Document Title	**Child Protection and Safeguarding Policy**
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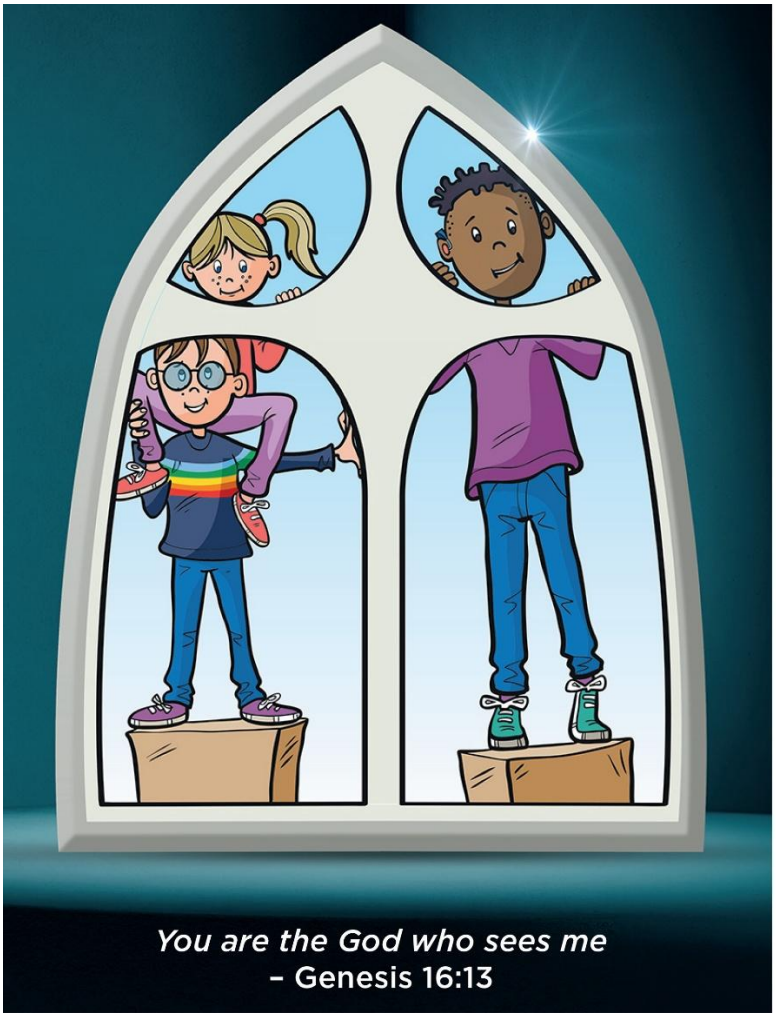
Version Number	V2
Date Approved	16th July 2026
Approved By	LAAT Board

Policy Category **2**	1	Trust/Academies to use without amendment
	2	**Academy specific appendices**
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	August 2025	TA/LL/CK	Complete policy review by external safeguarding specialists. Inclusion of new section as outlined in KCSIE 2025 to include Abduction, Cyber Crime, detail on risk assessments, further information on elective home education and children in alternative provision. Further guidance on the role of Governors in our Trust and SG Training. Added detail on prevent and Trust protocols.
V2	July 2026	LL	Changes in light of KSCIE and Crime and Policing Agency changes. Specific detail added to definitions of child on child abuse. Updated legal definition of whistleblowing. Updated section on mental health warning signs and actions to take. Child on Child abuse to include greater info around AI and misogyny, violence and harassment and cyberflashing. Removal of requirement for Governors to check the SCR, instead assurances should be sought only. Section added on biological sex spaces. Updated filtering and monitoring requirements to annual review for AC. Concerns about staff to include trainee teachers falling under same allegation process as supply and agency. All staff must now read Part 1 of KCSIE in full. Added overarching statement around the DSL and their role in strategic safeguarding and culture. Vetting checks for volunteers reference crime and policing act. Added Equality Statement. Added section re Data Protection and Confidentiality.



Excellence, Exploration and Encouragement powered by Equity

The LAAT window allows us to see:

- The past, on which we build
- The present, for us and for others
- The future we seek to become.

Grounded in faith, we seek to see and understand all in our diverse communities and beyond.

Every pupil has the right to flourish; academically, physically, emotionally, and spiritually, through an educational experience based on Excellence, Exploration and Encouragement.

Every pupil has the right to receive what they need. And every child will need different things at different times. Providing this, is Equity at work.

LAAT

Keeping children/young people safe is our top concern and aligns with our vision as shown above

Safeguarding and promoting the welfare of a child is everyone's responsibility.

Every child has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the school, to watch over them, listen to their views and take action if they are concerned. This Safeguarding Policy sets out how parents, staff and school leaders will respond if they are worried about a child.

Remember – it could happen here

In this Trust we hold true to our values and aspirations keeping all children at the heart of decisions by;

- Protecting children from maltreatment
- Providing safe and effective care
- Providing an environment where ALL children can flourish
- Preventing impairment of children's mental and physical health

"Every child is Everybody's responsibility"

Everyone working at the school as a member of staff or volunteer has a duty to safeguard and promote the welfare of our children/young people. They must read this policy, as well as Keeping Children Safe in Education Part 1.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the Designated Safeguarding Lead.

The DSL and DDSL contact details are found in appendix B.

This document applies to all children/young people under 18 at the school.

Anyone coming into contact with our children/young people or visiting the school site must abide by this policy.

Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances.

