AYSCOUGHFEE HALL SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY 2026/2027

Academic year	Designated Safeguarding Lead including responsibility for EYFS	Deputy Designated Safeguarding Lead	Safeguarding Governor	Dedicated teacher children in care and children previously in care	SENDCO	Chair of Governors
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
2026/2027	Mrs T L Wright Headteacher	Mrs J Jeffries	Miss A Cole (including monitoring and filtering systems)	Mrs T L Wright	E Patman D Herbert-Brown T L Wright	Mr S Neal

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (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 their roles as outlined in the most recent version of Keeping Children Safe in Education 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
September 2026	Update to apply new KCSIE	Mrs T L Wright	September 2026

This policy was approved by the Board of Governors on 5th October 2026

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

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	No. OF PAGES
SMT	Theresa Wright	September 2026	September 2027	53

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Introduction

Ayscoughfee Hall School's Legal and Governance Status is an independent primary school operated by a company limited by guarantee and a registered charity.

The Company is governed by its Memorandum and Articles of Association. The Governors of the School are also the Directors of Ayscoughfee Hall School Ltd and Trustees of the Charity.

For the purposes of the School's registration as an independent school, the proprietor is Ayscoughfeee Hall School Ltd, as recorded on the Department for Education's Get Information about Schools (GIAS) register. The governing body, acting through the Directors/Trustees, provides the strategic oversight and governance of the school on behalf of the charitable company.

The School's status as an independent school does not diminish its statutory responsibilities for safeguarding and child protection. The Proprietor has a duty to ensure that appropriate arrangements are in place to safeguard and promote the welfare of pupils. The School therefore operates within the statutory and regulatory framework applicable to independent schools in England, including the Education (Independent School Standards) Regulations 2014 and the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE).

The School recognises that safeguarding is a shared responsibility. The Proprietor, Headteacher, Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, staff and volunteers each have clearly defined responsibilities for safeguarding and promoting the welfare of children. The Proprietor provides appropriate strategic oversight and ensures that safeguarding arrangements, policies, procedures, safer recruitment practices, training and reporting mechanisms are effective and kept under regular review.

Where safeguarding concerns arise, the School will work openly and appropriately with parents and carers and, where necessary, with the relevant local authority children's social care, police, safeguarding partners and other external agencies. The School will follow the procedures of the relevant local safeguarding arrangements and will make referrals where a child's welfare or safety requires external intervention.

The School's independent and charitable status gives it its particular governance structure; it does not create a separate or reduced standard of safeguarding. The welfare and best interests of every child remain at the heart of the School's work, and the School is committed to providing an environment in which children are safe, respected, listened to and protected from harm.

For the purpose of this policy, the Proprietor is the governing body of the School and is referred to throughout as the Proprietor.

Section 1 – The Purpose and Scope of the Policy

1.1 Who does this policy apply to?

This policy applies to all children 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.

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

At Ayscoughfee Hall School the Proprietary 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 in the most recent versions of Working Together to Safeguarding Children, Keeping Children Safe in Education 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 safe by contributing to:

- Providing a safe, secure and supportive environment in which children can learn and develop, ensuring that safeguarding underpins all aspects of school life.
- Identifying children who are suffering or may be at risk of suffering, significant harm and taking timely, proportionate and appropriate action to ensure they are safeguarding effectively. This includes ensuring that all children are protected and supported to be safe both within the School environment and beyond.
- Promoting a whole-school approach to safeguarding, underpinned by a culture of vigilance and care, in which children are actively listened to and taken seriously. Our School ensures that all pupils feel confident that their views, concerns and disclosures will be responded to appropriately, and that swift action will be taken where safeguarding concerns are identified.

Ayscoughfee Hall School is committed to safeguarding and promoting the welfare of all children. The welfare of every child is paramount.

We recognise that some children may be identified as at increased risk to abuse, including those with limited mobility, communication difficulties, or additional needs. We acknowledge that each child is unique and that a 'one size fits all' approach is not appropriate.

We understand that children who experience abuse or neglect may face barriers to developing self-worth and forming positive perceptions of the world. As a school, we are committed to ensuring that all children feel heard and valued, and that they never feel that sharing their concerns is a burden or a source of shame.

Safeguarding is at the heart of all school practices and procedures. We recognise that safeguarding concerns can arise both within and beyond the school environment, and that issues occurring at home or in the wider community can have a significant impact on a child's well-being and ability to learn.

We also acknowledge that behaviour may at times be challenging and may affect other children. In such situations, we will adopt a considered, proportionate, and trauma-informed approach to support all children involved.

Safeguarding is fundamental to all aspects of school life and underpins the ethos of our setting. It extends beyond child protection procedures and includes the proactive measures we take to promote the welfare of all pupils and prevent harm.

At our School, safeguarding is embedded in everyday practice and is reflected, 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 duties under the Equality Act 2010: advice for schools and any parts of the Public Sector Equality Duty which apply to independent schools to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between those who share a protected characteristic and those who do not.

We do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, (pregnancy and maternity), or sexual orientation.

In accordance with the most recent version of Keeping Children Safe in Education, we recognise that children with protected characteristics may be at greater risk of harm, discrimination, or barriers to accessing support. Safeguarding practice within the School is therefore inclusive, child-centred and responsive to individual needs.

The Proprietor and staff will actively consider how best to support pupils with protected characteristics, ensuring that safeguarding arrangements are effective, equitable and accessible to all.

1.5 Our guidance and training

It is essential that all staff and partner agencies understand what to do if they have concerns about the welfare of a child. We follow the national Government guidance for schools (Keeping Children Safe in Education and Working Together to Safeguard Children) to ensure a clear and consistent approach. This enables us to set out expectations and provide reassurance to pupils and their parents/carers about how concerns will be managed. Where additional safeguarding risks are identified, we will refer to other relevant and specific guidance which is detailed in Appendix 2.

All staff, including those who do not work directly with children, must read Part 1 of the current Keeping Children Safe in Education guidance. Staff who work directly with children should also read Annex A. The Proprietor will ensure that this is completed as part of the induction process and that mechanisms are in place to record and monitor compliance. All staff will sign annually to confirm that they have read and understood the most recent version of Keeping Children Safe in Education. The School maintains a record confirming that all staff have read and understood the relevant sections of the most recent version of Keeping Children Safe in Education.

In our School we follow a safeguarding training framework which ensures that all staff receive suitable training and information to undertake their role. To guide us we look to the Lincolnshire Safeguarding Children's Partnership (LSCP) framework and guidance and access the expertise from the LSCP and other Local Authority teams. We will also access suitable safeguarding training opportunities from recognised local and national organisations.

The DSL and DDSL will follow a specific safeguarding training framework that provides the skills, knowledge and understanding to undertake their role. This safeguarding training framework is aligned to statutory requirements within KCSIE.

We use a half-termly review of safeguarding practices, alongside analysis of My Concern reports and half-termly meetings with the Safeguarding Governor to regularly evaluate safeguarding practice with our School, identify areas of strength as well as areas for development. We give an annual declaration of compliance assurance to Lincolnshire Safeguarding in Schools.

1.6 Whistleblowing and professional resolution and escalation

Anyone who is worried about a child must continue to raise their concern until they have a clear reason to believe the child is no longer at risk.

It is essential that our School expects good practice and professional conduct from all staff and those involved in safeguarding children. Staff must be committed to providing a high standard of care. Children cannot be expected to raise concerns if staff do not do so themselves.

All staff have a duty to raise concerns, where they exist, about the management of safeguarding and child protection. This includes concerns about the behaviour or actions of colleagues. Staff must follow the procedures set out in the Staff Code of Conduct and Disciplinary Policy for reporting low-level concerns.

Concerns must be raised without delay with the Headteacher and, where appropriate, referred to the Local Authority Designated Officer (LADO).

