safeguarding Team. Contact details are given on the school Website or a member of the Team can be reached by telephoning the school.

The school's Child Protection and Safeguarding Policy is available by accessing the school website or a written copy will be provided on request to the school office.

Spalding Grammar School is committed to ensuring the welfare and safety of all children in school. All Lincolnshire schools, including Spalding Grammar School, follow the Lincolnshire Safeguarding Children Partnership procedures.

The school will, in most circumstances, endeavour to discuss all concerns with parents or carers about their children. However, there may be exceptional circumstances, where it is felt that to do so may place the child at risk of harm, when the school will discuss concerns with the Children's Services Customer Service Centre and/or the Police without parental/carer knowledge (in accordance with Lincolnshire Safeguarding Children Partnership procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers.

5.7 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire's Safeguarding Children Partnership. We liaise, as and when necessary, with a range of external agencies such as Local Authorities (Lincolnshire, Cambridgeshire, Peterborough and Norfolk), Police, Health, NSPCC, 'We are with You', Kooth.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

5.8 Support, Advice and Guidance for Staff

Staff will be supported by the school's Safeguarding Team, the Local Authority and professional associations.

The Designated Safeguarding Lead for Child Protection will be supported by the other members of the Safeguarding Team, the Headteacher and the designated safeguarding governor.

Spalding Grammar School seeks advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultant (for contact details see Appendix 10). The LCC Safeguarding and Education Welfare Supervisor for Education Settings, Ruth Fox, is available on 01522 554695 or by emailing safeguardinginschool@lincolnshire.gov.uk for non-urgent safeguarding advice about training, policy, audit etc.

5.9 Alternative Provision

This School is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any alternative provision provider has acceptable safeguarding practices in place including: their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and

appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Section 6 Allegations regarding Person(s) Working in or on behalf of the school (including Volunteers)

As per the guidance in Part 4 of Keeping Children Safe in Education - GOV.UK (www.gov.uk), our school recognises two levels of concerns:

1. Allegations that meet the harms threshold – further details outlined in our Managing Allegations Policy
2. Allegation/concerns that do not meet the harms threshold referred to as 'low-level concerns'. Our staff Code of Conduct Policy outlines our expectations of staff and how they should behave and our Low-level Safeguarding Concerns Policy outlines the protocol for dealing with these

Any concerns may impact on a staff member's employment, therefore, we also refer to the LCC School Employment Manual/Disciplinary policy

Allegations that meet the harms threshold

A person has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Partnership Procedures that can be accessed at Lincolnshire Safeguarding Children Partnership.

The Headteacher will be the case manager who will take the lead in any investigation. If the Headteacher is the subject of the allegation, then the Chair of Governors will manage the case. If there is any doubt as to the procedure to follow, we will contact the Lincolnshire Local Authority Designated Officer (LADO) for advice.

The priority in any allegation is the safety of the child. The DSL will follow normal safeguarding procedures if there is risk of harm to a child.

Following our procedures, the case manager will undertake basic enquiries to obtain facts being careful not to jeopardise any potential police investigation. All investigations will be carried out by:

- applying common sense and judgement
- dealing with the allegation quickly, fairly, and consistently
- providing protection for the child and support for the person subject to the allegation

We will inform the person subject to the allegation when it is right to do so based on advice from LADO and if appropriate Social Care and the Police.

Following the initial investigation and discussions with LADO there may be an outcome of:

- no further action – a record of decision and rationale is made as well as decision of information to be shared with the individual
- further enquiries – following discussion with LADO, these are carried out by a senior member of staff or an independent investigator depending on the nature of the investigation. The case manager will monitor the progress of this following the timescales and reviews outlined in the Managing Allegations Policy

If the allegation is in relation to a supply teacher, the school will seek guidance from the LADO and the agency as to the appropriate actions in relation to employment or deployment of the individual within the school and across other schools. The agency should then fully cooperate with the school in any investigations that need to take place. The allegations management meeting arranged by LADO will take into consideration any previous concerns in relation to the individual.

If the allegation is in relation to a governor, we will follow our local procedures; removing the person from office should the allegation be substantiated.

Suspension is not an automatic response when an allegation is reported. The case manager will make a decision on this and review regularly throughout any investigation. The case manager will consider all possibilities to avoid suspension including temporary redeployment. Suspension will be implemented if there is cause to suspect a child is at risk of any harm or if the case is so serious that it is most likely to result in dismissal. The governing body will seek guidance from LADO as well as social care and the police to decide whether suspension is the most appropriate action.

We recognise that this process can be very stressful for all involved; the school are committed to provide support as outlined in our Managing Allegations Policy.

Information sharing is crucial in this process. This includes all relevant information about the person subject to the allegation to aid investigations as well as information about the child involved to determine the level of protection required. Our policy outlines conditions related to the confidentiality of this information.

The outcomes from an allegation are:

Substantiated: there is sufficient evidence to prove the allegation.
Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation.
False: there is sufficient evidence to disprove the allegation.
Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Following the decision, the case manager, with support from LADO will determine the next actions. If an allegation was found to be malicious, the school must consider whether the person/child who made the allegation is in need of help themselves and whether a referral to customer services is required.

Details of the allegations will be kept on the file of the person accused, except those resulting in a malicious outcome where the choice to retain is that of the individual.

Non-recent allegations
If an adult wishes to raise an allegation to the school that they were abused as a child, the adult will be strongly advised to contact the police. Any non-recent allegation made by a child must be reported to the LADO who will follow the local authority procedures for dealing with historic reporting of incidents.