We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Confidentiality

Timely information sharing is essential to effective safeguarding.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

If staff are in any doubt about sharing information, they should speak to the DSL or DDSL.

Who's Who

The Designated Safeguarding Lead (DSL) has lead strategic responsibility for the wellbeing and protection of all students at the school, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection.

The Deputy Safeguarding Lead (Deputy DSL) works closely alongside the DSL to be fully aware of the needs of students across the school and is able to take any necessary action in their absence.

The DSL or DDSL can be contacted during school hours on the number in Appendix B. For out of hours concerns please leave a message, using the same number, and a member of the safeguarding team will pick up on the return to school.

Names and contact details of current safeguarding personnel are maintained in the school's policy addendum and on staff noticeboards.

The Designated Safeguarding Lead

The Trust ensures there is a suitably qualified and trained Designated Safeguarding Lead (DSL) who is a senior member of the Leadership Team, supported by at least one Deputy DSL trained to the same level. The DSL is expected to ensure that the capacity of the safeguarding team is sufficient to meet need and school context.

The DSL is expected to oversee referrals to children's social care, the police and Channel panels and also to lead safeguarding culture, oversee information sharing, coordinate multi-agency working and support staff across the organisation. Safeguarding leadership should be embedded strategically across the school or college.

The following responsibilities form part of the DSL's job description.

The DSL will:

- Embed safeguarding and child protection (including online safety) as a central ethos of the school.
- Ensure all staff are familiar with the Safeguarding Children Policy and Keeping Children Safe in Education Part 1
- Ensure all staff have the skills and knowledge to identify and report concerns, including safeguarding concerns or allegations against staff.
- Act as the first point of contact for staff with safeguarding concerns, provide advice and support, and ensure a DSL or Deputy is available during school hours and for any out-of-hours or out-of-term activities. In exceptional circumstances, this may include MS Teams.

- Maintain oversight and hold ultimate lead responsibility (which cannot be delegated) for all safeguarding matters, including children requiring early help or child protection.
- Manage referrals to Children's Services (including children in care or returning from care) and other agencies such as the Channel programme, the Police, and the Disclosure & Barring Service, and ensure Deputies keep the DSL updated.
- Liaise with Senior Mental Health Leads and other relevant staff, and with the Headteacher (if not the DSL) regarding ongoing enquiries, Police investigations, or concerns for children.
- Attend multi-agency meetings, provide reports, share significant updates, and ensure appropriate information is passed to relevant staff.
- Keep accurate, up-to-date, and secure child protection records in line with KCSIE. When children move to another school or college, ensure timely and secure transfer of files (within 5 school days for in-year transfers, or the first 5 days of a new term) and plan early for transitions. Obtain confirmation of receipt from the receiving school or college.
- Keep written records of all concerns, discussions, and decisions, including the rationale for those decisions, whether a referral was made.
- Promote the educational outcomes of children in need or with a social worker by ensuring staff know who these pupils are, understand their needs and challenges, and make appropriate adjustments.
- Review the Child Protection and Safeguarding Policy at least annually and when guidance changes, ensure it is publicly available, and make parents aware of the school's safeguarding role.
- Review the staff CPD programme annually to ensure key topics are covered, including child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, and online safety.
- Consider and address barriers to reporting for children with SEND or physical health needs.
- Check that safer recruitment processes are compliant.
- Receive DSL training (with Deputies) at least every two years, alongside Prevent training, and update knowledge at least annually through bulletins, professional networks, and other learning opportunities.
- Ensure staff receive safeguarding updates at least termly in addition to annual training and take lead responsibility for online safety across the school.

Governors (Academy Committee)

The Academy Committee support the strategic leadership of the school's safeguarding arrangements and monitor ongoing compliance with all statutory duties. They monitor the implementation of Keeping Children Safe in Education, ensuring that safeguarding policies, procedures, training, and the curriculum are effective and lawful.

The Academy Committee will appoint a named governor with lead responsibility for safeguarding, who will receive appropriate training.

The Governing Body supports a whole-school safeguarding culture, with the child's best interests at the heart of all processes and decisions.

This includes:

- Overseen by the Director of Governance and Compliance, receiving all statutory policies through the standardised Academy Committee agendas.
- Ensuring there are trusted, well-promoted systems that enable children to report concerns safely and know they are taken seriously.
- Ensuring that the DSL has been appointed, along with one or more Deputy DSLs, each having sufficient time, training, funding, and resources to fulfil their roles effectively and in line with KCSIE expectations.

The Academy Committee receives regular safeguarding updates from the Headteacher.

All governors and trustees complete safeguarding and child protection training (including online safety) at induction and refresh their training regularly to remain equipped to challenge and assure the effectiveness of safeguarding arrangements.

Governors understand and uphold their responsibilities under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and local multi-agency safeguarding frameworks. They pay careful attention to the support of pupils with protected characteristics, including disability, sex, sexual orientation, gender reassignment, and race.

They also remain alert to emerging safeguarding risks, including misinformation and disinformation, harms linked to artificial intelligence, safeguarding concerns connected to attendance, and filtering and monitoring standards. These risks are reflected in the school's policies and oversight. Governors will review the school's filtering and monitoring systems at least once a year, in line with government guidance.

When we review this policy

This policy is reviewed at least annually and updated if required. This is so we can keep up to date with updated legislation/guidance, key reports, safeguarding issues as they emerge and evolve, including lessons learnt from reviews of serious cases of abuse or neglect. It is available on our website.