If any member of staff notices anything that causes concern, it is vital that this is acted upon. Responding appropriately to staff concerns is fundamental to ensuring safe practice and supporting staff.

All staff should view the resolution of concerns as a positive and necessary part of safeguarding practice, not as a breach of trust or an attack on colleagues or the School. The School promotes an open and transparent culture and welcomes suggestions, concerns, and feedback, alongside compliments.

Our staff are encouraged to escalate using the Whistleblowing policy where concerns are not acted upon or taken seriously.

We will always listen and act upon any safeguarding concerns. All staff are encouraged to raise any concerns internally in line with the School's safeguarding and whistleblowing procedures. However, if a member of staff feels unable to raise concerns about child protection matters internally, or if they believe that concerns are not being addressed appropriately by the School, they have a duty to take further action. This includes contacting external agencies for advice and support.

Staff can contact the NSPCC advice line Whistleblowing Advice Line | NSPCC
If there are concerns from within School about how a safeguarding issue is being managed or about the way in which other agencies are responding, we will follow the Lincolnshire LSCP Professional Resolution and Escalation Protocol. This enables open and constructive dialogue with partner professionals in order to resolve issues effectively, 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,
- Keeping Children Safe in Education ; and
- the Lincolnshire Safeguarding Children Partnership Policy and Procedures Manual.

School staff are well placed to identify early indicators and signs of abuse, neglect or exploitation, including physical, emotional and behavioural concerns that may suggest a child is suffering, or is at risk of suffering, significant harm. Appendix 1 outlines the definitions of abuse. Positive and professional relationships between staff, children, parents/carers and the wider community, which are based on trust and respect, can support children to feel safe to disclose concerns and enable staff to recognise and respond appropriately to safeguarding issues.

All staff will have an awareness of specific safeguarding issues, as referred to in Appendix 2 of this policy.

All staff recognise that safeguarding concerns can arise through child-on-child abuse. This can include but is not limited to:

- Misogyny/misandry
- Racism
- Bullying (including online bullying),
- Physical abuse such as hitting, kicking or shaking,
- Serious physical assault/harm
- Threats involving weapons
- Causing someone to engage in sexual activity without consent,
- AI generated materials
- Upskirting
- Initiation/hazing
- Sexual violence and sexual harassment,
- Abuse within intimate personal relationships between children,
- Consensual and non-consensual nudes or semi-nudes.

2.1 Child-on-child abuse – prevention, reporting, response and support

The School takes the issue of child-on-child abuse seriously and will always consider the possibility of unreported abuse. Under no circumstances will abuse be dismissed as 'banter', 'just having a laugh', or 'part of growing up'. Pupils learn through the teaching of safeguarding that they can report concerns to any trusted adult in School and child-accessible reporting mechanisms, including worry boxes, are in place. Any report of child-on-child abuse will be taken seriously and acted upon.

In the event of a case of child-on-child abuse being reported the School will:

- Ensure that reports are recorded promptly.
- Assess the circumstances, including the nature and severity of the behaviour, age/development, power imbalance, vulnerability, repetition and online dimensions.
- Consider whether referral to children's services social care or police is required.
- Ensure victims, alleged perpetrators and other affected pupils receive appropriate support.

All staff understand that child-on-child abuse is unacceptable and will be taken seriously. Staff are familiar with the School's procedures for responding to such concerns and are clear about their responsibilities to record, report and respond in line with safeguarding policy and statutory guidance.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

It is **not** the responsibility of the School staff to investigate welfare concerns or determine the accuracy of any disclosure or allegation. All members of staff, however, have a duty to recognise and respond to concerns, maintaining an open and professional approach at all times. All concerns regarding the welfare of children will be recorded accurately and reported to the DSL (or the deputy DSL in their absence) prior to any discussion with parents/carers. The DSL or DDSL will seek advice from the LCC Children's Safeguarding Line via the Customer Service Centre where necessary and determine the next steps in line with local procedures. Telephone 01522 782111.

2.2 Concerns that staff must act on immediately and report:

- Any suspicion of injury (including bruising or marks) that is not consistent with the explanation given or the child's developmental stage or usual activities.
  (We will refer to the LSCP policy on Bruising in babies and children who are not independently mobile for additional guidance).
- Any explanation for an injury that appears inconsistent, implausible or changes over time.
- Any behaviour or presentation that gives rise to concerns that a child may have experienced harm (e.g., worrying drawings, play, language or changes in demeanour).
- Any concerns that a child may be experiencing abuse or neglect including inadequate care, ill treatment, or emotional harm.
- Any signs or indicators of abuse or neglect including physical, emotional or behavioural indicators.

- Any significant changes in a child's presentation, including behaviour, emotional well-being or attendance/non-attendance.
- Any hint, disclosure or allegation of abuse, whether made by the child or another person.
- Any concerns regarding adults or other individuals who may pose a risk to children, including those living in a household with children present or who may have access to them.
- Any indicators or concerns relating to Child Exploitation, including criminal exploitation and sexual exploitation or modern slavery.
- Any indicators or concerns relating to Female Genital Mutilation (FGM).
- Any indicators or concerns relating to radicalisation and extremism.
- Any indicators of experiencing Domestic Abuse.

2.3 Responding to disclosure

Staff will not investigate nor ask any leading questions. However, staff should listen carefully, remain calm and reassuring, and seek to establish sufficient information to pass on to the DSL or DDSL so that an informed decision can be made about next steps.

The DSL (or DDSL in their absence) will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. **All safeguarding and child protection decisions will be made in the best interests of the child.**

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm or experiencing harm.
- Try to ensure that the child disclosing does not have to speak to another member of School staff in the first instance.
- Clarify the information, where necessary, ensuring that any questions are appropriate and proportionate.
- Keep questions to a minimum and of an 'open' nature e.g., using TED technique – 'Tell me, Explain to me, Describe to me….'ensuring that they do not lead the child.
- Do not show signs of shock, alarm or disbelief.
- Do not make judgements about, or express opinions regarding any individual who may be involved.
- Explain sensitively to the child that they have a responsibility to share the information with the DSL and/or DDSL. Make it clear that you cannot promise confidentiality, as information must be shared where there are concerns about the safety and welfare of the child or others.
- Reassure the child that they have done the right thing in sharing the information and that they will be supported.
- Explain that information will be shared on a 'need to know' basis.
- Inform the child, where appropriate, about what will happen next and who may be involved.
- Make a clear, accurate and factual written record as soon as possible, including the date, time and details of what the child has said, using the child's own words wherever possible. Record this on the pupil's Child Protection file on My Concern and ensure that the DSL/DDSL is informed without delay.
- Record any visible signs of injury, including marks, bruises or other physical indicators on a Body Map (see appendix 3). Ensure the description is clear, factual and not interpretative.
- On the pupil's Child Protection file on My Concern, record the context and content of your involvement clearly, distinguishing between fact, observation, professional judgement and any third-party information.

2.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL/DDSL 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. LCC Children's Safeguarding via Customer Service Centre.
- The child's wishes.

Then decide:

- To talk to parents/carers, 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 referral to LCC Children's Safeguarding via Customer Service Centre 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., Family Help Assessment - FHA) and/or implement appropriate support and intervention measures to address the child's needs and promote their welfare.