Allegations that do not reach the harm threshold
Our school fosters a culture in which all allegations and concerns about adults are taken seriously and responded to promptly and appropriately. By being open and transparent about addressing 'low level concerns' we can respond early and reduce the escalation of situations and potential risk of harm to children.

Further details can be found in our Low-Level Concerns section of our Staff Disciplinary Policy and Low-level Safeguarding Concerns Policy.

A low-level concern is defined as behaviour that:

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

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating, or offensive language

Our school will ensure that staff are very clear about what appropriate behaviour is and are confident to share any low-level concerns with the Headteacher. All unprofessional behaviour will be address at early stage with sensitivity and proportionality. Any weakness in the school safeguarding system that has allowed this behaviour to exist will be addressed.

All low-level concerns will be reported to the Headteacher who will follow the procedures in the policy to address these. Low level concerns will be recorded and kept safe. They will be reviewed regularly to see if there are any emerging patterns in relation to an individual so that a decision can be made as to whether to escalate to an allegation that meets the harm threshold.

If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Lincolnshire County Council HR or the HR advisor employed by the school.

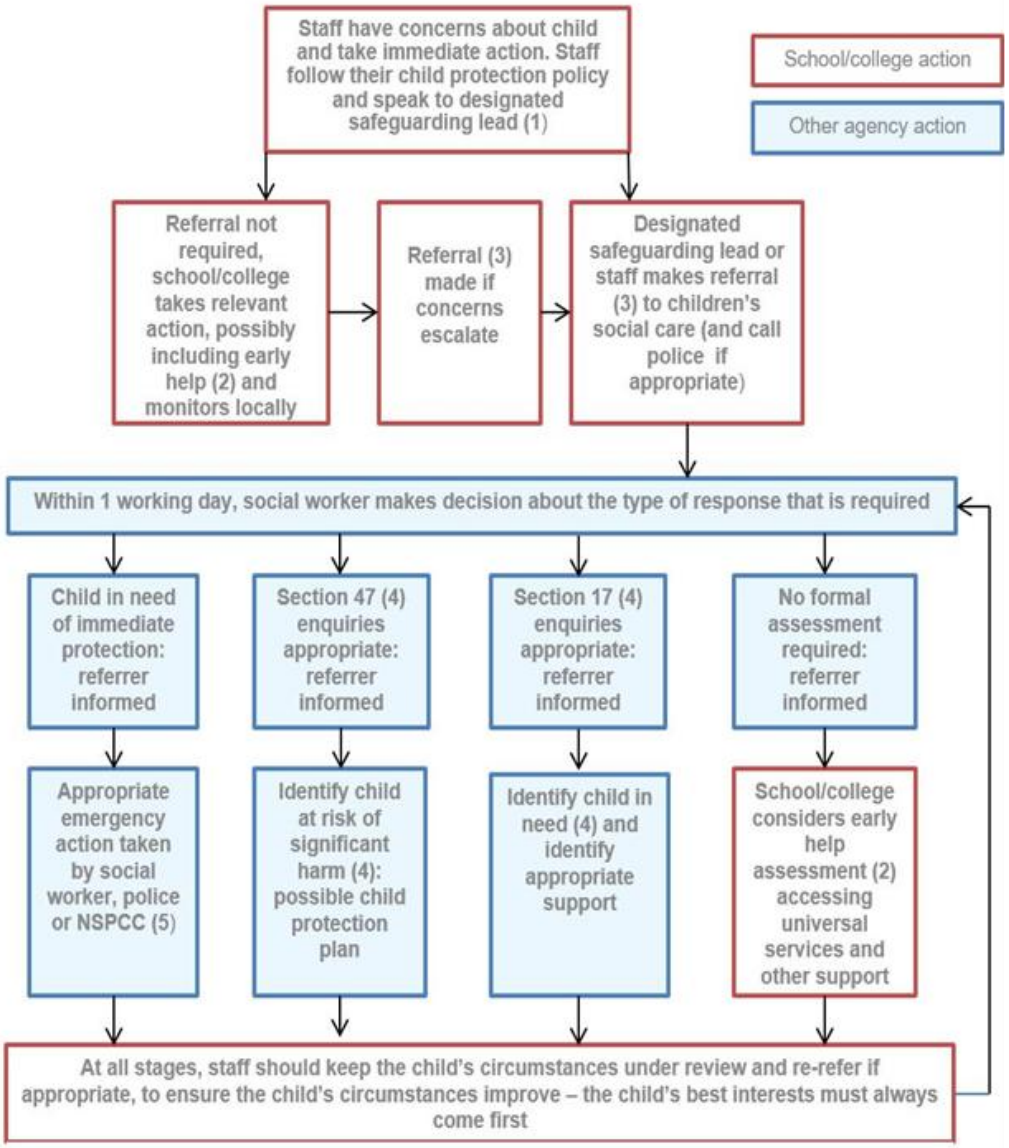
Appendix 1: Safeguarding Contacts

Advice on any aspect of Safeguarding and Child Protection can be sought from the Safeguarding Team;