We have incorporated key changes to the government guidance, Keeping Children Safe in Education.

Related Policies

- Code Of Conduct for All Adults
- ICT User and Social Media Policy
- AI Policy
- Behaviour Policy
- Managing Allegations Against Staff
- Trust Prevent Guidance
- Trust Guidance on the use of reduced timetables
- Acceptable IT User Policy for Pupils

Hire or rent of school premises

When we hire or rent the premises or facilities to other organisations, the DSL checks, monitors and ensures that appropriate safeguarding arrangements are in place and the organisation meets our requirements, relevant legal requirements, and statutory guidance. This will be a requirement of any agreement between the school and the other organisation; and is regardless of whether the children/young people attending are on roll at our school or not. This is in alignment with the principles set out in Protective Security and Preparedness for Education settings 2024 and Martyn's Law.

Complaints

As well as contacting the DSL or Deputy DSLs, children/young people or parents can make a complaint about something they have seen at the school. Safeguarding concerns that indicate a child may be at risk of harm should be referred directly to the DSL, bypassing the standard complaints procedure if necessary to protect the child. Please see our complaints procedure on our website for more details.

Principles

- Our approach is child-centered: we always act in the best interests of the child and promote their welfare.
- We listen carefully to children, parents, and carers, and we always take concerns seriously.
- We recognise that children in our care may face risks. We talk openly about these risks with children, staff, and parents/carers, and work together to plan how to keep children safe.
- If anyone is worried about a child, they must act and keep acting until they are sure the child is safe.
- We are transparent in our decisions and inform parents/carers and relevant authorities about safeguarding concerns when appropriate.

- We make it easy to raise a concern. Anyone who speaks up will be listened to, taken seriously, and supported.
- Respect, dignity, justice, reflection, wisdom, hope, innovation, interdependence, and accountability are at the heart of all that we stand for.
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Valuing diversity

LAAT believes every child should flourish in a creative environment that enables them to become all that God intended. This means:

- Transforming the life chances of every pupil, whatever their background
- Being fully inclusive and valuing diversity
- Supporting and developing all staff to reach their potential
- Celebrating a distinctive character that reflects our community context

Difference is central to our strength. We promote inclusive behaviours that empower children to make choices that are right for them. Discrimination is recognised as a safeguarding issue. We work with other agencies and our communities to address hurtful behaviour or comments, and to act when these impact children's wellbeing, including our duties as set out in the Prevent Duty.

We are committed to anti-discriminatory practice and to recognising how culture, race, and identity can influence safeguarding needs. Staff will take these factors into account in all safeguarding decisions and in their interactions with children and families. If staff or volunteers act in a discriminatory way towards any group, we will take prompt action to address it and consider whether it breaches our Code of Conduct.

Mental Health

Children's emotional health and wellbeing affect their learning, cognitive development, physical health, social skills, and long-term mental wellbeing. Promoting both mental and physical welfare is a key part of every staff member's role.

Our school provides a safe, nurturing environment that fosters self-worth and confidence, reduces the risk of bullying and violence, and encourages positive behaviours. Staff promote mutual respect, learning, and strong relationships, and create an inclusive culture where pupils feel able to share concerns. Training is provided in line with pupils' needs. Staff are trained to recognise signs of poor mental health that may be linked to abuse or neglect and to act promptly in line with the Early Help process. The DSL maintains links with mental health services and ensures pupils receive appropriate support in school and through external referrals where needed.

We work in partnership with parents, carers, and families to support pupils' social and emotional wellbeing. All pupils have access to pastoral care so that emotional, social, or behavioural difficulties are addressed quickly. Where needs go beyond the school's resources, families are signposted or referred to additional support such as local groups, Early Help services, or Child and Adolescent Mental Health Services (CAMHS).

All staff need to be aware of potential warning signs of poor mental health such as:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves

If members of staff feel the child is in danger, there is a requirement for staff to call 999 or take a child to A&E immediately (or call 111 if it is not an emergency).

What to do if you're worried about a child at the school

Staff & Volunteers

- The DSL or DDSL should be spoken to about any concerns.
- Record on the CPOMS system which will alert the Designated Safeguarding Lead.
- The DSL will assess the level of risk using the Local Authority Multi-Agency Safeguarding Thresholds Guidance and may contact the Early Help Hub for advice.
- For Level 1 & 2 needs, talk to the parents, and provide support, including possible referral to other services.
- For Level 3 & 4 needs, the DSL will contact parents (unless this would increase the risk) to talk about involving other agencies, as explained in the threshold of needs guide.
- The DSL may contact Children's Safeguarding for advice and clarification on level of need.
- If we have consent, the DSL will refer to the local authority children's social care. If we do not have consent and we have a child protection concern, the DSL must still refer.
- Monitor progress for the child.

Every member of staff has a duty to act to keep children and young people safe and to promote their welfare.

Failure to act on a concern could lead to disciplinary action.

Staff should take notice of concerns or disclosures, be aware that children and young people may not recognise they are being abused and understand that disclosures can be behavioural as well as verbal. Staff must avoid asking leading questions, carrying out their own investigation, or making promises about the

outcome. They should listen carefully, reassure the child appropriately and record the disclosure as accurately as possible, using the child's own words where they can be recalled verbatim.

Concerns about the behaviour of staff must be taken directly to the DSL of if the concern relates to the DSL, be taken to the Executive Safeguarding team, whose details are on the Trust website.