All information and actions taken, including the reasons for any decisions made, will be fully documented on the Child's Protection file on My Concern. All referrals to LCC Children's Safeguarding Line will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

2.5 Action following a child protection referral.

The DSL (or deputy DSL in their absence) will:

- Make regular contact with the social worker and other relevant professionals to ensure that the School remains informed of any developments and can contribute effectively to the safeguarding planning.
- Contribute to the strategy discussions, strategy meetings and other multi-agency safeguarding meetings where appropriate.
- Prepare and submit written reports and attend and contribute to child protection conferences and other relevant safeguarding meetings.
- Where a child becomes the subject of a Child Protection Plan, actively contribute to the planning process and attend Core Group meetings, review conferences and other meetings as required.
- Share reports with parents/carers in advance of meetings, wherever appropriate and safe to do so, ensuring that they understand the content and purpose of the report. Information will not be shared where this could place a child at increased risk of harm or compromise a safeguarding investigation.
- Where there is professional disagreement regarding decisions about a child's safety or welfare, and concerns remain that the child's needs are not being adequately addressed, follow the LSCP Professional Resolution and Escalation Protocol, ensuring that the child's best interests and welfare remain paramount.
- Where a child who is subject to a Child Protection Plan leaves the School, transfers to another setting, or is missing from education, the DSL will promptly notify the allocated social worker and any other relevant agencies, in accordance with Lincolnshire safeguarding procedures, and ensure that child protection records are transferred securely and without delay where appropriate.

2.6 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, professional judgement 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. Guidance 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/DDSL are responsible for ensuring that all staff, including trainee teachers and volunteers follow the School's procedures for reporting concerns. Consistency in recording and reporting is

essential to ensure that no information is overlooked. All safeguarding records will demonstrate clear oversight, including actions taken, decisions made, the rationale for those decisions and the outcomes for the child.

All documents will be retained in a Child Protection file, separate from the child's School file. Access to Child Protection files is strictly limited to those with a legitimate safeguarding role and need to know, in line with data protection and safeguarding requirements.

2.7 Supporting the child and partnership with parents/carers

Our School recognises that the welfare of the child is paramount. Effective safeguarding and child protection practice relies on a positive, open and transparent working partnership with parents and carers.

Our School is committed to working in partnership with parents and carers wherever possible. However, there may be exceptional circumstances where it is necessary to make a referral to Children's Social Care or other agencies without prior consultation. In such cases, the School will always act in the best interests of the child and in line with statutory guidance. Every effort will be made to maintain a constructive and supportive working relationship with parents and carers whilst fulfilling our duty to safeguard and promote the welfare of children.

We are committed to providing a safe, caring and supportive environment in which children feel secure and valued. Children will, wherever appropriate and in accordance with their age and level of understanding, be informed about actions being taken to support and protect them, and the reasons for those actions.

The School will respect the privacy, dignity and confidentiality of children and their families. Information will be shared on a need-to-know basis only. The DSL or DDSL will determine which members of staff require access to relevant information to effectively safeguard and support the child.

2.8 Mental Health and Safeguarding

The School recognises that mental health concerns may, in some circumstances, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Where a mental health concern is also a safeguarding concern, staff must follow the School's child protection procedures and report the concern promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL. Further information is provided in Appendix 2.

Section 3 – Child Information

3.1 – Required information

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

- Names, contact details and relationship to the child of any persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above). We need to know that if the person(s) with parental responsibility is unable to collect their child, there is someone 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 Family Help Assessment (FHA) 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/carers 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 Child Protection files

When a pupil leaves the School, the Designated Safeguarding Lead (DSL) will ensure that the child protection file is transferred securely to the receiving school or college, separately from the main pupil file. For an in-year transfer, this will take place as soon as possible and within 5 days; for a transfer at the start of a new term, within the first 5 days of the new term. The School will obtain confirmation that the file has been received.

To support continuity of safeguarding, the child protection file will include, where relevant, a clear and structured summary identifying:

- the nature and chronology of safeguarding or child-protection concerns, including significant incidents, disclosures and professional involvement;
- the relevant context and circumstances affecting the child, including known vulnerabilities, risks, family or wider contextual factors and any information indicating risk to the child or others;
- actions taken, decisions reached and their rationale, including referrals, assessments and outcomes; and
- the child's ongoing support needs, including current interventions, safety plans, external agency involvement and any arrangements that the receiving school should continue.

Where significant safeguarding concerns exist, the DSL will consider whether additional information should be shared with the receiving school in advance of the transfer and, where appropriate, will arrange a direct conversation between the DSLs to support effective safeguarding and continuity of care.

At all times, when sharing information, the School will consider:

- relevance to the current safeguarding risk;
- what the receiving setting needs to know; and
- whether information is clearly presented and appropriately contextualised.

Information will be shared securely, proportionately and in accordance with safeguarding information-sharing requirements in compliance with the information sharing duty and associated statutory guidance. The School recognises that data protection laws, including Data Protection Act (2018), UK GDPR, and Data (Use and Access) Act 2025 do not prevent sharing of information for safeguarding purposes.

We do not keep any copies of child protection file except where there is an on-going legal action. Once protection files are transferred, they are the custody and responsibility of the new school/education setting.

A child's last education setting is responsible for retaining the main child protection files until they reach the age of 25 or 10 years after the case was received, whichever is longer. These files are stored securely.

We refer to relevant and most up to date national and local guidance regarding information retention and information sharing in relation to child protection. We will contact the relevant Local Authority Education teams for guidance on child protection records where a child is electively home educated.

Section 4 - Roles and Responsibilities

4.1 The role of the Proprietor

The Proprietor will ensure a whole school or college approach to safeguarding. This means involving everyone in the school or college and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. The School promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

It is the responsibility of the Proprietor 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 Proprietor 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 Proprietors 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 Proprietor will work with the Headteacher to ensure that sufficient time and resource are available to the DSL to carry out their role.
- The School has one or more deputy DSL's who are trained to the same standard as the 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.
- Our School staff know they must read at least Part 1 in full of the most recent version of the Department for Education statutory guidance Keeping Children Safe in Education and that this is recorded for evidence and reviewed regularly. Staff working directly with children know they must also read Annex A.
- 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, including trainee teachers 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.
- The School has a whole school approach to online safety which is underpinned with relevant policies and procedures. The School considers online safety during curriculum planning, staff training and parental engagement.
- The School has appropriate electronic filtering and monitoring systems in place which are reviewed regularly to ensure effectiveness and are supported by a recorded, annual risk assessment, that considers and reflects the risks their children face. This is 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.
- The School conducts a review of the effectiveness of online safety procedures at least once every academic year, which includes checks of filtering and monitoring on all internet-connected devices and keeps a record of these checks. Further information on this can be found in the School's Online Safety policy. The review of filtering and monitoring systems is the responsibility of the Headteacher in conjunction with associated parties including the IT Lead, DSL and the School's IT Provider.
- 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 and Sex 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.

- Where an allegation concerns the Headteacher, the allegation must be reported without delay to the Proprietor. In accordance with KCSIE, the Proprietor will act as the case manager and will seek advice from the Local Authority Designated Officer (LADO) regarding the appropriate course of action. The Chair of Governors or another appropriate individual may support the process where appropriate, but responsibility for the case will remain with the Proprietor.
- 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 Proprietor 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, continued safeguarding training and contributing to the assessments of children.
- The DSL and DDSL liaise with relevant strategic leads, to inform of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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 Annex B

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

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. Any member of staff is able to contact the DSL/DDSL via the School's emergency contact Whatsapp group and request an emergency telephone call. Staff are aware of this arrangement and know not to share any information on the group. Arrangements will be made for appropriate cover for any out-of-hours/out-of-term activities.

Their role will include ensuring that the School and staff know who their most in need children are, understand their additional needs, academic progress and attainment and maintain a culture of high

aspirations for this cohort. This will be ensured 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 Lincolnshire Children's Safeguarding
- Support staff who make referrals to Lincolnshire Children's Safeguarding
- Seek advice from the Prevent Team regarding radicalisation concerns and 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) as outlined in their duty.
- 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

- Acting as a source of support, advice, and expertise for staff
- Acting as a point of contact with the safeguarding partners
- Liaising with the Headteacher to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaising with the "case manager" (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- Liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Liaising with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaising with mental health team or lead where safeguarding concerns are linked to mental health
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and School and college leadership staff.
- Working with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at School and sharing this with teaching staff.

