

# AYSCOUGH FEE HALL SCHOOL



## SAFEGUARDING & CHILD PROTECTION POLICY 2025 / 2026

Academic year	Designated Safeguarding Lead including responsibility for EYFS	Deputy Designated Safeguarding Lead	Safeguarding Governor	Dedicated teacher for looked after children	SEND/CO	Chair of Governors
2023/2024	Mrs T L Wright Headteacher	Mrs J Jeffries	Miss A Cole (including monitoring and filtering systems)	Mrs T L Wright	E Patman D Herbert T L Wright	Mr S Neal
2024/2025	Mrs T L Wright Headteacher	Mrs J Jeffries	Miss A Cole (including monitoring and filtering systems)	Mrs T L Wright	E Patman D Herbert T L Wright	Mr S Neal
2025/2026	Mrs T L Wright Headteacher	Mrs J Jeffries	Miss A Cole (including monitoring and filtering systems)	Mrs T L Wright	E Patman D Herbert T L Wright	Mr S Neal

The Designated Safeguarding Lead (DSL) and Deputies (DDSL) have responsibility for ensuring that the safeguarding of children is central to the ethos of our school. They are suitably trained and experienced and carry out the duties of the DSL role as outlined in Keeping Children Safe in Education September 2025 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.

Policy review dates

Review date	Changes made	By whom	Date shared
September 2024	Updated to apply new KCSIE Removal of Mrs E Patman from Deputy DSL position.	Mrs T L Wright	September 2024
April 2025	Updated link to Lincs SCP Policies and Procedures Manual	Mrs T L Wright	April 2025
September 2025	Updated to apply new KCSIE	Mrs T L Wright	September 2025
November 2025	Updated to reflect changes in Lincolnshire practice	Mrs T L Wright	December 2025
April 2026	Updated to reflect LCC wording relating to letting of school premises	Mrs T L Wright	April 2026

Approved by the Governing Body on 20<sup>th</sup> April 2026

***Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids' Club. This policy also applies to EYFS***

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	April 2026	April 2027	46

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## **Section 1 – The Purpose and Scope of the Policy**

### **1.1 Who does this policy apply to?**

This policy applies to all young people under 18 at the school. Anyone coming into contact with the 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 it. Visitors to the school, including contractors, must read our safeguarding leaflet.

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.

### **1.2 What is the purpose of this policy?**

- To clarify the 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.

### **1.3 Our commitment to safeguarding**

**This policy applies to all adults, including volunteers, working in or on behalf of Ayscoughfee Hall School.**

At Ayscoughfee Hall School the Governing Body has overall responsibility for safeguarding and is committed to safeguarding our children and staff.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together to Safeguarding Children 2023, Keeping Children Safe in Education (KCSIE) 2025 and The Prevent Duty. KCSIE applies to all schools, colleges and providers who educate children up to the age of 18. As a school with Early Years pupils, we follow the most recent version of [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) for group and school based providers. 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.
- 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.

Ayscoughfee Hall School is committed to safeguarding and promoting the well-being and mental health 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 our children. The school makes this policy available to parents on the school website and it is available on request from the school office.

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:

- Anti-bullying policy
- Staff code of conduct
- School attendance policy and procedures
- Online safety policy
- Curriculum design
- Behaviour management policy
- Health and safety arrangements
- School transport and provision
- Safer recruitment practice

## 1.4 Equality

We recognise our obligations under the [Equality Act 2010: advice for schools](#) that we must not unlawfully discriminate against pupils because of 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 with regard to particular protected characteristics – including disability, sex, sexual orientation, gender assignment and race.

## 1.5 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 school staff read the appropriate parts of [Keeping Children Safe in Education 2025](#) depending on their roles within the school. This will be based on the level of responsibility for safeguarding in the school and their contact with children. All members of staff read section 1 and Annex B. Governors will review regularly to ensure that staff are appropriately informed.

In our school we follow a six-year training pathway which ensures that all staff receive suitable training to undertake their role. We take guidance from the pathway [Lincolnshire Safeguarding Children's Partnership \(LSCP\)](#) and access the expertise from the partnership.

The DSL (and any deputies) will undergo additional specific training to provide them with the knowledge and skills required to carry out the role. We follow the Lincolnshire combined LSCP and education six-year Safeguarding Training Plan which is followed by the DSL and Deputy DSL. The DSL and Deputy DSL will undertake training around their specific role at least every two years. If we recruit a new DSL or Deputy, we will ensure they are fully trained and are familiar with the content of the Lincolnshire Safeguarding Children Partnership policy and procedures manual and keep up to date with bi-annual updates.

In addition to the formal training, the knowledge and skills of the DSL and DDSL- 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 three per year, Autumn, Spring and Summer terms, attending DSL drop-in sessions and by attending appropriate LSCP inter-agency training and other relevant training and/or conference opportunities.