SGS contact numbers:	
Designated Safeguarding Lead	Mr A G Brooks (Deputy Headteacher) **Ext 232**
Deputy Designated Safeguarding Lead	Mrs K Godfrey **Ext 215**
Designated Safeguarding Officer	Dr A Leadbeater **Ext 201**
Local Authority safeguarding of children contact numbers:	
Reporting concerns Lincolnshire Cambridgeshire and Peterborough Norfolk	 Children's Services Customer Service Centre **01522 782111** Emergency Duty Team **01522 782333** (6pm-8am/weekends/Bank Holidays) Children Social Care **0345 045 5203** (Cambridgeshire) **01733 864170** (Peterborough) Emergency Duty Team **01733 234724** (5:30pm(4:30pm Friday)-8am/weekends/Bank Holidays) Multi Agency Safeguarding Hub (MASH) **0344 800 8020**
Advice around Lincolnshire safeguarding policy, audits etc. Safeguarding Children Officer (Education Settings)	Stephanie Knox **01522 554695** safeguardinginschools@lincolnshire.gov.uk Stay Safe Partnership ('Safeguarding in Schools' tab)
Police	
Emergency Non Emergency Lincolnshire Police Public Protection Unit, Central Referral Unit	**999** **101** **01522 947590**
Allegations against /concerns about adult(s) working with children	
Concerns about staff/volunteers must be reported to the Headteacher Concerns about the Headteacher must be reported to the Chair of Governors The Headteacher/Chair must contact the LADO to discuss the concerns and the necessary course of action The Emergency Duty Team should be contacted outside normal working hours	Mrs M K Anderson Ms PJ Makepeace (Contact via the Clerk to the Governors) Lincolnshire LADOs: Paul Fisher, Kim Murray, Fiona Watters and Ildiko Kiss **01522 554674** LSCP_LADO@lincolnshire.gov.uk LADO referral form **01522 782333.** (6pm-8am + weekends and Bank Holidays)

Appendix 2: Referral Flowchart from Keeping Children Safe in Education (KCSiE)

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of Working together to safeguard children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3: Receiving Disclosures

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'
- Accept what the young person says
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?/Can you **T**ell me how that happened?

Explain that to me

Describe that….

Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a brief, accurate, timely and factual record on a Safeguarding Disclosure Form (Appendix 4)
- Discuss with a member of the Safeguarding Team, without delay
- They will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is first or second hand information
- Whether the child was seen/spoken to
- Whether information is fact/professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the member of the Safeguarding Team

***Records should be reviewed regularly and any new concerns should be added and responded to immediately*.**

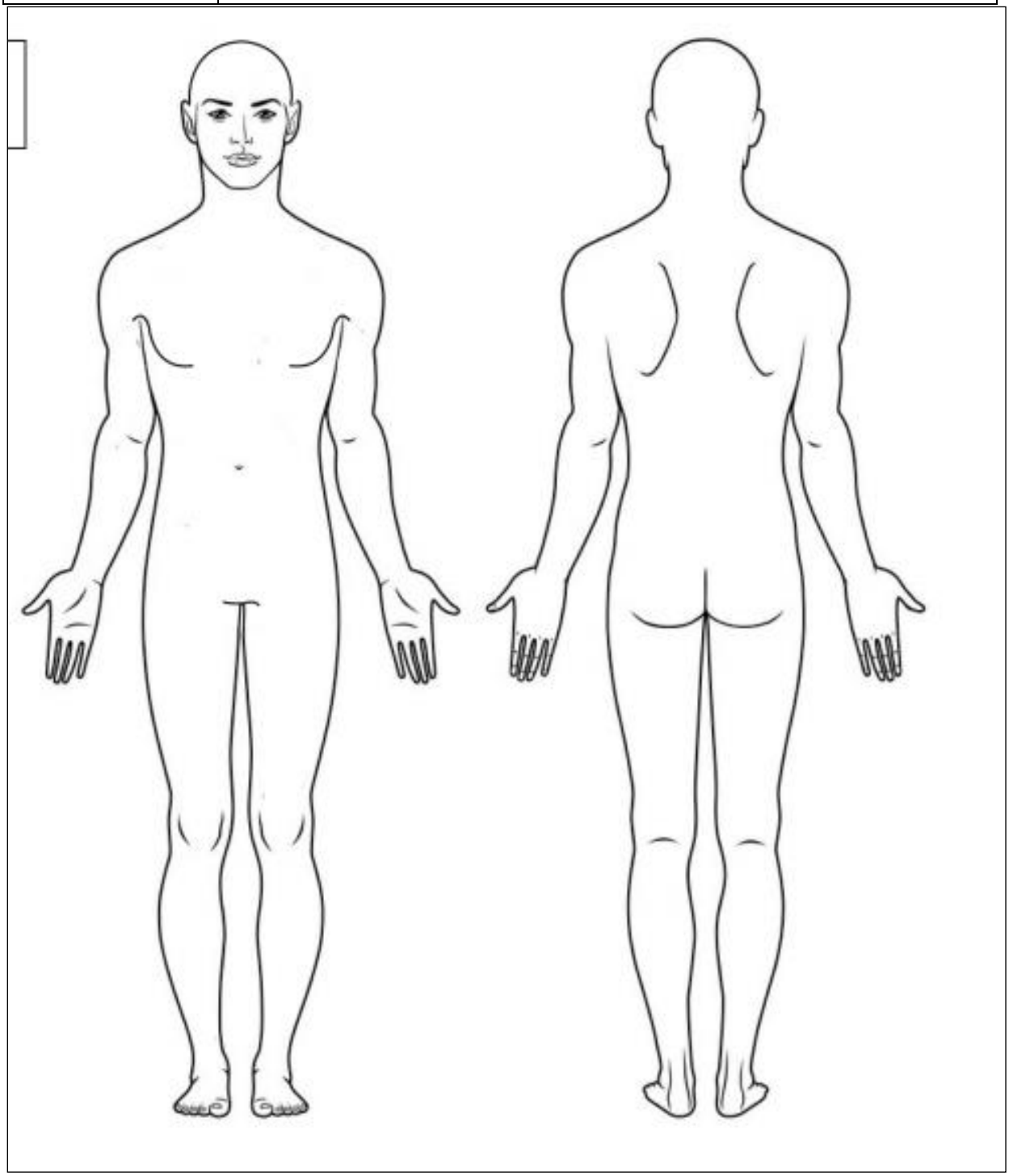
Appendix 4: SGS Disclosure Form – CPOMS should be used if available

Safeguarding Disclosure Form

Name of Child:
Names of other individuals involved:
Date:
Location of disclosure:
Circumstances surrounding disclosure:
Names of witnesses at the disclosure:
Description of Incident, Details of report given or Observation: (N.B. the information given below must be factual and not contain assumptions or personal comments. Please use continuation sheet on reverse if necessary.) Signed: Name: Position: Date:
When completed please give a copy of this form to PD, JL or AGB (Safeguarding Team).