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, our DSL's and DDSL's follow the most up-to-date LSCP and LCC training framework for Education DSLs and DDSLs. The DSL and DDSL will undertake training around their specific role at least every two years. The DSL and DDSL will also undertake Prevent Awareness Training. New DSL's or DDSL's 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 Family Help and statutory intervention, for example through locally agreed common and shared assessment processes such as family 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 to safeguard and promote the welfare of children.
- 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.
- Be alert to the specific needs of children in need, those with special educational needs (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the School and with the safeguarding partners, other agencies, organisations, and practitioners and complete this within given timeframes.
- Ensure each member of staff, especially new and part-time staff, has access to and understands the School's child protection policy and procedures.
- Understand and support the School with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to understand the unique risks associated with online safety and keep up to date with knowledge to keep children safe whilst they are online at School.
- Maintain access to resources and receive information about additional relevant courses.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Encourage a culture of listening to children, taking account of their wishes and feelings, among all staff, and in any measures the School may put in place to protect them.

Raise Awareness by:

- Ensuring each member of staff has access to, and understands, the School child protection policy and procedures, especially new and part-time staff.
- Ensuring the School's child protection and safeguarding policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly and work with the Proprietor regarding this.
- Ensuring that the latest version of the child protection and safeguarding policy is available publicly and parents/carers know that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Working with the Proprietary body in particular, the Safeguarding Governor.

- Providing at least annually, a safeguarding report to the Proprietary Body covering safeguarding activity, training, allegations, filtering and monitoring, attendance, online safety and safeguarding priorities.

- Linking with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Helping to promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing with teachers and School leadership staff.

4.4 The role of all staff and volunteers

All staff and volunteers 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 Part 1 of the most recent version of Keeping Children Safe in Education in accordance with the direction of the Proprietary Body and sign to say that they have read and understood them
- 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 to ensure the voice of the child is heard.

- 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 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 Proprietor of any concerns regarding the Headteacher at the earliest opportunity.

- Inform the Headteacher of any behaviour of staff that is deemed as low-level concerns (see section on Allegations against staff).

- 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. Children may be abused in a family, an institutional or community setting by those known to them or by others (e.g., via the internet). They may be abused by an adult or adults, or another child or children. Sometimes they tell us about abuse, sometimes they do not.

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

The School's response to child-on-child sexual violence and sexual harassment encompasses the full continuum of harmful sexual behaviour, including developmentally inappropriate sexual behaviour by younger children.

5.3 Prejudice-based Harm

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Section 6 - Providing a Safe and Supportive Environment

6.1 Safer Recruitment and Selection

Safer recruitment ensures that every new member of staff, including trainee teachers, 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 is able 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, seeing 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.

We ensure that 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 6 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 teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day) who work at the School: this means those providing education to children: and
- All members of the Proprietary 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.
- An enhanced DBS check, including where applicable the appropriate children's barred list information, in accordance with the requirements for the role and the level of DBS check legally available.
- Where a standalone children's barred list check is permitted and required, evidence that this check has been completed before the individual begins the relevant regulated activity.
- A prohibition from teaching check.
- 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 section 128 check (for management positions as set out in KCSIE for independent schools, including free schools and academies) and governors in maintained schools
- A check of professional qualification
- A check to establish the person's right to work in the United Kingdom.
- For staff working in reception/EYFS and relevant wraparound/childcare provision and those directly concerned with its management, checks will be carried out and recorded to ensure they are not disqualified under the Childcare Disqualification Regulations 2018.

In addition to the above, online searches will be carried out on short-listed candidates for any role in School.

The details of an individual should be removed from the single central record once they no longer work at our School.

The single central record is monitored regularly by the Headteacher and Safeguarding Govenor.

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. A review will be carried out each September, before the commencement of volunteers coming into School, to ensure there has been no change in their status in relation to regulated activity.

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 (or countries) 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 to confirm that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach,

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.

We use further information from the DfE Guidance: Recruit Teachers from Overseas and will contact our senior HR advisor within Lincolnshire County Council for further guidance on visas and immigration.

Third Party/Agency Staff (supply staff), trainee teachers and all contracted staff

We obtain information in writing from supply staff agencies that they have carried out the same checks as the School would perform on any individual who will be working at the school. We also seek written confirmation that an enhanced DBS check certificate has been provided and the date that confirmation was received. Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the School, which has disclosed any matter or information, or any information was provided to the employment business, the School must obtain a copy of the certificate from the agency.

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

We will check that the person presenting themselves for work is the same person on whom the checks have been made.

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

Crime and Policing Act 2026 – Regulated Activity and Safer Recruitment

The School will ensure that all recruitment and safeguarding arrangements reflect the changes to regulated activity introduced by the Crime and Policing Act 2026 and reflected in the most recent version of Keeping Children Safe in Education.

From 1 September 2026, the definition of regulated activity relating to children has been amended. In determining whether an individual is undertaking regulated activity, the School will consider the nature and frequency of the activity and whether it involves teaching, training, instructing, caring for or supervising children.

Teaching, training, instructing, caring for or supervising children will generally constitute regulated activity where it is carried out:

- frequently;
- on more than three days in any 30-day period; or
- overnight.

The previous arrangements under which certain activities carried out by supervised individuals were excluded from regulated activity no longer apply. The School will therefore determine the appropriate level of DBS check based on the activity being undertaken and the requirements in force at the time of appointment.

Where an individual is undertaking regulated activity with children, the School will obtain the appropriate Enhanced DBS check with Children's Barred List information, where legally permitted and required.
Where an individual is not undertaking regulated activity, the School will determine whether an Enhanced DBS check without Children's Barred List information, or another level of check, is appropriate and legally available.

The School will assess each role individually and will not assume that an individual is exempt from regulated activity solely because they are supervised by another member of staff.

This applies to employees, volunteers, agency and supply staff, trainees, contractors and other individuals who may undertake activities with children on behalf of, or at, the School. The School will also consider the position where an individual works across more than one setting, including where relevant the cumulative frequency of their activity.

The School will ensure that all decisions regarding DBS checks and regulated activity are properly recorded and that the Single Central Record accurately reflects the checks undertaken.

Where the legal position is unclear, the School will seek appropriate advice before permitting an individual to undertake the relevant activity.

The School will keep its safer recruitment procedures under review to ensure that they remain consistent with Keeping Children Safe in Education, current DBS guidance and any subsequent statutory changes.

No one will be permitted to begin working within our EYFS setting until the School has received the enhanced DBS certificate including barred list information.

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.

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

6.2 Safe Working Practice

Parents/carers 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, including self-reporting if necessary.
- 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 culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Comply and are aware of the confidentiality policy.
    - Are aware that breaches of the law and other professional guidelines could result in criminal and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

If our staff have any concerns about the conduct of another member of staff, they will report these to the Headteacher. If staff members have concerns about the Headteacher, these will be reported to the Proprietor. The Headteacher/Proprietor will then consider if the concerns need to be reported to the LADO.

6.3 Risk assessments

We will carry out risk assessments to help us promote safety in our School. They can be carried out for all aspects of schoolwork including use of equipment, off site activities, transport as well as for individual or groups of children, or adults. An action plan will be produced out of the assessment to help us manage any of the risks identified.

We also use individual risk assessments when deciding a response to a child demonstrating potentially harmful behaviour such as harmful sexual behaviour or when identifying whether a child may have increased vulnerability factors, such as a child with concerns for child sexual exploitation.

6.4 Teaching about Safeguarding

All children in our School 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 and DDSL) 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 PSHE and Relationships Education to help children 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.