## 1.6 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 expects 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 Head teacher 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
- 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](mailto: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 Professional Resolution and Escalation protocol. This allows us to open up a dialogue with other professionals and resolve any issues in an open and honest approach and in the best interests of the child.

## **Section 2 - Child Protection Procedures**

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

- ['Working Together to Safeguard Children 2023'](#),
- [Keeping Children Safe in Education 2025](#); and
- [the Lincolnshire Safeguarding Children Partnership Policy and 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 1 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 2. Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children who are absent from education 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 online bullying), gender-based violence/sexual assaults and sexting. 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 the DSL (or the deputy DSL in their absence) 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.

### **2.1 Concerns that staff must act on immediately and report:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the expected knocks or scrapes received in play. (We will refer to the [LSCP policy on Bruising in babies and children who are not independently mobile](#) for additional guidance).

- 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.

## 2.2 Responding to disclosure

**Staff will not investigate nor ask any leading questions** but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are considered 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 person that they have a responsibility to refer the information to the DSL; 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 to the school's safeguarding recording system My Concern and ensure that the DSL is made aware.
- Record any visible signs, injuries, or bruises on a Body Map (see appendix 3).
- Record the context and content of their involvement, distinguishing between fact, opinion, and hearsay.

## 2.3 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL 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](#).
- 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 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.
- If 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.

#### **2.4 Action following a child protection referral.**

The DSL (or deputy DSL in their absence) 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 firstly:
  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 LSCP 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.

#### **2.5 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 than this should be signed. An example of how this is done can be found in Appendix 3. Wherever possible, the body map facility on My Concern should be used for this. Photographs of injuries will not be taken.

The DSL 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.

All documents will be retained on the My Concern safeguarding system separate from the child's school file. It is kept secure with appropriate level of limited access.

## **2.6 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 DSL 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 3 – Child Information**

### **3.1 – Required information**

**In order to keep children safe and provide appropriate care for them Ayscoughfee Hall 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 known 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 Child in Care or children previously in care.
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

We will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements. 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 the school will check information for all children at least on an annual basis.

### **3.2 Transfer of files**

When a child leaves the school and has a safeguarding concern, the pupil record, including child protection file which is separated from the main pupil record in a sealed envelope clearly marked as

such, is transferred to the new school as soon as possible (within 5 days of an in-year transfer or within 5 days after the start of a new term). This is usually done with a face-to face meeting unless the child moves out of area. If this is the case, the file is transferred with an accompanying list of the files, e.g., pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead (DSL) and a receipt of this transfer will be retained. The school uses 'My Concern' as a Safeguarding Management System and, where possible, files may be transferred electronically via this.

This information should be added to a record of transfer which we keep until the child reaches their 25<sup>th</sup> birthday and must contain:

- 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 case at the time of transfer e.g., Child Protection Plan: Neglect.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

The full child record is transferred to the next school unless there are any 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.

We do not keep any copies of records except where there is an on-going legal action. Once records are transferred, they are the custody and responsibility of the new school.

We do not need consent to share personal information provided that there is a lawful basis to process any personal information required.

A child's last school is responsible for retaining the main child record until they reach the age of 25 years. These files are stored securely. Any record relating to child protection concerns is placed on the main child file, in a sealed envelope and then retained for the same period of time as the child file (DOB + 25 years).

We refer to relevant national and local guidance.

## **Section 4 - Roles and Responsibilities**

### **4.1 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 children in our school and consider any additional risks related to this.

They will do this by ensuring that:

- There is a named Safeguarding Governor who is appropriately trained and meets with the DSL throughout the year and prepares an annual review for Governors on Safeguarding.
- 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 including responsibility for EYFS and online safety and understanding the filtering and monitoring systems and processes in place in school. The Governing Body will work with the Headteacher to ensure that sufficient time and resource are available to the DSL to carry out their roll.
- The school has one or more deputy DSL's who are trained to the same standard as the 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, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on at least an annual basis and more frequently if required.
- Staff know who are required to read all or parts of the Department for Education statutory guidance Keeping Children Safe in Education and that this is recorded for evidence and reviewed regularly.
- The school has a Staff Code of Conduct policy that 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, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring/ Parental engagement is also considered as part of this.
- There is a named governor to oversee and ensure that 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.
- Children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and PSHE.
- Staff including the Headteacher undertake appropriate safeguarding training which is updated annually. There is a training plan that reflects the national, local and school requirements.
- 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 nominated to be 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 regarding safeguarding children and child protection and that they are reviewed annually. There should be 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. (See section below on using school premises).
- The school will appoint 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 Children in Care as the need arises.
- They review all policies and procedures annually.