Appendix 5: Body Map (including guidance) – CPOMS should be used if available

Student's Name	
Date	
Completed by	



Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to Customer Service Centre or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly, the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's confidential safeguarding file.

APPENDIX 6: Definitions of Abuse

(Working together to safeguard children 2023 and Keeping Children Safe in Education 2026)
Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- 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; and
- taking action to enable all children to have the best outcomes.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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. Children may be abused in a family or in an institutional or community setting 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 by 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 not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a

specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 7: Symptoms of Abuse

Symptoms of Abuse

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non-mobile children

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public/compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Behaviours

- Marked change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Withdrawn/withdrawal from friends and family
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviour
- Attendance difficulties
- Disclosure
- Self-harm

Neglect

- Child cold/inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, headlice etc
- Lethargy, tiredness or aggressive tendencies

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self deprecation, low self esteem

Appendix 8: Meeting the needs of children and families in Lincolnshire

Meeting the needs of Children & Families Lincolnshire is Lincolnshire's safeguarding model based on Signs of Safety.

STATUTORY INTERVENTIONS

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should ALWAYS report your concerns

In an emergency always dial 999

If there is no immediate danger to the child, or if you need some advice or information, you can contact the Children Services Customer Service Centre (CSC) on **01522 782111**. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on **01522 782333**.

Telephone calls are answered by customer services staff and they will always ask for the child's name, date of birth and address and will check if the child already has an Early Help or Social Worker involved. They will then ask a number of questions which is based on the Signs of Safety model to help to understand what your concern or worry is.

In an emergency always dial 999

23

Appendix 9

- Promotes safeguarding awareness
- Produces multi-agency policies, procedures and protocols
- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Undertakes serious case reviews and shares key messages
- The three safeguarding partners; Lincolnshire County Council, Clinical Commissioning Group and Lincolnshire Police have a shared and equal duty to work together with schools and colleges to safeguard and promote the welfare of children.

Safeguarding is everyone's responsibility

Customer Service Centre for referrals and advice
Tel: 01522 782111
Lincolnshire Safeguarding Children Partnership website

Appendix 10: Useful Documents and Contacts

- Lincolnshire Safeguarding Children Partnership Multi-Agency Procedures
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Information Sharing advice for Safeguarding Practitioners
- Child abuse concerns: Guidance for practitioners
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards
- Guidance for Safer Working Practice for those Adults who work with Children and Young People
- https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
- The Domestic Abuse Act 2021
- Behaviour in Schools: advice for Headteachers and school staff
- The Equality Act 2010: Advice for Schools

Lincolnshire County Council

- Education Safeguarding Team

  safeguardinginschools@lincolnshire.gov.uk
  Service Manager John O'Connor
  Team Manager Jill Chandar-Nair
  Team Leader Joanne Carr
  Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695

- Head of Virtual School LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk
- Elective Home Education (EHE) ehe@lincolnshire.gov.uk
- Children Missing Education (CME) cme@lincolnshire.gov.uk
- Child in Entertainment or Employment cee@lincolnshire.gov.uk
- Attendance Queries attendance@lincolnshire.gov.uk

Prevent

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk

- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, Email: CTP-EM-Prevent@lincs.pnn.police.uk

Online Safety incidents

- National helpline
  www.saferinternet.org.uk/helpline

Early Help Team

- www.lincolnshire.gov.uk/tac
- TACadmin@lincolnshire.gov.uk
- earlyhelpconsultants@lincolnshire.gov.uk

Training Materials

LCC and LSCP Online, virtual and face to face Safeguarding Training courses including Safer Recruitment training: LSCP Training

LCC Safeguarding in Schools and education settings package (including training)- safeguardinginschools@lincolnshire.gov.uk

Safeguarding Governor Training governorsupport@lincolnshire.gov.uk
LSCP Training

Prevent Training-

Staff can undertake Prevent Awareness e-learning through:
Prevent Home Office e-learning
Lincolnshire Safeguarding Children Partnership

Appendix 11 Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. This section is in alphabetical order:

11.1 Body Shape

Young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, through social media and through their own view of themselves. Research shows more than half of young people worry about the way they look, and this can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality, and teach body confidence at the school and encourage young people to work together to present a positive and healthy view of body shape.

11.2 Bullying

Bullying is a form of abuse and can cause serious anxiety and distress leading to poor attendance at school and further safeguarding risks. It comes in many different forms which are detailed in this appendix. All bullying including cyber bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. The school will make a child protection referral if required. Staff are fully trained to deal with bullying within the school and support children who are being bullied. Staff recognise the different levels of bullying and the seriousness of racist, homophobic and gender related bullying. We recognised that, whilst those who are bullying may need sanctions put in place, we also recognise that they may need support, and we will engage with appropriate services to address this.