We recognise that some children may find it difficult to talk about abuse that is happening within the School especially sexual abuse, misogyny 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. We have a zero-tolerance approach to abuse, and it should never be downplayed without a consideration of the impact.

6.5 Partnership with parents/carers

The School shares a purpose with parents/carers 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/Headteacher.
4. We will contact you as soon as possible but at least by the next School day to discuss your concerns. 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 Headteacher.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' 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/carers any concerns we may have about their child unless to do so may place a child at risk of harm. If parents/carers have any concerns about their child's welfare, they can raise this with the child's teachers or with the Headteacher. If a parent/carer 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.

6.6 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 safeguarding 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.

6.7 Children placed in alternative provision

Some of our children may be placed in alternative provision for a period of time. During this time, we are still responsible for the safeguarding of the child. 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. This includes 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. We will ensure that the provider notifies the school of any staff changes that could affect safeguarding.

When organising work placements, or using and subcontracted/satellite provisions the school will ensure that the placement provider has policies and procedures in place to safeguard children. This will be reviewed frequently (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary.

6.8 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-familiar 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.

6.9 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.

The Proprietary Body will receive appropriate safeguarding and child protection (including online) training at induction and regularly thereafter, so they can provide strategic challenge and understand their statutory responsibilities under KCSIE, including Annex B.

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 and KCSIE Part 1 (and Annex A if relevant). 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.

6.10 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.

Staff may seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent Family Help queries from our Family Help Consultant on 01522 782333. The LCC Safeguarding and Education Welfare Supervisor for Education Settings is available on 01522 554695.

Section 7 - Allegations Regarding Person(s) Working in or on Behalf of School (Including Volunteers)

The School aims to foster an environment in which staff can self-refer where they have put themselves in a situation that could be misinterpreted or fallen below professional standards.

As per the guidance in Part 4 of the most recent version of Keeping Children Safe in Education, our School recognises two levels of concerns:

1. Allegations that meet the harms threshold – further details outlined in our Managing Allegations statement.
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.

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

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

The Headteacher 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 Proprietor 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, trainee teacher or volunteer	Headteacher
Headteacher	Proprietor
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 Lincolnshire FAST social care teams and the police.

- 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 Children's Services 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 Proprietor of any allegation against a member of School staff.

- If any person (whether employed, trainee teacher, 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 Proprietor 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 third-party staff member (supply staff), the School will seek guidance from the LADO and the employment 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 non-teaching member of the Proprietary Body, 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 in 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.

7.2 Allegations that do not reach the harm threshold

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?

A low-level concern is defined as behaviour that:

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

Examples of 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 Headteacher. 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 will 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 Headteacher. If the Headteacher is the subject of the concern, it will report to the Proprietor.

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 Headteacher 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.

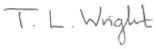
Allegations against supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified and responded to.

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: 5th October 2026

Signed:  Safeguarding Governor Date: 5th October 2026

Signed:  Headteacher Date: 5th October 2026

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

- Attendance
- Whistleblowing
- Anti-Bullying
- Behaviour
- Special Education Needs and Disability (SEND)
- Safer Recruitment & Induction of New Staff
- Online Safety
- Acceptable Use of IT
- PSHE and RSHE
- Grievance & Complaints (Staff)
- Uncollected or Missing Child
- Early Years Foundation Stage (EYFS)
- Staff Code of Conduct
- Staff Disciplinary
- Data Protection

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: (Most recent versions of 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education')

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

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including physical abuse, sexual abuse, emotional and psychological abuse, including coercive and controlling behaviour and economic or financial abuse, where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or extra-familial context 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. This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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.

Child Sexual abuse: involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example penetration with an object or parts of a person's body) 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);
- Ensure access to appropriate medical care or treatment.
- Provide suitable education.

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.

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.

The term 'child' or 'children' is used within our policy to identify any person from birth to eighteen years old. Whether a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection. There is still an emphasis on a 'child-first' approach to safeguarding.

Bullying
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images, AI images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Deliberate allergen exposure, threats involving allergens or allergy-related bullying may constitute a safeguarding concern and should be reported to the DSL.

Carrying knives/offensive weapons and links to criminal exploitation

Bringing and carrying a knife/offensive weapon onto School 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 organised crime groups through criminal exploitation, 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.

There is further guidance from the LSCP that Headteachers should refer to regarding assessment of concerns and risk to identify next steps for a child following an incident: Banned Items in Lincolnshire Schools, Academies and Colleges

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime as. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in attainment, signs of self-harm, 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 linked with, individuals associated with criminal network or gangs, most commonly through coercion, or force.
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

Carrying prohibited or banned items

The 2022 DfE Searching, Screening and Confiscation Advice identifies what can constitute a prohibited, banned or unauthorised item, and the extensive but non-exhaustive list can be found here: Banned Items in Lincolnshire Schools, Academies and Colleges. As per LSCP guidance, The Headteacher will thoroughly assess the response to any such breaches in light of these commitments and give balanced consideration to safeguarding all staff and pupils, including the pupil involved. The impact of the incident

on other pupils, members of staff and the wider community as well as the impact on the pupil will be carefully considered before any decision is made.

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

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

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 Lincolnshire Children's Safeguarding 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 any information or intelligence in relation to people and places of concern linked to Child Exploitation. 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 Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse (please see Sexual Abuse above for a full definition). It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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 sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion.

Child-to-Parent/Carer Abuse

Child-to-parent/carer abuse refers to behaviour by a child towards a parent or carer that causes harm, fear or distress and may include physical, verbal, emotional or psychological abuse, threats, coercive or controlling behaviour, or damage to property. The School recognises that such behaviour may indicate that the child or another family member has safeguarding or welfare needs. Any concern about child-to-parent/carer abuse will be taken seriously and referred to the Designated Safeguarding Lead (DSL), who will consider the circumstances, the child's welfare and any risk of harm to the child or others and, where appropriate, seek advice or make a referral to relevant safeguarding agencies.

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: Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children with vulnerability factors to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. This activity can happen locally as well as across the UK; no specified distance of travel is required. 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) and ICTG service referral form | Barnardo's 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 still be shared locally using a Partnership information report (Operation Insignia) and Child Exploitation Screening Tool as per local policies found within the LSCP's Policies and Procedures Manual

Cybercrime Involvement: Organised criminal groups or individuals exploit children 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 on Child Abuse

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

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- 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 (teenage relationship abuse)
- 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
- causing someone to engage in sexual activity without consent
- 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. Upskirting: Know your rights.
- Consensual and non-consensual making or sharing nudes/semi-nude images including AI generated images
- 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 likely to have increased vulnerability factors than other children, often impacting on educational outcomes. Therefore, it is important to ensure their wellbeing, safety and welfare is supported as well as work towards helping them to reach their potential. This includes children in care who are transitioning 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. A personal leaving care advisor will usually be allocated to a child on their sixteenth birthday to get to know the child, and identify what help is needed. Schools address any queries directly to the child's social worker until they are 18 years old, and after which they are fully transferred to Lincolnshire Leaving Care Service.
Leaving care service - our core offer – Lincolnshire County Council

Children who are absent from Education

Persistent, prolonged or repeated absence from education will be treated as a potential safeguarding concern. The School will consider whether absence may indicate, abuse, including child sexual abuse and domestic abuse, child sexual exploitation and child criminal exploitation, mental health concerns, substance misuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage.

Our School will ensure there is early identification for children who are absent from education and will be monitored closely. The School will act in accordance with its Attendance Policy, Children Missing Education procedures and local authority arrangements. Children whose whereabouts are unknown, who have left a school roll without a confirmed destination, or who cannot be located at their known place of residence will be considered Children Missing Education (CME). We will notify the Local Authority of children who are absent from education in accordance with local procedures and statutory requirements, including where a child is believed to be a Child Missing Education (CME) and work with parents/carers and relevant agencies to support attendance and safeguard our pupils.