If you are still worried after taking a concern to the DSL, you must follow the escalation process until you are satisfied that the matter has been addressed.

This may include reporting directly to the local authority Children's Social Care yourself.

Parents & Visitors

- If the child is in imminent danger, take action to keep them safe. Tell our staff or if necessary, call the Police on 999 or Children's Safeguarding on 01522 782111.
- If you are concerned about staff behaviour, contact the DSL via the School Office.
- For other concerns, speak to your class teacher in the first instance.
- We will contact you by the next school day (sooner if required) to tell you that action has been taken.
- If you do not hear from us, or you remain concerned, please speak to the DSL.

All staff, volunteers & visitors have a duty to act to protect children and promote their welfare.

If you still have a concern after following the above procedure please follow our Whistleblowing Policy.

If children/young people raise a concern…
Always take young people seriously, listen carefully and report this to the safeguarding team.

Do…

Listen and accept, trying not to interrupt
Reassure them it was the right thing to tell you
Explain what you are going to do next
Make accurate notes using all the child's words as soon as possible
Inform the safeguarding team

Don't…

Promise confidentiality
Investigate
Use leading questions
Ask the child to repeat the disclosure
Judge or make assumptions

Staff must explain to the child that the information will need to be shared to help keep them safe, and that only those who need to know will be told.

Safeguarding in Lincolnshire

We work within Lincolnshire Safeguarding Children Protection Procedures - and our local safeguarding children partnership.

Where there is a welfare or child protection concern about a child at the school, we will contact Lincolnshire Safeguarding Children Partnership by phone on 01522 782111 (Mon to Fri) and 01522 782333 outside of these hours, or via email lscp@lincolnshire.gov.uk. This will be followed up by a written referral.

The FGM mandatory reporting duty

There is a legal duty requiring school staff and school nurses (amongst others) in England and Wales to make a **report to the Police** where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observing physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Teaching about Safeguarding

Children are taught what to do if they are worried about something for themselves or another child. We explain that the law is in place to protect, not criminalise them.

Our safeguarding education is tailored to the needs of the children (including if they are victims of abuse), with an emphasis on prevention and teaching children and young people values and standards. In line with the Relationships, Sex and Health Education (RSHE) statutory guidance 2025/26, safeguarding content is embedded across the curriculum, including age-appropriate teaching on recognising risks, seeking help, and understanding rights and boundaries.

Children are encouraged to identify safe and important people in their immediate and surrounding family and friends, in the staff team here at the school, and about ChildLine and other organisations that help and support children. Our approach is underpinned by our policies, procedures, pastoral support and an evidence-based curriculum, as required by Keeping Children Safe in Education 2026 and Working Together to Safeguard Children.

Relationships Education

The school teaches about relationships in line with the statutory RSE guidance. This forms part of our safeguarding approach and is designed to help pupils stay safe, make informed choices, and understand their rights and responsibilities.

Teaching covers healthy relationships, respect, personal boundaries, keeping safe (including online), and what to do if pupils are worried about themselves or others. It also equips pupils to recognise and report harmful behaviour, including sexual harassment and sexual violence between peers. This includes recognising and responding to risks online and AI to include harmful content, cyberbullying, grooming, and the sharing of explicit images.

We recognise this learning as a key preventative safeguarding measure, helping pupils to identify abuse, unhealthy behaviours, and situations that may place them at risk, both offline and online. Where teaching content may affect an individual child, for example, following a significant life event, the DSL/DDSL, relevant teacher, and parent/carer will agree the most supportive approach for that pupil.

Online behaviour and safety

The school applies the same expectations for behaviour online as it does offline. We provide advice and guidance to staff, pupils, and parents/carers on safe online content, contact, and conduct, as well as sources of support.

In line with the RSE statutory guidance and Keeping Children Safe in Education, pupils are explicitly taught about the benefits and risks of technology and the internet.

This includes how to:

- Evaluate what they see online
- Recognise techniques used for persuasion, from advertising to bullying or grooming
- Understand acceptable and unacceptable online behaviour
- Identify online risks and know how and when to seek support

We adapt our approach for pupils who are more vulnerable, including victims of abuse and those with special educational needs or disabilities. Online safety is embedded in our safeguarding policy, procedures, and curriculum. The Trust ensures robust filtering and monitoring systems are in place, reviews them annually, and provides regular guidance to parents and carers on supporting online safety at home. The DSL is responsible for Filtering and Monitoring reviews locally within Trust systems and processes.

Please also see the AI Policy and User guidance for pupils and staff.

Early Help

Early help is support provided as soon as a problem emerges, at any point in a child's life, from the foundation years to the teenage years. It aims to improve family resilience, achieve better outcomes, and reduce the chance of problems worsening. Providing early help is more effective in promoting children's welfare than responding at a later stage.

Any child may need early help, but staff should be especially alert to those who:

- Have special educational needs, disabilities, or certain health conditions

- Have a mental health need
- Are young carers
- Are at risk of gang involvement, serious violence, anti-social or criminal behaviour
- Go missing from school, home, or care (including persistent part-day absences)
- Are at risk of modern slavery, trafficking, or exploitation (sexual or criminal, including county lines)
- Are at risk of radicalisation
- Have a parent/carer in custody or affected by parental offending
- Live in households affected by substance misuse, adult mental health issues, or domestic abuse
- Misuse drugs or alcohol themselves
- Have returned home from care
- Are at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Are privately fostered
- Have experienced multiple suspensions or are at risk of permanent exclusion

Staff must share concerns promptly with the Designated Safeguarding Lead or a Deputy. Staff should refer to the local safeguarding partner's published threshold document for detailed guidance on when and how to make an early help referral. The DSL/DDSL will oversee all early help referrals and ensure timely multi-agency working.