#### **4.2 The role of the Headteacher is to ensure:**

- 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 DSL / Deputy DSL 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 the DSL and the deputy DSL.
- 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 policies.
- The DSL / Deputy DSL is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Child in Care Reviews.
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO).
- 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 or/and 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.

#### **4.3 The role of the Designated Safeguarding Lead (DSL) and Deputy (DDSL) as stated in KCSIE (2025) Annex C**

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

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**

- Refer cases of suspected abuse to the local authority children's social care (Customer Service Centre).
- Support staff who make referrals to the Customer Service Centre.
- Seek advice from the Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary.
- Support staff who make referrals to the Channel programme when advised by the Prevent team.
- Support teachers to report any cases of Female Genital Mutilation (FGM).
- Support the Head 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.
- Refer cases to the Police where a crime may have been committed.

##### **Work with others**

- 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, liaise 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).

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Help promote educational outcomes by sharing 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 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.
- Liaise with mental health team or lead where safeguarding concerns are linked to mental health.

### **Undertake training**

The DSL (and any DDSL's) will undergo training to provide them with the knowledge and skills required to carry out the role. In Lincolnshire we have a combined LSCP and education six-year Safeguarding Training Plan which is followed by the DSL and any DDSLs. The DSL will undertake training around their specific role at least every two years. New DSL's or DDSLs will need to be familiar with the content of the [Lincolnshire Safeguarding Children Partnership policy and procedures manual](#) and to keep up to date with bi-annual updates.

The DSL and/or Deputies will attend the LCC DSL Safeguarding Updates, LCC support forums or drop-ins and appropriate LSCP inter-agency training 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 the school's child protection policy and procedures.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are 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.
- Are 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 are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Maintain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school may put in place to protect them.
- Be up to date with understanding the filtering and monitoring systems and processes in place in school and ensuring staff are trained in the understanding of these.

### **Raise Awareness**

- Ensure the school's child protection and safeguarding policies are known, understood and used appropriately.
- Ensure the school's child protection and safeguarding policy is reviewed at least annually, the procedures and implementation are updated and reviewed regularly.
- Working with the Governing body, in particular the Safeguarding Governor.
- Ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

A DSL or DDSL 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 be made for appropriate cover for any out of hours/out of term activities.

## **4.4 The role of all staff and volunteers**

### **All staff will:**

- Read and sign to say that they understand and will fully comply with the school's Safeguarding and Child Protection policy and procedures.
- Read and sign to say that they understand the appropriate parts of Keeping Children Safe in Education 2025 in accordance with the Governors' direction.
- Attend annual whole school safeguarding training and other appropriate training identified including Prevent and Online Safety. Read and be aware of informal updates given in Staff Meetings and by emails etc.
- Identify concerns and inform the DSL as early as possible and provide help, to prevent concerns from escalating and identify children who may need 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.
- 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.
- Share any concerns they have about a child with the Designated Safeguarding Lead.
- Maintain a sense of professional curiosity; making to sure to be sensitive to anything that may indicate a child is unsafe in any way.

- 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.
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously.
- Inform the Headteacher of any behaviour of staff that is deemed as low-level concern.
- Be trained to manage a report of child-on-child sexual violence and sexual harassment.
- Inform the DSL, Deputy DSL or ICT manager of any concerns relating to filtering and monitoring systems in school (see online safety section).

## **Section 5 - Child Abuse, Neglect and Specific Safeguarding Situations**

### **5.1 Abuse, neglect and exploitation**

Abuse, neglect or exploitation 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 [Keeping Children Safe in Education 2025](#) into four areas; Sexual Abuse, Emotional Abuse, Physical Abuse and Neglect. Further information can be found in Appendix 1.

Children also face risks within several safeguarding situations; these are detailed in Appendix 2. In our school, we ensure that staff training focuses on the situations that are relevant to our children 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.

### **5.2 Child on Child Sexual Violence and Sexual 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 2025](#) and the LSCP policy, '[Child-on-child Sexual Harassment, Sexual Abuse and Sexually Harmful behaviours](#).' Further specific details of this type of abuse can be found in Appendix 2.

**We recognise that some children may find it difficult to talk about abuse that is happening within the school, especially sexual abuse and harassment. We will ensure all children feel confident that their concerns will be taken seriously, and any disclosure will not be judged or seen to be minor. We will not wait until incidents occur but will be proactive in ensuring our children understand behaviours that are unacceptable and feel confident to report and be part of the solution to eradicate the behaviour within the school.**

## **Section 6 - Procedure in the Event of Suspected Child Abuse (Child at risk of serious harm)**

### **6.1 The Role of the Class Teacher and other Adults in the School**

The school recognises that the class teacher is the first stage in the pastoral care of the child in the school. Class teachers are well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. However, any person, including the school secretaries, midday supervisors and games teachers may well be the first that a child turns to, be the first to be aware of a child's distress or notice unexpected bruising or injury.