Children who may require Family 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. Family Help is defined as anything that supports children, 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.

Family Help is about providing the right help, at the right time, in the right place. Our belief is that children are best supported by people they know and trust. All children 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 where there are emerging concerns for their welfare.

The School will identify who those most in need 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)

Children with family members in prison

Schools understand that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and School will work to ensure their needs are appropriately met with a trauma-informed and sensitive approach to encourage stability. 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 vulnerability factors. 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. These children can be disproportionately impacted by 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 children. 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.

Contextual Safeguarding

Our School recognises that safeguarding incidents and/or behaviours can be associated with risk of or actual harm attached to not only home and family, but to peer groups, School, online and the community. 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 assessing the concerns for a child with a wider contextual focus and identifying in which sphere(s) the risk is attached to and where harm may or already has taken place in order to best support the child and decrease the risk of further harm to them and/or others. In terms of our School, particular areas to consider under contextual safeguarding might be activities and clubs which children attend outside School, spending time with other families outside School for sleepovers etc. and those children who are permitted to travel to and from School without parents.

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; 'honour' abuse, faith- or belief-based abuse, forced marriage, female genital mutilation or reproductive coercion, harassment and stalking

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: 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: 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.

All children can experience and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child. Experiencing domestic abuse can have a significant impact on children. Section 3 of the Domestic Abuse Act 2021 recognises the impact of domestic abuse on children (0 to 18), as victims in their own right, if they see, hear or experience the effects of abuse.

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 as required. 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 via the Customer Service Centre, 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 to ensure the correct education setting can be sought to be sent the referral.

Extra Familial Harm (Harm outside the home)

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families or the home they live Domestic Abuse Act 2021: statutory guidance SEND code of practice: 0 to 25 years - GOV.UK 162 in, such as a children's home or foster home (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can present increased vulnerability factors to multiple forms of extra-familial harm from both adults and/or other children, and harm may be perpetrated or facilitated by individuals or groups. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and human trafficking, online harm, sexual exploitation (including group-based child sexual exploitation), child-on-child (non- familial) sexual abuse and other forms of harmful behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

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 Lincolnshire Children's Social Care Teams 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, whether or not the conduct amounts to violence, threats, any other form of coercion or deception.

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

Gender Questioning Children

The school recognises that some children may question their gender or may express a wish to be perceived or treated differently in relation to their sex. We will respond to all children with care, dignity and respect, while recognising our statutory duties to safeguard and promote the welfare of every child.

The School will take a careful, child-centred approach and will consider the individual circumstances, age, maturity, needs and best interests of the child. We will seek to understand the child's thoughts and feelings and remain appropriately professionally curious about the wider circumstances of the child, including their relationships with family and peers, emotional wellbeing, mental health, psychosocial needs and any experience or risk of bullying, harassment or other harm.

Staff must not initiate or encourage a child to take steps towards social transition. This policy applies where a child or their parent/carer raises a request or concern. Staff should refer any such request to the Headteacher and Designated Safeguarding Lead so that it can be considered appropriately.

Where a child or parent/carer requests support with any aspect of social transition, including a request relating to a name, pronouns, uniform or other aspects of presentation, the School will consider the request carefully and in accordance with its safeguarding duties and its obligations under the Equality Act 2010 and Human Rights Act 1998.

Parents/carers should be involved at the earliest appropriate opportunity in the vast majority of cases and their views will be treated as important in the decision-making process. The School will not normally make decisions about social transition without consultation with the child's parents/carers.

The School will consider:

- the child's best interests, welfare and safeguarding needs;
- the child's age, maturity and individual circumstances;
- the reasons for and context of the request;
- any relevant information concerning the child's mental health, emotional wellbeing or wider vulnerabilities;
- the child's relationships with parents/carers, peers and others;
- any risk of bullying, harassment, abuse or exploitation;
- any relevant professional or clinical advice available to the family;
- the potential impact on the child and on other children; and
- the School's legal and safeguarding duties, including its obligations under the Equality Act 2010 and Human Rights Act 1998.

As a primary school, the School will exercise particular caution when considering requests relating to social transition. The School recognises the importance of allowing children to explore interests, activities, appearance and forms of self-expression without imposing rigid gender stereotypes. At the same time, social transition is an active intervention and any decision to support such a request must be based on the individual circumstances and best interests of the child.

The School will not adopt changes relating to social transition unless a decision has been made by the School following appropriate consideration and consultation with the child's parents/carers. Any decision will be recorded, including the reasons for the decision, the safeguarding considerations taken into account and any arrangements for reviewing the decision.

In relation to primary-aged children, the School recognises the particular caution advised by KCSIE in relation to social transition and will consider any request on an individual basis. The School will not adopt a one-size-fits-all approach but will recognise that full social transition for a primary-aged child would be expected to be extremely rare and would require careful consideration of the child's individual circumstances and best interests.

Where a child expresses a wish to change their name, pronouns or other aspects of their presentation, this will not automatically be treated as a safeguarding concern. However, any information suggesting

that the child may be at risk of harm, abuse, exploitation, significant distress or mental health difficulties will be referred promptly to the DSL in accordance with this policy.

The School will take a strong stance against bullying, harassment or discriminatory behaviour directed towards a child because they are, or are perceived to be, gender questioning. Such behaviour will be dealt with under the School's Behaviour and Anti-Bullying policies and will be treated as a safeguarding concern where appropriate.

The School will also recognise that staff and other children may hold different personal, religious or philosophical beliefs. Staff and pupils will not be subject to disciplinary action for respectfully expressing a lawful belief or for an honest mistake in relation to a child's name or pronouns. Staff should seek to avoid confrontation and should use the child's name where appropriate.

Any decision concerning a gender-questioning child will be kept under review and may be revisited where circumstances change or new safeguarding or welfare information becomes available.

The School, in line with the most recent version of KCSIE, has a policy of not allowing children to use toilets or changing facilities that are designated for the opposite biological sex. Detailed information about changing/toilet facilities can be found in the School's Equality policy.

The School will ensure that staff are aware of this approach and understand that any safeguarding concern relating to a child who is questioning their gender must be referred to the DSL in the usual way.

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.

We will follow local guidance from the Lincolnshire Youth Homelessness joint protocol, if supporting any case of youth homelessness: yth-homelessness.pdf.

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

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.

Making or sharing nudes and semi-nudes, including AI-generated images

As referenced in the most recent version of KCSIE, ''the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams. We use the term 'nudes' because it is the most widely understood by children and best captures the full range of image-sharing behaviours covered in this guidance. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.''

Our School recognises that incidents involving nudes and semi-nudes images can occur among children. 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

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 involving the making or sharing of nude or semi-nude images by children, whether consensual or non-consensual, will receive a safeguarding response. The response will be proportionate to the age, development and circumstances of the children involved and will consider any coercion, exploitation, vulnerability or power imbalance. 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.

Medical Conditions

The School recognises that children and young people with medical conditions, including allergies and conditions requiring delegated healthcare tasks, may require additional support to ensure their health, safety and wellbeing. Having a medical condition is not, in itself, an indicator that a child is at increased risk of harm.

The School will ensure that appropriate arrangements are in place to identify, manage and support pupils with medical conditions, including appropriate healthcare plans, risk assessments, staff awareness and access to necessary medication or medical equipment. Staff will follow the School's procedures for responding to medical incidents and will record and report concerns appropriately.

In accordance with the most recent version of Keeping Children Safe in Education, where a clinical or medical incident occurs, the School will consider, in conjunction with the relevant healthcare professional and the Designated Safeguarding Lead (DSL), whether the circumstances give rise to any safeguarding concern or require further action. This includes consideration of whether the child may be at increased risk of neglect, abuse or exploitation because of their medical condition or allergy.