11.3 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police and informing all relevant personnel. The DfE guidance Searching, Screening and Confiscation Advice for schools will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a child of being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the school will offer support.

11.4 Child Exploitation

A child or young person can be groomed or coerced into an exploitative situation. This could be in the form of sexual exploitation or criminal exploitation.

Exploitative relationships are characterised by an imbalance of power. The use of controlling behaviours is used to keep the child or young person in a dependent position.

11.5 Criminal Exploitation: County Lines and Cyber Crime

School recognises that criminal exploitation of children is a geographically widespread form of harm that can affect children both in a physical and virtual environment. We recognise that experienced of boys and girls being exploited may be very different; appropriate support will be given to address the individual needs of our children.

County Lines Criminal Activity: Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. A key indicator to identifying potential involvement in county lines is missing school episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to

safeguard that child and/or other children. First responders' organisations e.g., the local authority can complete the referral, on the school's behalf, online. If school feels that the threshold is not met for an NRM referral then any relevant information will be shared using a Partnership information report (Operation Insignia).

Cybercrime Involvement: Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, to access networks/data for criminal and financial gain.

There are a number of signs that may indicate a child is a victim or there are increasing concerns for a child which include:

- missing from school
- showing signs of other types of abuse/aggression towards others
- having low self-esteem, and feelings of isolation, stress, or fear
- lacking trust in adults and appearing fearful of authorities
- having poor concentration or excessively tired
- becoming anti-social
- displaying symptoms of substance dependence
- excessive time online computer/gaming forums
- social Isolation in school with peers
- high functioning with an interest in computing.

This is not an exhaustive list, and our school are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Further advice and support regarding concerns of this nature can be found in the contact's section. We will follow relevant local policies and procedures found within the LSCP Policies and Procedures Manual.

11.6 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

School staff are trained in recognising the key indicators of all forms of child exploitation and understand their role in the prevention and disruption of child exploitation including the importance of awareness within the curriculum.

If staff identify children for whom child exploitation may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL will make referrals to LCC Customer Service Centre as appropriate and following local policies and procedures found within the LSCP Policies and Procedures Manual to ensure relevant services are made aware. The school also appreciates that they have a role to play in sharing soft intelligence in relation to people of concern linked to child exploitation, and therefore if such information should come to light within school the DSL will share these concerns appropriately through the same local procedures identified within the LSCP Policies and Procedures Manual.

11.7 Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child- on-child abuse). This is most likely to include, but not limited to:

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- abuse in intimate relationships
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm
- nude/semi-nude (sexting); and
- initiation/hazing type violence and rituals.

11.8 Children and the Court System

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children **Going to Court** 5-11 year olds and 12-17 year olds.

11.9 Children in Care

All staff recognise that children in care and children previously in care are more vulnerable than other children, often having poorer educational outcomes. Therefore, it is important to ensure their wellbeing, safety and welfare as well as help them to reach their potential. This includes the child in care who is moving out of care. The school will also ensure that children previously in care are supported with pathways including liaison with the local authority where a personal advisor will be appointed and that a full working relationship is maintained with the Lincolnshire Virtual School

We have a member of staff who is dedicated to supporting children in care. This member of staff liaises with the Lincolnshire Virtual School in respect of all children at the school who have 'in care' status. virtualschool@lincolnshire.gov.uk Schools address any queries directly to the child's social worker until they are 17 years 6 months after which they are transferred to Lincolnshire Leaving Care Service.

11.10 Children who are absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child being absent from education in the future. It is the school's duty to notify the local authority of any children who are absent from education for prolonged periods and/or on repeat occasions and cannot be found at the known place of residence.

11.11 Children who may require Early Help

All Staff, Governors and Volunteers working within the school are aware safeguarding is not just about protecting children from deliberate harm, neglect, and failure to act.

Early Help is defined as anything that supports children, young people, and their families to achieve their potential and improve their resilience and outcomes, by either preventing difficulties, or reducing the chances of them getting worse.

Early Help is about providing the right help, at the right time, in the right place. Our belief is that children and young people are best supported by people they know and trust.

All children and young people may need extra help and support at some point in their lives. All of us are committed to continuing to identify and provide support to children and young people who are at risk of poor health and wellbeing.

The school will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

We refer to the Lincolnshire guidance for Early Help.

The Family Services Directory is a useful tool when discussing early help, it can be accessed here, Lincolnshire Family Services Directory (lincsfamilydirectory.org.uk)

11.12 Children with family members in prison

Schools understand that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison. Support is available from the National Information Centre of children of offenders NICCO who provide information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

11.13 Children with special educational needs and disabilities or physical health issues

Lincolnshire SEND Offer is available for every child and family in Lincolnshire. Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities. Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration. It is common to see a disability first and abuse second which may delay support required. Vulnerable children can be disproportionately impacted by things like bullying and abuse, without outwardly showing any signs. There may also be communication barriers and difficulties in overcoming these barriers.

These additional challenges are addressed through a high level of pastoral care and communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs. Our communication with parents will be frequent and informative allowing on-going risk assessments to be carried out to avoid any assumptions being made in relation to any change in behaviour or physical appearance.

11.14 Consensual and non-consensual sharing of nudes and semi-nudes (images and/or videos)

The school recognises that incidents involving the sharing of nudes and semi-nudes (images, videos, or live streams) can occur among children and young people. These incidents may be consensual or non-consensual and can have serious safeguarding implications.

Where there is a disclosure or the school becomes aware that a child may have been involved in the sharing of such content, the Designated Safeguarding Lead (DSL) will refer to the guidance in: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK This includes images that have been digitally altered or wholly generated using artificial intelligence, including 'deepfakes' or 'deep nudes'.