All adults in the school should be aware of their duty of care to the children and should report any concerns to the Designated Safeguarding Lead, and in their absence to the Deputy. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.

## Initial Actions

a) If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the Designated or Deputy Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Lincolnshire Safeguarding Children Partnership.

If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

b) If a child alleges abuse of any kind to a teacher, he or she should be given support and reassurance, but must not be promised confidentiality. The teacher or other adult should listen to what the child has to say, but avoid asking leading questions about the abuse, although they may ask questions about the child's feelings and general welfare. If possible, they should make notes at the time and should then immediately write a full report for the Headteacher distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the report.

c) Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which he/she can relax and spend the school day in complete confidence and safety.

d) When deciding whether to make a referral, following an allegation or suspicion of abuse, or if there is evidence that a child may have suffered or are likely to suffer significant harm, the Headteacher (DSL), or Deputy Safeguarding Lead or another will discuss the matter readily and immediately with the Local Safeguarding Children Partnership (LSCP) within 24 hours of a disclosure or suspicion of abuse. This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the school should not do anything that may jeopardise a Police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

**e) If a child is in immediate danger or is likely to suffer significant harm, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral.** This does not need parental consent. Where referrals are not made by the Designated Safeguarding Lead, the DSL should be informed as soon as possible that a referral has been made.

- Make a formal report immediately by telephone to the Lincolnshire Safeguarding Children Partnership (LSCP) at the local divisional office. This is the office in the area of the child's residence.
- Without delay confirm the report in writing giving details of the case, the action taken and present situation.
- In case of emergency, when medical advice or treatment is thought to be urgently needed, refer the pupil to medical services.
- Be available to attend strategy meetings and case conferences.

f) Should a child be in need of additional support from one or more agencies the school will keep in close touch with such agencies, assist with inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Family" (TAF) approaches. Should a child need additional support from one or more agencies the school will keep in close touch with such agencies. The DSL, or her deputy, will attend any relevant meetings and follow agreed procedures.

Please note there is a difference between a **child at risk of serious harm** and a **child in need**.

The Headteacher (DSL) will keep the Governors informed at all stages.

The school will ensure that:

- The policy is updated annually or as needed following changes made in line with any new DfE or other government department guidance.
- Staff must report any concerns about adults who work with children or young people to the Headteacher or to the Chair of Governors in the event of an allegation of abuse made against the Headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 of [Keeping Children Safe in Education \(2025\)](#)). The Emergency Duty Team should be contacted outside normal working hours on 01522 782333.
- In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the DSL should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken, following up any verbal referral in writing within 24 hours.

## Section 7 - Providing a Safe and Supportive Environment

### 7.1 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 (ensuring that all gaps 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. 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 and
- All members of the governing 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 apply:

- 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 (due to our independent school status) a
- 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 qualification.
- A check to establish the person's right to work in the United Kingdom.

For supply staff or contracted staff, the school will include whether written confirmation that the employment business supplying the member of staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of staff and the date that confirmation was received. Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

### **Individuals Who Have Lived and 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 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 available:

- Criminal record checks for overseas applicants or Home Office guidance 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 can and will take further guidance from DFE guidance: Recruit Teachers from Overseas.

### **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 the 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. 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 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 will ensure that appropriate checks will be carried out and recorded and that no volunteer will be left unsupervised or allowed to work in regulated activity with a child without checks.

If required, we will carry out a risk assessment based on the nature of the work with children, 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. In line with national legislation and guidance, we will have completed these checks prior to a contractual agreement being finalised with an organisation or individual.

If there are any concerns relating to completed checks for initial contractual agreements or reviews of existing agreements, then actions will be taken to ensure these further assurances from the external provider or individual are received prior to an agreement beginning or resuming.

Where an agreement has been made and matters come to light which call into doubt the suitability of any person/provider, then the agreement can be terminated without notice.

## **7.2 Safe Working Practice**

Parents need to be confident that the environment they send their children to daily is safe and secure. Children also need to know that school is a protective environment where their health and wellbeing is a priority.

Following the [Guidance for Safer Working Practice for those adults who work with children and young people](#) all staff in our school:

- 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.

If our staff have any concerns about the conduct of another member of staff, they will report these to the head teacher. If staff members have concerns about the head teacher, these will be reported to the chair of governors. The Head teacher/Chair of Governors will then consider if the concerns need to be reported to the LADO. Where the Head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO).

## **7.3 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, such as premises and equipment, on-site activities, off-site activities, venues used, transport. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed e.g. trips.

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.