Identifying abuse & neglect

Abuse or neglect can involve inflicting harm or failing to prevent harm, including where a child sees, hears, or experiences its effects, such as in domestic abuse. Harm can be physical or non-physical and may include the impact of witnessing the ill-treatment of others. Children may be abused in the family, in an institutional setting (including in school), in the community, or online. They may be harmed by adults or by other children. Staff should be alert to safeguarding issues that can arise outside the home and/or online, and which may pose a threat to children's welfare, as set out in Keeping Children Safe in Education.

Some children tell us about abuse; more often, they do not. They may feel embarrassed, humiliated, threatened, or unable to recognise their experiences as harmful. This may be due to vulnerability, disability, sexual orientation, or language barriers. Staff should maintain professional curiosity and raise any concerns with the DSL or DDSL, even if a child has not disclosed. Many children communicate distress through changes in behaviour, so it is important for staff to notice and respond. Building trusted relationships with pupils helps create opportunities for them to share concerns.

In our local area, children face risks including substance misuse, domestic abuse, radicalisation, county lines, gangs, serious violence, violence against women and girls, and female genital mutilation. These issues are addressed in staff training, curriculum planning, and school life. We act promptly on concerns, helping children to develop skills to recognise and manage risks. Our Safer Recruitment Processes, and safeguarding training for all staff reinforce this approach. We also promote respectful relationships and healthy choices through relationships education. Where serious concerns arise, we involve parents/carers, health professionals, the Police, or children's social care.

Child-on-Child Abuse

Abuse may be perpetrated by other children. While girls are statistically more likely to be victims and boys perpetrators, all child-on-child abuse is unacceptable and will be taken seriously. We have zero tolerance for behaviours dismissed as "banter" or "part of growing up", as this risks normalising harm and creating unsafe environments. Such behaviours harm both the victim and the perpetrator and we provide support for all involved. Our preventative approach includes staff training and a well-publicised, accessible reporting system that enables pupils to report abuse confidently, knowing they will be listened to and taken seriously. Child-on-child abuse can include misogyny, verbal and emotional abuse, harmful sexual behaviour, coercive control and youth violence. It can also include the use of AI and deepfakes, including consensual and nonconsensual sharing of these images and cyberflashing.

Categories of Abuse

There are four categories of abuse as defined in Working Together to Safeguard Children:

- **Physical abuse**
- **Sexual abuse**
- **Emotional abuse**
- **Neglect**

Staff must be familiar with each form of abuse and what to look for. They are explained in Appendix A.

Children/young people are abused or neglected in a range of situations. There is specific guidance about the following situations, amongst others, also in Appendix A.

1. Domestic abuse
2. Physical intervention and restraint
3. Bullying
4. Sexual harassment and sexual violence
5. Child on child abuse
6. Racist & other hate incidents
7. Forced Marriages & Honour Based Abuse
8. Female Genital Mutilation
9. Child Criminal Exploitation
10. Anti-social & gang related activity
11. Serious violence and knife crime
12. Children at court
13. Family in prison
14. Homelessness & poverty
15. Child sexual exploitation

16. Substance misuse
17. County Lines
18. Trafficking
19. Radicalisation and extremism
20. Online or internet use
21. Photography & images
22. Private fostering
23. Body image and confidence
24. Young carers
25. Children/young people going missing
26. Modern slavery
27. Children who have previously had a Social Worker
28. Children who identify as LGBT+
29. Gender Questioning
30. Child Abduction
31. Cyber Crime

How do I tell if a child/young person is at risk of abuse or neglect?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the Safeguarding Team about the risk or to involve other agencies. Use the information about abuse, neglect and exploitation in this document and information in the Lincolnshire Safeguarding Children Partnership* threshold guidance. Some of the key issues affecting our children/young people are set out in KCSIE Appendix A.

More detailed guidance on specific issues is available in the Lincolnshire* SCP Child Protection Procedures. Welcome to the Lincolnshire SCP Policy and Procedures Manual. Where there are concerns for the wellbeing of a child that do not meet the threshold for abuse or neglect, the school will use the Team around the Child Early Help Assessment form to access help, record and track such concerns. Team Around the Child - Professional resources.

Children with special educational needs and disabilities

There are additional safeguarding challenges both on and offline for children with special educational needs (SEND) and/or disabilities, including:

- that behaviour, mood and injury may relate to possible abuse and not just a SEN or a disability
- higher risk of peer group isolation
- disproportionate impact of bullying
- difficulties with communication
- cognitive understanding, including understanding the difference between fact and fiction in online content

Sometimes, a child's SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEN and/or disabilities have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Children with disabilities are 3 times more likely to be abused than their peers. We put measures in place to address these additional challenges including extra pastoral support, mentoring and attention, and appropriate support for communication as needed.

We provide guidance on the use of restrictive and how this is only used as a last resort for managing incidents of very challenging behaviour. This is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.

Information Sharing

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse, neglect or exploitation

Sharing information internally:

Legally, we must share information within the school only on a 'need to know basis', so that those who need to know information to keep children/young people safe and help them develop do know.

When we are worried about a child it is essential that we inform the DSL/DDSL promptly and record the concern.