This guidance outlines how to respond to incidents, including:

- Risk assessment and safeguarding considerations
- Managing disclosures and recording concerns
- Searching, screening, and confiscation protocols
- Working with parents, carers, and external agencies
- Supporting the child or young person involved

All incidents will be handled sensitively, in line with the school's safeguarding procedures, and with a focus on the best interests of the child.

11.15 Contextual Safeguarding

The school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

https://www.contextualsafeguarding.org.uk/

11.16 Domestic Abuse and Operation Encompass

The Home Office 2021 definition of domestic violence and abuse states:

Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if A and B are each aged 16 or over and are personally connected* to each other, and the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following:

a) physical or sexual abuse
b) violent or threatening behaviour
c) controlling or coercive behaviour
d) economic abuse
e) psychological, emotional or other abuse

It does not matter whether the behaviour consists of a single incident or a course of conduct.

*Personally connected: They are, or have been, married; civil partners; have agreed to marry one another; have entered into a civil partnership agreement; are or have been in an intimate personal relationship; they have or have had a parental relationship in relation to the same child; or are relatives.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom domestic abuse may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant, to Lincolnshire Customer Services. Where domestic abuse notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place.

11.17 Operation Encompass

Operation Encompass is a national police-led initiative to notify schools when a child or young person has experienced any domestic abuse. The police officer attending a domestic abuse incident will request to record at the scene the names and school of any children in the household. When details are given, this will result in an email notification to the two named contacts in our school (generally the DSL and a Deputy DSL). We will not discuss the domestic abuse notification with the parent(s)/carer(s)/other family members. Notifications are intended to provide information about the child to school for the following contact/day so additional consideration/support can be given. The information is limited and therefore does not safely allow any such discussion and we could increase the risk by discussing with the child, or parents/carers of the child. We will however talk to parents/carers about the situation should they wish to raise this with the school.

Staff who receive Operation Encompass notifications and other identified staff will receive training on the Operation Encompass process. If we are unsure whether our concerns need to be reported to Children's Services, we will contact them on 01522 782111. If we notify the parent(s)/carer(s) that we wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the social worker can review any relevant history beforehand. If we do not notify the parent(s)/carer(s), a hypothetical consultation will be held, and the social worker will only have the information available during the discussion.

If the child referred to in the email does not attend our school and we have been sent a notification in error, we will report this to the relevant Operation Encompass team.

11.18 Female Genital Mutilation/FGM

Our school understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Staff know that FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The reporting of FGM is a mandatory duty for teachers.

Our teachers are aware that section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **them (and those employed or engaged to carry out teaching work)** to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining children. We refer to the DfE guidance Mandatory reporting of female genital mutilation procedural information and LSCP policy Female Genital Mutilation.

Teachers **must** personally report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers will follow usual safeguarding procedures reporting to DSL.

11.19 Forced Marriage

A forced marriage is one in which one or both individuals do not consent to the marriage, or where they are unable to consent due to lacking the mental capacity to do so, and where coercion, pressure, or abuse is used. This includes physical, emotional, psychological, financial, or sexual abuse.

Forced marriage is a criminal offence in the UK and is recognised as a form of domestic abuse, child abuse, and a serious violation of human rights. Since February 2023, it is also an offence to cause a child to marry before their 18th birthday, even if coercion is not used.

All staff understand that forced marriage is a safeguarding concern and must be treated as such. Any concerns must be reported immediately using the school's usual referral process and Child Protection procedures and passed on to the Designated Safeguarding Lead (DSL) without delay. We refer to the following national statutory guidance and local policy:

Multi-agency statutory guidance for dealing with Forced marriage and Multi-agency practice guidelines: Handling cases of Forced marriage.

LSCP- Forced Marriage

11.20 Homelessness

Being homeless or at risk of homelessness presents a real risk to a child's welfare. The DSL (and DDSL) is aware of contact details and referral routes into the Lincolnshire Housing Authority so they can raise /progress concerns at the earliest opportunity. We refer to the Homeless Reduction Act Factsheets which summarises the new duties that focus on early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

11.21 'Honour-based' Violence (including Female Genital Mutilation and Forced Marriage)

So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abusive and should be handled and escalated as such. Our staff are alert to the possibility of a child being at risk from HBV or have already suffered HBV and understand the duty on them to protect the welfare of these children. We will follow relevant local policies and procedures found within the LSCP Policies and Procedures Manual and Lincolnshire Domestic Abuse partnership.

11.22 Online Safety

Children and young people are growing up in a digital world where online activity is a seamless part of their lives. While technology offers many benefits, it also presents risks such as exposure to harmful content, online abuse, grooming, and misinformation.

Our school is committed to embedding a whole-school approach to online safety, in line with the Online Safety Act 2023 and the Department for Education's guidance on teaching online safety in schools. More information about online safety can be found in our school Online Safety policy.

Online safety is taught as part of statutory Relationships, Sex and Health Education (RSHE) and Computing. We use the UKCIS Education for a Connected World framework to ensure age-appropriate progression in digital literacy and online safety skills. Online safety is addressed across the curriculum and reinforced through assemblies, PaCE, and themed events. Through our curriculum pupils are taught; how to recognise and report harmful or inappropriate content and contact, what respectful and healthy online relationships look like, and how to critically evaluate online information and manage their digital footprint.

All staff receive training on online safety, including their roles in filtering and monitoring. Staff follow the school Staff Code of Conduct regarding digital communication and social media use. Staff report concerns about online harm immediately to the Designated Safeguarding Lead (DSL).