The management of medical conditions is detailed further in the School's Medical Conditions Policy, which should be read alongside this Safeguarding and Child Protection Policy. The School will ensure that relevant staff are familiar with both policies and understand when a medical issue should be referred to the DSL for safeguarding consideration. Detailed arrangements for allergy management, anaphylaxis response, Individual Healthcare Plans and adrenaline auto-injectors are set out in the school's Allergy Safety and Anaphylaxis Policy.

Mental Health and Safeguarding

The School recognises that many children will experience difficulties with their mental health and that these difficulties do not, in themselves, constitute a safeguarding concern. However, mental health concerns may sometimes be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Particular care should be taken where there are concerns relating to self-harm, eating disorders, suicidal thoughts or behaviours, or where a significant change in a child's presentation or behaviour is observed.

Staff should remain alert to signs that a child may be struggling with their mental health, including significant changes in behaviour, mood, relationships, attendance, academic engagement, self-care or usual activities. Staff should listen carefully to children, take their concerns seriously and avoid making assumptions about the underlying cause of a change in presentation.

Staff are not expected to diagnose mental health conditions. Where a concern is identified, appropriate support should be considered at an early stage, in consultation with the DSL and, where appropriate, the School's Senior Mental Health Lead and relevant pastoral or medical staff.

Where a mental health concern also presents a safeguarding concern, staff must follow the School's safeguarding procedures and report the concern without delay to the DSL or Deputy DSL. The DSL will consider the circumstances, including whether there may be underlying safeguarding factors, and determine the appropriate response. This may include Family Help, pastoral support, referral to specialist health services, or referral to children's social care where the threshold for statutory intervention is met.

The School will work with parents/carers and relevant external agencies where appropriate, while recognising that information may need to be shared without parental consent where this is necessary to protect a child from harm. The DSL will consider carefully whether involving parents/carers is in the child's best interests and whether doing so could place the child at increased risk.

Where there is an immediate concern about a child's safety or a risk to life, the School will take urgent action in accordance with its safeguarding and emergency procedures, including contacting emergency services or other appropriate agencies where necessary.

The School will maintain appropriate safeguarding records of concerns, decisions and actions taken and will ensure that information is shared appropriately with relevant professionals in accordance with the School's information-sharing procedures.

Online Safety

Children and young people are growing up in a digital world in which online activity, digital communication, mobile technology and artificial intelligence (AI) are an integral part of their lives. While technology provides significant educational, social and communication benefits, it also presents safeguarding risks. These include exposure to harmful or inappropriate content, online abuse, bullying and harassment, grooming and exploitation, sexual abuse and exploitation, misinformation and disinformation, harmful online communities and challenges, inappropriate contact, and the misuse of images and personal information. Emerging technologies, including generative AI and AI-powered chatbots, may also create or amplify safeguarding risks. The School is committed to a whole-school approach to online safety and digital safeguarding, in accordance with the most recent version of Keeping Children Safe in Education and relevant Department for Education guidance. More information about the School's approach is set out in the School's Online Safety Policy, Acceptable Use Policy and Mobile Phone Policy.

Online safety is taught through the curriculum, including statutory Relationships, Sex and Health Education (RSHE) and Computing, and is reinforced through PSHE, assemblies, pastoral provision and other appropriate learning opportunities. The School uses the UKCIS Education for a Connected World framework to support age-appropriate progression in pupils' digital literacy, online safety and digital resilience.

Pupils are taught how to recognise, respond to and report harmful or inappropriate content and contact; how to recognise and challenge online abuse, bullying and harassment; how to develop respectful and healthy online relationships; how to protect their privacy, identity and personal information; how to manage their digital footprint and online reputation; and how to critically evaluate information encountered online, including misinformation and content generated or manipulated using AI.

The School recognises that artificial intelligence can provide valuable opportunities for teaching and learning but also presents emerging safeguarding, privacy, data protection and wellbeing risks. Where AI tools are used by staff or pupils, their use is subject to appropriate School policies, risk assessment and safeguarding controls. The School will ensure that AI tools are used lawfully, safely, proportionately and appropriately for the age and needs of pupils and will have regard to Department for Education guidance on the safe and effective use of AI in education and relevant product safety standards. Pupils are taught about the limitations and potential risks of AI, including inaccurate or misleading outputs, inappropriate or harmful content, privacy and personal-data risks, manipulation and deepfakes, and the potential for AI to facilitate bullying, harassment or other forms of abuse. The School will keep its approach to AI under review as technology and associated risks develop.

The School has a clear policy governing the use of mobile phones and other smart technology. In accordance with Department for Education guidance, the School is a mobile-phone-free environment by default, and pupils are not permitted to use mobile phones or other smart technology with similar functionality during the school day, including lessons, between lessons, breaktimes and lunchtimes, except where an authorised exception applies. The School's arrangements take account of the particular needs of pupils, including where reasonable adjustments, medical needs, safeguarding considerations or other exceptional circumstances require access to a device. The expectations for pupils, staff and parents are set out in the School's Mobile Phone Policy and Behaviour Policy.

The School recognises that mobile phones and other personal devices can present safeguarding risks, including access to inappropriate content, unwanted or harmful communication, cyberbullying, recording or sharing images or audio without consent, inappropriate use of social media, and contact with individuals outside the school community. These risks are considered alongside the School's wider approach to filtering, monitoring, behaviour and safeguarding. Any concerns arising from the misuse of

mobile phones, smart technology or online platforms are dealt with in accordance with the School's safeguarding and behaviour procedures.

All staff receive appropriate safeguarding and child protection training, including online safety, at induction and through regular updates, with training refreshed at least annually. This includes staff understanding of their responsibilities in relation to filtering and monitoring and emerging online risks, including AI and the use of mobile and smart technology. Staff follow the Staff Code of Conduct in relation to digital communication, social media, use of devices and professional boundaries. Staff report concerns about online harm, inappropriate use of technology or digital communication, including concerns arising through AI or mobile-phone use, immediately to the Designated Safeguarding Lead (DSL) in accordance with the School's safeguarding procedures.

The School has appropriate filtering and monitoring systems in place to protect pupils from accessing illegal, harmful or inappropriate content online. Filtering and monitoring arrangements are regularly reviewed to ensure that they remain effective, proportionate and appropriate to the School's context and the changing nature of online risks. The School considers the safeguarding implications of AI-generated content and other emerging technologies when reviewing its filtering and monitoring provision. The School also recognises that filtering and monitoring are only one part of a wider safeguarding strategy and does not rely on technical controls alone.

The School ensures that appropriate procedures are in place for responding to alerts, reports and concerns arising through filtering and monitoring systems. Access to monitoring information is restricted to authorised personnel, and relevant staff and any appropriate third-party providers receive suitable safeguarding training. The School's arrangements for filtering and monitoring, including how concerns are identified, reported, escalated and responded to, are reviewed regularly and reflected in relevant policies and privacy information.

The School works in partnership with parents and carers to promote children's online safety. Families are provided with guidance about age-appropriate use of devices and online services, home filtering and parental controls, social media, mobile phones, AI and other emerging technologies. The School signposts parents and carers to trusted sources of advice and support, including Internet Matters, and encourages parents and carers to maintain open and age-appropriate conversations with their children about online safety and emerging digital risks.

The School works with relevant external agencies and safeguarding partners, including Lincolnshire Stay Safe Partnership and other appropriate agencies, to remain informed about emerging online risks, changes in technology, developments in AI and mobile technology, and effective safeguarding practice. The School will review and update its policies, curriculum, staff training, filtering and monitoring arrangements and other safeguarding measures as necessary to respond to emerging risks and changes in statutory guidance.