Some information within the school will be further restricted, for example:

- Where there is an allegation about a member of staff, the Headteacher will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive, this can be restricted further, for example the details of sexual abuse or a child/young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.

Sharing information with other agencies:

Where a significant issue arises the DSL or DDSL will ensure the parent is contacted within 24 hours, or immediately if required (unless doing so will put a child or adult at risk of harm).

We follow the 7 Golden Rules from Information sharing advice for safeguarding practitioners - GOV.UK

1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. We will be open and honest with individuals (and/or family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. We will seek advice from other practitioners (e.g. MASH), or our information governance lead, if in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. We share information with informed consent where appropriate and, if possible, respect the wishes of those who do not consent to share confidential information. We still share information without consent if, in our judgement, there is a lawful basis to do so, e.g. where safety may be at risk. We base judgements on the facts of the case. We are clear about why we share or request personal information from someone. We remain mindful that individuals might not expect information to be shared, even with consent.

5. We consider safety and well-being and base our information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: We ensure information we share is necessary for the purpose for which we are sharing it, is shared only with individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. We keep records of our decision to share (or not to share) and the reasons for it. We record what we have shared, with whom and for what purpose.

Data Protection Guidance

Staff, governors and trustees should use the DfE's data protection guidance for schools to help them:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

Local Authority Children's Social Care

We ask parents to let us know if their child has ever had a Social Worker and this information is also shared routinely with us by local authorities. This allows us to put in extra support to give them the best chances of success and to take earlier action if we are worried about a child's progress, behaviour or if they go missing.

Contacting the Police

We share information with the Police if we suspect abuse, neglect or exploitation in line with the LSCP Child Protection procedures. We will consider contacting the Police if we suspect a crime has been committed in line with the National Police Chiefs Council guidance. when-to-call-the-police--guidance-for-schools-and-colleges.pdf

What to do if you are still worried…

The school has an internal escalation process, and links with the LSCP Child Protection Procedures professional resolution and escalation protocol. Joint professional escalation and resolution protocol - Escalation and resolution steps - Lincolnshire County Council

Every member of staff must follow this process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you should move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We always listen to concerns raised by children/young people, families, staff, visitors, or other organisations. The Whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon and/or you are worried about being treated unfairly. The prescribed organisation for Safeguarding Children Whistleblowing is the NSPCC: 0800 028 0285 or help@nspcc.org.uk

Safer Recruitment

We are committed to ensuring we employ 'safe adults' by following the guidance outlined in DfE guidance Keeping Children Safe in Education (including consideration of carrying out online searches as part of our due diligence on shortlisted candidates) and within the Trust Safer Recruitment Protocols.

Those involved in recruitment and employment of staff have received safer recruitment training in line with KCSIE.

Safer recruitment means that, amongst other things, all applicants will:

a) Understand their duties to safeguard children and young people from the outset, through the advertisement and in their job description.
b) Complete and sign an application form which includes a full education, qualification, and employment history (with explanations for any gaps).
c) Provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with children and young people (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
d) Provide evidence of identity and qualifications (including birth certificate, where available).
e) Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks.
f) Have their mental and physical fitness to carry out their work responsibilities verified.
g) Provide evidence of their right to work in the UK.
h) Be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description. Members of the panel will have completed safer recruitment training.

We also ensure that recruitment documentation, from advertisement onwards, states our commitment to safeguard children and young people.

All new members of staff will undergo face-to-face induction training within 2 weeks, which includes familiarisation with our safeguarding policies and procedures and support to identify their child protection training needs.

All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and will attend relevant training.

All staff are expected to declare any changes in their circumstances that may affect their suitability to work with children, and the LAAT will conduct regular suitability checks as part of its safer recruitment and employment practices.

Robust processes are also in place for the recruitment of volunteers and in line with the
Crime and Policing Act 2026. We act in accordance with the guidance surrounding supervision of and DBS checks, with barred list for volunteers.

Agency Staff and Contractors

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with children/young people at the school will be assessed based on the children/young people's needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation.

The DSL will review the Single Central Record termly. Academy Committees will receive regular assurances from the DSL around robustness of recruitment processes in relation to all adults, visitors, agency and third party workers to include contractors.

Supporting staff at the school

Code of Conduct

We have published a Code of Conduct for all adults which sets out expectations of staff and volunteers around appropriate boundaries and staff keeping themselves safe. All staff sign to say they have read and understood this document.

Emotional support

Having to deal with a situation where a child/young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with their line manager and/or the Designated Safeguarding Lead as appropriate.

All colleagues have free and confidential access to counselling and resources via VIVUP. Vivup: Portal Homepage

Supervision

Staff involved in working directly with children/young people, or supervising staff who do, will receive regular supervision.

DSLs will receive external supervision. DDSLs will receive supervision by the DSL. The DSL will be trained in how to carry out effective supervision.

This supervision will be half-termly and will provide a space for the staff member to:

- reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required;
- talk about issues which they are facing in the work environment, including thoughts that they have in terms of developing the service that is provided to the children/young people; and
- discuss the emotional impact of the role as well as any other issues that they consider relevant.

The aim of supervision is to enhance practice and provide a safe space to talk over cases, ensuring the highest levels of professionalism and safety at all times.

Arrangements for when face to face provision is disrupted due to local/national restrictions etc.