## **7.4 Opportunities to teach safeguarding**

All children in our school are taught about how they can keep themselves and others safe, including online. Pupils are regularly reminded that they can approach any member of staff if they have a concern. The school is committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have a senior member of staff (DSL) with responsibility for child protection and safeguarding and know who this is. We inform children of whom 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. We use a wide range of organisations and resources as part of our PHSE and Relationships Education to help children to learn how to keep safe. In addition to this we make use of opportunities in other curriculum areas to discuss safeguarding topics, so pupils are constantly reminded. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with SEND.

We recognise that some children may find it difficult to talk about abuse that is happening within the

school especially sexual abuse and harassment. We will ensure all children feel confident that their concerns will be taken seriously, and any disclosure will not be judged or seen to be minor. We will not wait until incidents occur but will be proactive in ensuring our children understand behaviours that are unacceptable and feel confident to report and be part of the solution to eradicate the behaviour within the school.

### **7.5 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 class teacher who will share these with the DSL/Head teacher.
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 Head teacher.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' 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.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. If parents have any concerns about their child's welfare, they can raise this with the child's teachers or with the Headteacher. If a parent feels that their concerns are not being addressed, they can follow the school complaints procedure which is outlined in the school complaints policy found on the school website. Any serious safeguarding concerns can be reported to the local authority Customer Services centre by calling 01522 782111.

### **7.6 Partnerships with others**

It is essential that we establish positive and effective working relationships with other agencies who are partners in Lincolnshire's Safeguarding Children Partnership (LSCP) in order for us to effectively safeguard our children. We have a joint responsibility to share information when it will help a child/children to stay safe. Key partners include Lincolnshire County Council, Police and Health but we also engage with a wide network of local and national organisations in our mission to protect the children in our school.

### **7.7 Children placed in alternative provision**

Some of our children may be placed in alternative provision for a period of time. Where a pupil is placed with an alternative provider, we (the school) continue to be responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs. In order to fulfil our duty to keep all our children safe, we will seek written reassurance from the provider that they have acceptable safeguarding practices in place including their response to concerns about a child, safer recruitment processes, attendance and child missing education procedures, appropriate information sharing procedures and an educational safeguarding programme for children.

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

### **7.8 Extra-familial harms**

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. 'All staff, but especially the DSL and Deputy DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety

of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. (KCSIE 2025).

### **7.9 School training and staff induction**

The school's Designated Safeguarding Lead (**DSL**) and deputy with responsibility for child protection, undertake appropriate child safeguarding training and inter-agency working training (provided by the Lincolnshire Safeguarding Children Partnership).

**The DSL and deputy** will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via the weekly safeguarding bulletin uploaded on Perspective Light, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**.

**All other school staff**, including non-teaching staff, will receive an induction and appropriate safeguarding and child protection training which is regularly updated in line with the LSCP advice. This includes Prevent and online safety.

School governors will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at the school are effective and support the delivery of a robust whole school approach to safeguarding. The training will be regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding and Child Protection policy and informed of the school's child protection arrangements on induction.

The school's induction includes: -

- Being given a copy of the following documents: Safeguarding and Child Protection policy, Staff Code of Conduct, KCSIE Part 1 and Annex A (if leader or working directly with children). These must be read and signed as understood.
- Copies of the school's Behaviour Policy, Whistleblowing and Acceptable Use of IT policy must also be given and read as part of the induction and questions must be answered.
- Staff must understand and know what to do if a child is missing from education (CME), (found in the Safeguarding and Child Protection policy).
- They must know the role and identity of the Designated Safeguarding Lead and Deputy DSLs (found in the Safeguarding and Child Protection policy).
- They must understand the importance of keeping children safe online and not getting involved in an inappropriate staff / pupil relationship or to use social media to contact pupils.
- They must understand the school's systems and procedures for filtering and monitoring in relation to online safety.

### **7.10 Support, advice and guidance for staff**

Staff will be supported by the school, the Local Authority and professional associations.

The Designated Safeguarding Lead for Child Protection will be supported by the Designated Safeguarding Governor and the Deputy Safeguarding Lead.

Ayscoughfee Hall School seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Family Help Consultant on 01522 782333. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695.

## Section 8 - Allegations Regarding Person(s) Working in or on Behalf of School (Including Volunteers)

As per the guidance in Part 4 of Keeping Children Safe in Education 2025, our school recognises two levels of concerns:

1. Allegations that meet the harms threshold.
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.

### 8.1 Allegations that meet the harms threshold

**Allegations that meet the harm threshold are when 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; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is to take account of situations where a person's behavior 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. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

The head teacher will be the case manager who will take the lead in any investigation. If the Head teacher 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 Designated Officer (LADO) for advice.