Photography and Images

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

While parents may be permitted to bring a device with a camera function to some events as communicated by the School, no staff member should use their personal equipment to take photographs of children. The School provides equipment for this purpose.

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

To protect children, we need to:

- Seek parental consent for photographs to be taken or published (for example, on our website, social media, in the newspaper or other publications).
- Ensure that the child is appropriately dressed.
- Encourage children to tell us if they are worried about any photographs that are taken of them.

Staff should be aware that many nude or semi-nude 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 children are worried about an image they see. At School, children will be taught about healthy relationships and the dangers of nude and semi-nude images and the sharing of these.

Our School will consider the use of photography and images of children on our website, social media profiles and the public domain. Our School recognise and take seriously the risk of any images posted by the School potentially being used by individuals who wish to create AI generated malicious or abuse images of children. Images will be carefully selected to ensure that the risk of this is decreased and will follow our own policies to monitor and review this throughout the academic year.

Use of Mobile Phones, Tablets, Smart Watches and Other Wearable Technology in our EYFS Setting

The School is committed to safeguarding and promoting the welfare of all children in the EYFS. Mobile phones, tablets, smart watches and other wearable devices capable of taking, storing or sharing images, audio or video must be managed appropriately to protect children's privacy and safety.

Staff are not permitted to use personal mobile phones, tablets, smart watches or other wearable technology in EYFS areas when children are present. Such devices must be stored securely and out of sight during working hours. Photographs, videos and observations of children will only be taken using school-authorised devices and systems. Images must not be stored on personal devices or shared through personal accounts, messaging services or social media platforms.

Visitors, volunteers and contractors are required to follow the School's mobile phone and device procedures while on site. Parents and carers may only take photographs or recordings during school events where permission has been given and must not share images containing other children without consent.

Any concerns regarding the use of mobile phones, tablets, smart watches, wearable technology or image-sharing devices will be addressed in line with the School's safeguarding procedures.

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 key 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 a Family Help Assessment or make a referral for unborn to Social Care.

A child 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 child 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 child while they are away from the provision to limit the disruption to their education and make appropriate arrangements that work for the child and educational establishment. Where there is robust medical evidence that indicates that the child 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 Counter-Terrorism and Security Act 2015, our School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.
To fulfil the Prevent Duty, staff have received information/training to help them to identify children who may be more susceptible through vulnerability factors 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 defined as:

- When a child under the age of 16 is cared for by someone other than a close relative for 28 days or more. If they have a disability, this is under the age of 18
- When a child lives with someone from their extended family, such as a great aunt or uncle
- When a child lives with a friend of the family or of the child

It is not private fostering when a child is living with a close relative. This includes grandparents, brothers and sisters, aunts and uncles or stepparents.

We will inform the local authority 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 and ensure advice, help and support is available when needed.
Private fostering – When you must tell us - Lincolnshire County Council

Restrictive Interventions/Use of Reasonable Force

The School recognises that there may be occasions when the use of restrictive interventions or reasonable force may be required. All staff have received training in this, and the School has a dedicated policy for the use of restrictive interventions and the use of reasonable force which should be read in conjunction with this policy.

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 nor 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 individual who has been reported for 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 individual reported 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 of each other. 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 school 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 support 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 child- on -child 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 unmet need that could escalate into a safeguarding concern. Support will also be considered for the individual reported 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.

Sport and PE

The School recognises the safeguarding and equality considerations associated with sport and physical education. Arrangements for safe, fair and appropriate participation in PE and sport, including single-sex sporting activities where applicable, are set out in the School's Equality policy and is subject to safeguarding risk assessment.

Substance use

The School takes a serious view of substance use while recognising that children may begin using substances through additional contributing vulnerability factors or exploitation. All cases of substance use should be brought to the attention of the Headteacher who will consider both the student behaviour policy and any factors that may indicate a child is in need of support 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.

Child trafficking is when children are tricked, forced or persuaded to leave their homes and are moved and then exploited, forced to work or sold. Child trafficking and exploitation are types of child abuse. Children can be trafficked into the UK from other countries, and within the UK. They could be moved to a different country, county or even within the same town or village. Traffickers could work alone, be part of a small group or a large organised crime group.

Any concerns about trafficking and exploitation will be reported by the School to Police if there is immediate danger for a child, to Lincolnshire Children's Safeguarding Tel-01522 782111 alongside following the LSCP Protocol on reporting concerns for child exploitation. Further referrals will be completed to NRM (National Referral Mechanism) and NSPCC ICTG (Independent Child Trafficking Guardianship) service and follow the national guidelines for these referrals.

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

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 Lincolnshire Children's Services 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 4

Safeguarding Contacts

Safeguarding Contacts

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

Designated Safeguarding Lead (DSL)	**Theresa Wright**
Deputy Designated Safeguarding Lead(s)	**Jackie Jeffries**
Our local contact numbers are:	
Safeguarding of children concerns *(Children living in Lincolnshire)*	**01522 782111** ***Lincolnshire's Children's Safeguarding for reporting concerns*** ***Emergency Duty Team*** **01522 782333** (6pm-8am + weekends and Bank Holidays)
Safeguarding of children concerns *(Children living in other Authorities)*	**Cambridgeshire Social Care (CSC) 0345 145 1362** **Emergency Duty Team 01733 234724**
Allegations against /concerns about adult(s) working with children **Staff must report concerns to the Headteacher or in the event of concerns about the Headteacher concerns must be reported to the Proprietor.**	Lincolnshire Local Authority Designated Officers (LADO) **Kim Murray, Ildiko Kiss, Amy Beacham, Renita Lancaster, Matt Cannon, Julia Adams and Lyndsay Hewitt.** **01522 554674 LSCP_LADO@lincolnshire.gov.uk** **The Headteacher/Chair must contact LADO to discuss concerns & course of action.**
Police *(Emergency)* **Police** *(Non-Emergency)*	**999** **101**
LCC Safeguarding in Schools *for advice around safeguarding policy, audits, training etc.*	safeguardinginschools@lincolnshire.gov.uk

Appendix 5

Useful Documents and Contacts within the local authority

- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Information Sharing advice for Safeguarding Practitioners
- Child abuse concerns: Guidance for practitioners
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards

  Guidance for Safer Working Practice for those Adults who work with Children and Young People
- https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
- The Domestic Abuse Act (2021)
- Behaviour in Schools: advice for Headteachers and school staff
- The Equality Act 2010: Advice for Schools
- AI Child Sexual Abuse Imagery: Parent Safety Guide
- Searching, Screening and Confiscation

Elective Home Education (EHE) ehe@lincolnshire.gov.uk

Children Missing Education (CME) cme@lincolnshire.gov.uk

Child in Entertainment or Employment cee@lincolnshire.gov.uk

School Attendance Queries attendance@lincolnshire.gov.uk

Prevent

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

Online Safety incidents

Saferinternet Helpline

Lincolnshire Police

101 non-emergency or 999

Family Help Team

TAFadmin@lincolnshire.gov.uk
www.lincolnshire.gov.uk/tac
earlyhelpconsultants@lincolnshire.gov.uk

Training Materials

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

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

Prevent Training-

Staff can 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

	AYSCOUGHFEE HALL SCHOOL
	JOB DESCRIPTION FOR DESIGNATED LEADS FOR SAFEGUARDING AND CHILD PROTECTION

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 Family 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 (UK GDPR) and the Data (Use and Access) Act 2025.
- 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 Proprietor 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 the appropriate inspectorate (for example Ofsted or the Independent Schools Inspectorate) 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. The School Staff Emergency Contact Whatsapp Group may also be used to send a discrete message to the DSL/DDSL to request an urgent phone call. Staff are aware of contact methods for the DSL/DDSL and know that they should not discuss details with a wider audience.

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.