Our priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

When face to face provision is disrupted, the school's Child Protection Policy is fundamentally the same: children and young people always come first, and staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedures. In the unusual circumstance that no DSL or Deputies are on site, the DSL or Deputy will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

If needed, the school will create plans to cover the disruption period, kept to the shortest time possible. Attendance is still vital and mandatory for all pupils of compulsory school age, and it is a priority to ensure that our pupils do attend the school regularly where possible.

Where there is a need for remote education, we will endeavour to provide high quality education and support for all children and will ensure effective safeguards are in place for remote learning in line with Government/UK Safer Internet Guidance Providing remote education: guidance for schools - GOV.UK, South West Grid for Learning Safe Remote Learning | SWGfL and safer working practice guidance. Staff will be aware of the signs and indicators of cyberbullying Protecting children from bullying and cyberbullying | NSPCC Learning and other risks online Online Safety and Cybercrime | Safeguarding Network.

Parents and carers will receive information about keeping their children safe online. We will set out the school's approach, including the sites children will be asked to access and who from the school (if anyone) their child is going to be interacting with online.

Children and young people accessing remote learning will receive guidance on keeping safe online and how to raise concerns with the school, Childline Info and advice | Childline, the UK Safer Internet Centre Report Harmful Content - We Help You Remove Content and CEOP CEOP Safety Centre. Our Trust will review arrangements to ensure they remain appropriate.

In periods of disruption such as school closures, the school will maintain regular contact with vulnerable pupils, ensure access to learning, and provide additional support where needed, including home visits or online welfare checks.

Identifying Vulnerability

We acknowledge that the pressures on children, their families and staff if major disruptions occur are significant. There will be heightened awareness of family pressures particularly if parents/carers are also working from home. Staff will be mindful of the mental health of both children and their parents and carers, involving the DSL/DDSL about any concerns. We recognise the additional potential for child on child abuse during school closures.

We may put into place specific arrangements for our more vulnerable children/young people, if deemed necessary. For example:

- Looked after and previously looked after children, children subject to a child protection plan, children who have, or have previously had a social worker, and children with an EHCP - We may expect these children will continue to attend during any time when other children are learning remotely. Where this is not possible, an individual plan may be drawn up taking into account the specific risks for each child.

- Children on the edge of social care involvement or pending allocation of a social worker – An individual plan will be drawn up for each of these children with a specified member of staff identified to consider their vulnerability. This plan will be shared with other agencies involved. These children may attend virtually or may attend on site with the agreement of the head teacher.

The class teacher or tutor will consider the vulnerability of other children/young people and may make a recommendation to the Headteacher that they need an individualised plan.

Concerns and allegations about staff, volunteers and contractors , to include Trainee Teachers

Staff, volunteers and contractors (hitherto referred to as staff etc.) should take care not to place themselves in a vulnerable position with a child/young person. While staff may be friendly with children/young people, they do not become friends. No staff member will share their personal details with children/young people, have on-going contact or relationships with children/young people outside of the setting (including social networking) and accept or give significant gifts.

Any person who is unsure should seek advice from their line manager/the DSL or DDSL.

All staff should understand that a child/young person may make an allegation against an adult working in or for the setting.

Any such concern will be reported directly to the DSL, unless it is about the DSL, in which case it will be reported directly to the LAAT CEO/DSL or the Trust DDSLs.

Members of staff etc. must advise the DSL immediately if it is alleged current staff including volunteers, agency or contractors may have:

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

If the allegation concerns the DSL, staff will immediately inform the LAAT CEO without notifying the DSL first. The person informed must follow the Trust Managing Allegations Procedure https://lincolnshirescp.trixonline.co.uk/chapter/managing-allegations-of-abuse-made-against-persons-who-work-with-children-and-young-peopleand where appropriate discuss the content of the allegation with the LADO (designated officer for the management and oversight of allegations) within one working day.

We will make a barring referral to the DBS should an allegation made against a member of staff be upheld.

Allegations about prior members of staff or historic allegations will be referred to the police.

Low level concerns

Staff will report to the DSL/DDSL any concerns about other adults working with children, no matter how small they seem. The term low level concern does not mean it is insignificant, it means that the behaviour

towards a child does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO.

It could amount to inappropriate behaviour such as being over friendly with children/young people, having favourites, taking photographs of children/young people on their mobile phone (contrary to school policy), engaging with a child/young person on a one-to-one basis behind a closed door or secluded area or humiliating pupils. Staff etc. are clear about what appropriate behaviour looks like and staff and volunteers are trained to help to identify any weakness in the school's safeguarding system.

The DSL will consider whether a low-level concern is in fact an allegation. If there is doubt the Trust Exec Safeguarding Team (and, potentially, the LADO) should be advised immediately. Please also refer to Trust LADO referall matrix and Low Level Concerns Protocols.

Low level concerns are recorded securely on our HR MIS with secure access.

Whistleblowing

We promote good practice and professional conduct throughout the organisation. Staff must be committed to providing a high standard of service and understand that children/young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff will follow our Whistleblowing Policy. As necessary, they should speak to the Designated Safeguarding Lead, Senior Leadership Team, LAAT CEO or the LADO.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and safety for all. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints, and criticisms. Please follow the Trust Whistleblowing Policy.

Whistleblowing includes raising and passing on concerns about any of the following:

a. that a criminal offence has been, was being, or was likely to be committed;
b. that a person had failed, was failing, or was likely to fail to comply with any legal obligation;
c. that a miscarriage of justice had occurred, was occurring, or was likely to occur;
d. that the health and safety of any individual had been, was being or was likely to be endangered;
e. that the environment had been, was being, or was likely to be damaged; and/or
f. that information tending to show any of these things had been, was being or was likely to be deliberately concealed.