Our school uses appropriate filtering and monitoring systems to protect pupils from harmful and inappropriate content, while avoiding over-blocking. Systems are reviewed regularly to ensure they remain effective and proportionate. Roles and responsibilities for filtering and monitoring are clearly assigned and the effectiveness of these arrangements is reviewed at least annually and recorded.

We support families with guidance on home filtering, parental controls, and safe use of devices. We signpost families to trusted resources such as Internet Matters. Where generative AI is used in school, safeguarding, data protection, filtering and monitoring considerations will be applied in line with current Department for Education guidance.

We work with external agencies, including Lincolnshire Stay Safe Partnership, to stay informed of emerging risks and best practices.

11.23 Photography and Images

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable, and acceptable reasons. However, we know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of young people. The school provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact the Headteacher.

To protect young people, we need to:
a) seek parental consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications)
b) ensure that the child is appropriately dressed
c) encourage young people to tell us if they are worried about any photographs that are taken of them

Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality, and relationships should be an age-appropriate topic in the home and include what to do if young people are worried about an image they see. At school, children will be taught about healthy relationships and the dangers of inappropriate images and the sharing of these.

11.24 Pre-Birth Protocol

Section 11 of the Children Act 2004 requires agencies to have in place mechanisms to ensure that they are able to safeguard and promote the welfare of children.

All practitioners whether adult or children services, have a responsibility to protect and safeguard children and work collaboratively with Children's Services and other childcare professionals in contributing to assessments and interventions. Therefore, the professional who is first made aware of the pregnancy should initiate the pre-birth protocol and complete an Early Help Assessment or make a referral for unborn to Social Care.

A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment

including timetable and learning environment adjustments. It is important that the provision participate in the Team Around the Child in order for them to fully support the continued education of the young parent. Education establishments should have a clear strategy for engaging with the young person while they are away from the provision in order to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral to the pupil reintegration team who will assess and consider alternative arrangements if appropriate.

The Lincolnshire Pre-Birth Protocol link to the full document is below:

Pre-Birth Protocol

11.25 Preventing Radicalisation, The Prevent Duty and Channel

Children are susceptible to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL. Under section 26 of the Counter-Terrorism and Security Act 2015, our school is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty, staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty.

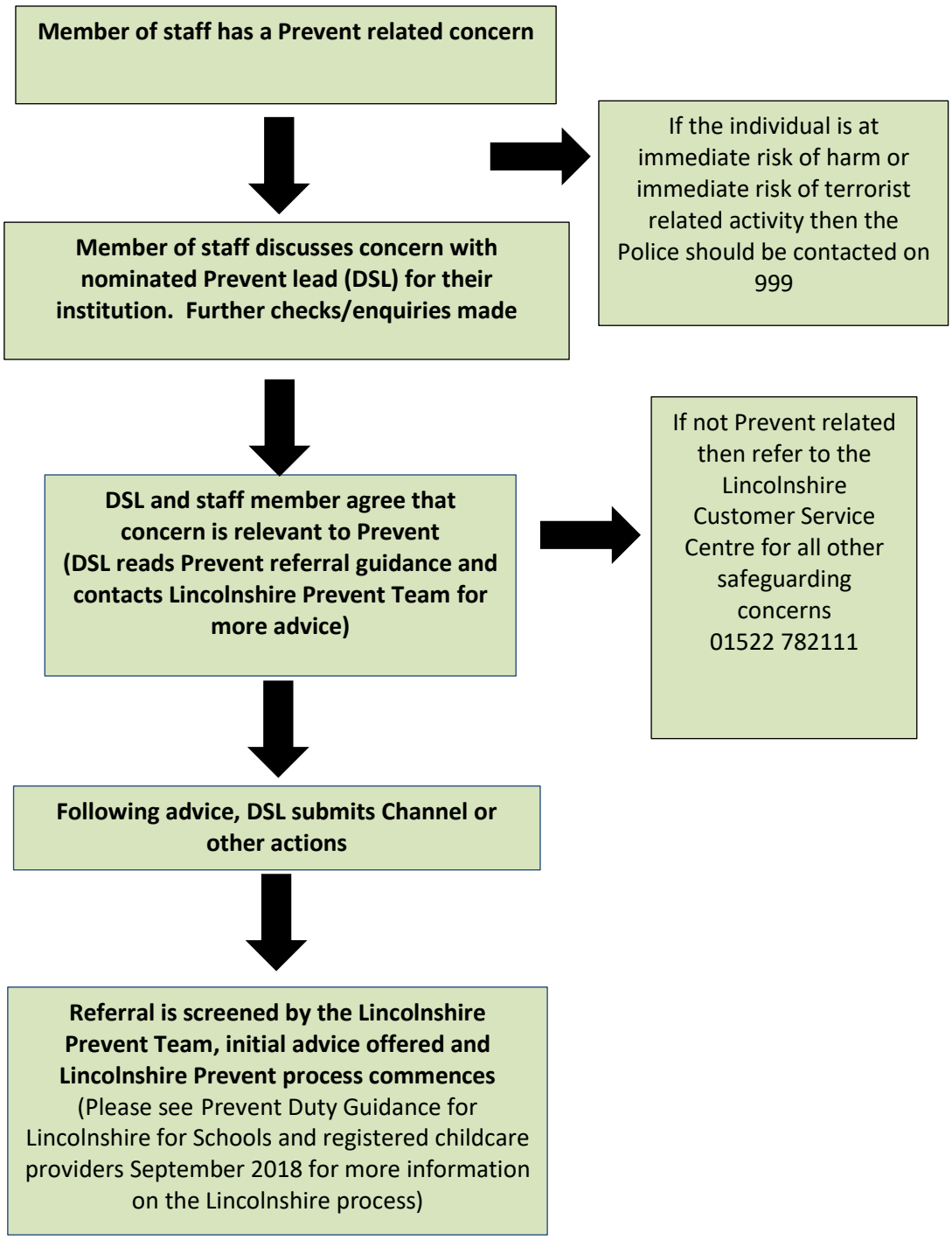
If a staff member identifies children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). If the individual is at immediate risk of harm or immediate risk of terrorist related activity, then the police should be contacted on 999. If there is no immediate risk, the Designated Safeguarding Lead will contact the Lincolnshire Prevent team (Lincolnshire County Council and/or Lincolnshire Police) to seek further guidance. The Prevent team may be able to support the school or may decide that a referral into the Channel process is required, Channel guidance. It may be decided that there are no Prevent related concerns but a referral into Lincolnshire Customer Services is required.