The table below sets out the correct person to report any allegations to:

Accusation against	Report to
A member of staff, supply staff, contractor, or volunteer	Headteacher
Headteacher	Chair of Governors (without informing the Head)
Sole proprietor head	Report direct to the LADO
Where conflict of interest in reporting the matter to the Head	Report direct to the LADO.

Initial action to be taken:

- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs. Usual safeguarding procedures will be followed.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- 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 Policy.
  - The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the LADO should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.
  - The Headteacher will inform the Chair of Governors of any allegation against a member of school staff.
  - If any person (whether employed, contracted, a volunteer or student) whose services are no longer used by the school because he or she is considered unsuitable to work with children, the school will make a report to the Disclosure and Barring Service (DBS) as soon as possible. Should a teacher be dismissed or leave in circumstances of professional misconduct, a referral will be made to the TRA as soon as possible.
  - Suspension is not an automatic response when an allegation is reported. The case manager will decide 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.

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

- **No further action:** 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 supply 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.

We recognise this process can be very stressful for all involved; the school is 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.
- **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 needs help themselves and whether a referral to customer services is required.

Details of the allegation 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.

### **8.2 Allegations that do not reach the harm threshold (low-level concerns)**

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly this will encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

#### **What is a Low-Level Concern?**

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of low-level concern 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 Head teacher. All unprofessional behaviour will be addressed at an early stage with sensitivity and proportionality. Any weakness in the school safeguarding system that has allowed this behaviour to exist will be addressed.

## Responding to Low-Level Concerns

Any low-level concern should be reported using the same reporting structure as detailed above for allegations against persons working in school, i.e., all low-level concerns should be reported to the Head teacher. If the Head teacher is the subject of the concern, it will report to the chair of governors.

The Headteacher will investigate the concern fully. If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking:

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

From information gathered, the Headteacher will categorise the type of behaviour and determine what further action may be needed to be taken.

If there is any cause for doubt whatsoever, the Head teacher will consult the LADO as to whether the low-level concern meets the harm threshold.

All information gathered will be recorded in writing, giving details of the concern, the context in which it arose, and action taken, along with the rationale for decisions made. The name of the person reporting the concern will be noted unless they have expressed a wish for anonymity. Anonymity may not be possible in all cases.


Records of low-level concerns will be reviewed regularly to establish any potential patterns of concerning, problematic or inappropriate behaviour.

Allegations against supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school will decide upon a course of action. This might be internal disciplinary procedures or refer to the LADO if the harms threshold is met.

The school must consider any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

Signed:  Chair of Governors Date: 01.12.2025

Signed:  Safeguarding Governor Date: 01.12.2025

Signed: T. L. Wright Headteacher Date: 01.12.2025

This policy is available to current and prospective parents on the school website. It should be read in conjunction with the following policies:

- Whistleblowing
- Anti-Bullying
- Behaviour
- SEND
- Safer Recruitment
- Online Safety and Acceptable Use of IT Policy
- PSHEE
- Grievance & Complaints (Staff)
- Uncollected or Missing Child Policy
- EYFS Policy
- EYFS Supervision Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Data Protection Policy
- RSHE Policy

*If any of the above policies are not available on the school website, you may request a copy through the school office.*

## Appendix 1

**Definitions:** ('Working Together' 2023 and 'Keeping Children Safe in Education' 2025)

**A child:** any person under the age of 18 years.

**Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the 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.
- Taking action to enable all children to have the best outcomes.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

**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.

### 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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or 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.

All staff should be aware of indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

[Keeping Children Safe in Education 2025](#) categorises abuse into four areas:

**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 (Fabricated Induced Illness).

**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 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.

Possible signs of emotional abuse may include, but are not limited to:

- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection).
- Lack of self-confidence or self-esteem.
- Sudden speech disorders.
- Self-harm or eating disorders.
- Lack of empathy shown to others (including cruelty to animals).
- Drug, alcohol or other substance misuse.
- Change of appetite, weight loss/gain.
- Signs of distress: tearfulness, anger.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 the school's procedures for dealing with it.

Possible signs of sexual abuse may include, but are not limited to:

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck.
- Bleeding, pain or itching in the genital area.
- Difficulty in walking or sitting.
- Sudden change in behaviour or school performance.
- Displays of affection that are sexual or not age appropriate.
- Use of sexually explicit language that is not age appropriate.
- Alluding to having a secret that cannot be revealed.
- Bedwetting or incontinence.
- Reluctance to undress around others (e.g., for PE lessons).
- Infections, unexplained genital discharge, or sexually transmitted diseases.
- Unexplained gifts or money.
- Self-harming.
- Poor concentration, withdrawal, sleep disturbance.
- Reluctance to be alone with a particular person.