Our school will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE to help build children's resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and raising awareness with staff, parents and children about the increased risk of online radicalisation, using the internet, Social Media and Gaming.

We refer to the Prevent duty guidance: for England and Wales which contains information for schools. For further local guidance we refer to the Lincolnshire LSCP document, Supporting Children and Young People Vulnerable to Violent Extremism.

Lincolnshire Prevent Referral pathway



11.26 Private Fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian, or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents.

By law, the local authority must be told about all private fostering situations. The child's parents, private foster carer, and anyone else (including the school) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person, and ensure advice, help and support is available when needed.

11.27 Serious Violence

- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.
- All staff are aware of the associated risks and understand the measures in place to manage these. We refer to the Home Office publication for advice and guidance. https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence and https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

11.28 Sexual Violence and Sexual Harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse other children in this way. Sexual violence refers to rape, assault by penetration and sexual assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment, we do so in a context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Neither is acceptable and will not be tolerated by the school. School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead. There are several options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved.

Any report of sexual violence will trigger the school to do a risk assessment to consider

- the needs of the victim and their support and protection
- any other potential victims
- the perpetrators and,
- all other children, and if appropriate, pupils and staff if protection is required against the perpetrator.

This risk assessment does not replace those assessments carried out by professionals but helps the school decide on the next course of action particularly in relation to keeping the victim and other

potential victims safe from harm or distress. The assessment may result in reorganisation of classes or transport arrangements, for example to ensure that the victim and perpetrator are not in close proximity. It may be necessary to consider a move to an alternative school or educational setting based on the risk assessment or the decision of the court. Where a managed move is being considered, we may contact the local authority Pupil Reintegration Team for further advice. Any decisions will be made based on the wishes of the victim, the nature of the incident and the safety of others. Actions will be taken immediately to reduce risk and undue distress and assessments will be reviewed regularly.

The outcome of a report of sexual violence may be that we will manage the situation within our own processes, request early help from the local authority, report the incident to social care or report to the police. All reports will be reviewed and potential lessons to be learnt by the school will be considered.

We recognise in our school that reporting of the above can be difficult for children and therefore we provide a range of ways in which children can let us know of their concerns and we will promote these regularly. We will adopt an understanding that it could and is most likely happening in our school and not depend on reporting to dictate actions. We will develop a 'zero tolerance' approach and not judge any disclosure as 'low level' or acceptable. We understand that peer on peer abuse does not only happen in school but also outside of the setting and online. The way we respond to a concern is likely to have a long-lasting impact on how others react if they wish to disclose therefore, we are very aware of ensuring appropriate support is in place. We will continue to reflect on our approaches using the experiences of children and families to guide this. If we find the information to be false, unfounded or malicious, we will also reflect and act on, if necessary, why this disclosure was made and any potential 'cry for help' that could escalate into a safeguarding concern. Support will also be considered for the perpetrator to reduce harmful behaviour and potential risk to others.

All staff have received the appropriate level of training to be able to respond to sexual abuse and harassment incidents.

Our behaviour policy provides further information on the process followed by the school and **all** staff have read and understood this policy.

11.29 Staff Appearance and Dress

Staff should dress in a professional and formal manner as befits a school with the ethos and values of the school.

'A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation'.

This means that staff should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is compliant with professional standards

'*Guidance for Safer Working Practices for Adults working with Children and Young People'*.

Non-uniform days allow staff and pupils to adopt a more casual style of dress while raising money for an appropriate charity. On such days, these rules may be relaxed, although for health and safety reasons, high heels, open toed footwear or flip-flops should not be worn. In cases of uncertainty or disagreement, the Headteacher will use their discretion to decide what is acceptable or not.

11.30 Substance Misuse

The school takes a serious view of substance misuse while recognising that young people may get caught up in misusing substances through vulnerability or exploitation. All cases of substance misuse should be brought to the attention of the Head teacher who will consider both the Behaviour Policy and any factors that may indicate a young person is in need of help or protection.

11.31 Trafficking and Exploitation

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent.

Even when a child understands what has happened, they may still appear to submit willingly, to what they believe to be the will of their parents.

Any concerns about trafficking and exploitation will be reported by the school to Customer Services immediately, Tel-01522 782111

11.32 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is now a criminal offence. Staff will always act in the best interests of a child and follow usual safeguarding procedures. Additional information can be found at Upskirting: Know your rights.

11.33 Young Carers

We recognise that there may be children within our school who act as young carers for someone they are related to or know. To provide support to them with this we will contact and work with the Lincolnshire Young Carers Service to ensure that the young carer is recognised, valued and supported to have good health and wellbeing and to achieve their full potential. youngcarers@lincolnshire.gov.uk