**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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect may include, but are not limited to:

- Excessive hunger.
- Inadequate or insufficient clothing.
- Poor personal or dental hygiene.

- Untreated medical issues.
- Changes in weight or being excessively under or overweight.
- Low self-esteem, attachment issues, depression or self-harm.
- Poor relationships with peers.
- Self-soothing behaviours that may not be age-appropriate (e.g., rocking, hair-twisting, thumb-sucking).
- Changes to school performance or attendance.

With effect from November 2025, Lincolnshire Safeguarding and Child Protection (LSCP) recognise two additional forms of abuse as stand-alone categories. These are Domestic Abuse and Harm Outside the Home (HOTH).

**Domestic Abuse:** Domestic abuse includes a range of harmful behaviours used to control, intimidate, or harm another adult in an intimate relationship. Children can be significantly affected by witnessing or living with these behaviours, even if not directly targeted. The Domestic Abuse Act 2021 recognises that children who see, hear, or experience the effects of domestic abuse are victims in their own right, even when the abuse is not directed at them.

The threshold for a child protection plan is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children's Act 1989, Section 47).

Forms of domestic abuse included in this category for child protection planning are:

- Physical abuse – hitting, slapping or any form of physical harm
- Emotional/psychological abuse – threats, manipulation, humiliation or controlling behaviour
- Coercive control – ongoing actions that isolate, intimidate or dominate, often without physical violence
- Verbal abuse – shouting, name-calling or persistent criticism
- Sexual abuse – any non-consensual sexual activity or coercion
- Financial abuse – controlling access to money, employment or financial independence
- Digital abuse – using technology to monitor, harass or control
- Cultural/spiritual abuse – misusing beliefs to shame, control or restrict religious or cultural expression

**Harm Outside the Home (HOTH):** Harm Outside the Home (HOTH) refers to significant harm or exploitation that occurs beyond the family home. Often referred to in terms of contextual safeguarding our awareness of harm that happens in children's community and education contexts such as schools, neighbourhoods, online spaces or peer groups has increased significantly in the last decade. The harm may be caused by individuals known to the child, strangers, or groups, and often involves manipulation, coercion or control. Examples of HOTH include both child sexual exploitation (CSE) and child criminal exploitation (CCE).

People often recognise the following as types of 'harm outside the home':

- County Lines activity – running drugs or weapons
- Online sexual abuse and grooming
- Sexual assault and sexual abuse
- Gang involvement or serious youth violence
- Radicalisation
- Modern slavery or trafficking
- Abusive teenage relationships

## Appendix 2

### Appendix 2: Definitions and procedures for specific safeguarding situations

In addition to the situations below the LSCP policy and procedures manual maintains an extensive section on '[Children in Specific Circumstances](#)' – (section 5) that a DSL and any deputy DSLs should be familiar with. This section is in alphabetical order.

#### 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.

#### 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.

#### 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 on Searching, Screening and Confiscation 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.

#### Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

The school provides outdoor-safety lessons run by teachers. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

#### 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 behaviour is used to keep the child or young person in a dependent position.

## **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.

## **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.

## **Child on Child Abuse**

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff are clear as to the school policy and procedures with regard to child-on-child abuse and the important role they play in preventing it and responding where they believe a child may be at risk of it. 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
- nudes/semi-nudes (sexting); and
- initiation/hazing type violence and rituals.

## **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](#).

## **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](mailto: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.

## **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.

## **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 Family Help.

The Family Services Directory is a useful tool when discussing Family Help, it can be accessed here, [Lincolnshire Family Services Directory \(lincsfamilydirectory.org.uk\)](http://lincsfamilydirectory.org.uk)

### **Children with a social worker**

At Ayscoughfee Hall School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take needs these needs into account when making plans to support pupils who have a social worker.

### **Children with family members in prison**

The school understands 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.

### **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.

### **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 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.

### **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/>

### **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.

### **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.

### **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 (as inserted by section 74 of the Serious Crime Act 2015) 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.

### **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](#)

### **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.

### **'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So called 'honour-based abuse' (HBA) 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 HBA are abusive and should be handled and escalated as such. Our staff are alert to the possibility of a child being at risk from HBA

or have already suffered HBA 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.

## **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's child protection policy, and speaking to the designated safeguarding lead or deputy.

## **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **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, PSHE, 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 annual 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 at least annually by our DSL, IT team and a governor to ensure they remain effective and proportionate.

We support families with guidance on home filtering, parental controls, and safe use of devices. We signpost families to trusted resources such as <https://www.internetmatters.org/>

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

## **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 Head teacher.

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.

### **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 Family 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](#)

### **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 Counterterrorism 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](#).

### **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, stepparents, 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.

### **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>

### **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, students 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.

### **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 student behaviour policy and any factors that may indicate a young person is in need of help or protection.

## **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

## **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.](#)

## **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](mailto:youngcarers@lincolnshire.gov.uk)

## Appendix 3

### Body Map Guidance

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

My Concern has a facility to record injuries using a body map. All staff are trained in the use of this.

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 take photographic evidence of any injuries or marks to a child's person, the body map on My Concern 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.**



## Appendix 5

### Useful Documents and Contacts within the local authority

- [Lincolnshire Safeguarding Children Partnership Multi-Agency Procedures](#)
- [Working Together to Safeguard Children & Young People 2023](#)
- [Keeping Children Safe in Education 2025](#)
- [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](#)

Elective Home Education (EHE) [ehe@lincolnshire.gov.uk](mailto:ehe@lincolnshire.gov.uk)

Children Missing Education (CME) [cme@lincolnshire.gov.uk](mailto:cme@lincolnshire.gov.uk)

Child in Entertainment or Employment [cee@lincolnshire.gov.uk](mailto:cee@lincolnshire.gov.uk)

School Attendance Queries [attendance@lincolnshire.gov.uk](mailto:attendance@lincolnshire.gov.uk)

### Prevent

- Prevent Lead, Lincolnshire County Council, [prevent@lincolnshire.gov.uk](mailto:prevent@lincolnshire.gov.uk)
- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304,
- Email: [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk)

### Online Safety incidents

[Saferinternet Helpline](#)

### Lincolnshire Police

101 non-emergency or 999

## **Early Help Team**

[TACadmin@lincolnshire.gov.uk](mailto:TACadmin@lincolnshire.gov.uk)  
[www.lincolnshire.gov.uk/tac](http://www.lincolnshire.gov.uk/tac)  
[earlyhelpconsultants@lincolnshire.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gov.uk)

## **Training Materials**

[LCC Safeguarding in Schools and education settings package \(including training\)-  
safeguardingschools@lincolnshire.gov.uk](#)

Safeguarding Governor Training [governorsupport@lincolnshire.gov.uk](mailto:governorsupport@lincolnshire.gov.uk)  
[LSCP Training](#)

Prevent Training-


Staff can also undertake Prevent Awareness e-learning through:

[Prevent Home Office e-learning](#)

[Lincolnshire Safeguarding Children Partnership](#)

## Appendix 6

### Job Description for Designated Leads for Safeguarding and Child Protection

	<b>AYSCOUGHFEE HALL SCHOOL</b>
	<b>JOB DESCRIPTION FOR DESIGNATED LEADS FOR SAFEGUARDING AND CHILD PROTECTION</b>

#### Designated Safeguarding Lead

The Designated Safeguarding Lead will take **lead responsibility** for Safeguarding and Child Protection including online safety. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

#### Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead will be trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to an appropriately trained deputy, the ultimate **lead responsibility** for child protection, remains with the Designated Safeguarding Lead, this **lead responsibility** should not be delegated.

The broad areas of responsibility for the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead are:

#### Manage referrals

The Designated and Deputy Safeguarding Leads are expected to:

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

#### Work with others

- The Designated and Deputy Safeguarding Leads are expected to:
- Act as a point of contact with the three safeguarding partners.
- Liaise with the Headteacher if not the DSL to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- Act as a source of support, advice and expertise for all staff.

## **Training**

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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.
- Ensure each member of staff has access to, and understands, the school's Safeguarding and Child Protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as children's social care or Prevent etc.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses; and
- 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.
- Ensure that staff and children are having adequate training on online safety.
- Understand and monitor the school's systems for filtering and monitoring of online safety and ensure that staff also know and understand these.

## **Raise Awareness**

The Designated Safeguarding Lead and Deputy Safeguarding Lead should:

- Ensure the school's Safeguarding and Child Protection policies are known, understood and used appropriately.
- Ensure the school's Safeguarding and Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Governing Bodies regarding this.

- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Ensure that Ofsted is informed of any allegations of serious harm or abuse by any person working with or looking after EYFS children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations, as soon as is reasonably practicable, but at the latest within 14 days.
- Ensure that online safety is an important part of safeguarding training and encourage parents to have an understanding by putting on workshops.
- Take responsibility for Filtering and Monitoring across the school, ensuring systems are in place and reviewed at least annually.

### **Child Protection File**

Where children leave the school the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENCOs, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should always be available in person (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances if for any reason either the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead is not available in person then making contact via phone, email or online via Teams/Zoom is also acceptable.

It is the Designated Safeguarding Lead's responsibility to ensure adequate and appropriate cover arrangements for any out of hours/out of term activities is in place.

The duties of this post will be reviewed annually (in line with the school's Safeguarding and Child Protection policy) and may vary from time to time without changing their general character or level of responsibility entailed.