If you think that your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly, then the prescribed organisation for Safeguarding Children Whistleblowing is the NSPCC: 0800 028 0285 or help@nspcc.org.uk.

Staff training

The DSL will ensure all staff and volunteers have safeguarding children training relevant to their role. All staff will receive safeguarding training at induction and updated training annually. In addition, safeguarding updates will be provided at least termly.

DSLs and DDSL will undertake regular training to maintain their knowledge and skills, including in online safety and will attend the regular Safeguarding Spotlights provided by the Trust.

We see safeguarding training as an on-going process, and the Safeguarding Team will ensure there are regular reminders and opportunities to refresh knowledge, via Spotlights, signposting to online materials, staff meetings and briefings.
We have aligned all job roles at the school depending on role and contact with our children. Each role has specific training requirements.
Requirements for staff undertaking supervision, interview panels and other particular roles are also taken into account.

All new staff will have access to the Trust E-Learning Portal where links to Part I of Keeping Children Safe in Education are available. **There is a requirement that this is read and understood before starting any work with children.**

On the first day of work the DSL will:

- talk with them about Keeping Children Safe in Education with opportunity for questions,
- introduce them to the school Safeguarding and Child Protection Policy and pathways for raising concern **and** ensure they know what to do if worried about a child.

At the induction review new staff will be explicitly asked about any concerns they have for children/young people at the school and any other safeguarding issues they have identified.

Agency staff

Agency staff will be required to meet the same standards as employed staff.

Agency staff must read Part 1 of the current Keeping Children Safe in Education.

Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period.

Alternative Provision/Work Experience

Some of our children/young people may be placed in alternative education (AP) provision for a period of time.

In order to fulfil our duty to keep all our children safe, we will seek written reassurance from the provider that they have acceptable safeguarding practices in place, including: their response to concerns about a child, safer recruitment processes, attendance and procedures for children who have unexplained and/or persistent absences from education, appropriate information-sharing procedures, and an educational safeguarding programme for the children/young people. Before placing a pupil in alternative provision, the LAAT will carry out appropriate safeguarding checks on the setting and maintain regular contact to monitor the pupil's welfare and progress. Regular updates should be sought from the provider, which may include written reports where appropriate.

Where a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs.
When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard children.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child/young person from our setting with a view to educating at home, we will coordinate a meeting with them, the relevant Local Authority officers, and other key professionals where possible, and ideally before a final decision has been made, to ensure the parents/carers can fully consider what is in the best interests of their child. This is particularly important where a child/young person has special educational needs and/or disabilities (SEND), is vulnerable, and/or has a social worker.

We do this because, whilst many home educated children/young people have a positive learning experience, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and can mean some children/young people are less visible to the services that are there to keep them safe and supported in line with their needs. Where there are safeguarding concerns about a child educated at home, the school will make a referral to children's social care in line with local authority procedures, as detailed in the addendum.

We will never put families under pressure to remove a child/young person to home education because of issues such as behaviour, attendance, or academic/SEND concerns. We understand and support the roles and responsibilities in relation to elective home education as set out in the DfE guidance for local authorities and parents. This approach reflects the expectations in Keeping Children Safe in Education 2025, which highlights the need for schools to work with local authorities to help ensure children who are home educated receive a suitable education in a safe environment.

Appendix A – definitions of abuse, neglect, and specific situations

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 persistent 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 students. 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 cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental and physical health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused or neglected may:

a) Have bruises, bleeding, burns, fractures or other injuries
b) Show signs of pain or discomfort
c) Keep arms or legs covered, even in warm weather
d) Be concerned about changing for PE, swimming or in the residential areas for bathing/ bed
e) Look unkempt and uncared for, present as smelly
f) Change their eating habits
g) Have difficulty in making or sustaining friendships
h) Appear fearful
i) Be reckless with regard to their own or others safety
j) Self-harm
k) Frequently miss school or arrive late
l) Show signs of not wanting to go home
m) Display a change in behaviour e.g. from quiet to aggressive, or happy go lucky to withdrawn

n) Challenge authority
o) Become disinterested in schoolwork
p) Be constantly tired or preoccupied
q) Be wary of physical contact
r) Be involved in, or particularly knowledgeable about drugs or alcohol
s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

Specific issues

Staff must respond if they identify any of the following:

1. Domestic Abuse

We recognise that Domestic Abuse has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their supervisor. The Domestic Abuse Act 2021 recognises children as victims in their own right if they see, hear, or experience the effects of abuse.

Domestic abuse is defined as encompassing "a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

We work with the Lincolnshire Police Service under Operation Encompass. The Police notify the school about any domestic abuse incident where the child or young person has been present or usually resides, to allow the school to take appropriate steps to support their pupil during what could be an emotionally difficult day.

The school will talk to parents, children/young people and other agencies about such issues where required.

2. Physical Intervention and restraint – Restrictive Intervention

Staff must read the Behaviour Policy and Code of Conduct and understand how to work with children/young people in a person-centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately and acknowledges that staff must only ever use physical restraint as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child may be considered a disciplinary matter.

3. Bullying

Bullying between children/young people is a serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in rare cases has been a feature in the suicide of some children/young people.

All incidences of bullying including cyber bullying and prejudice-based and discriminatory bullying should be reported and will be managed through our Behaviour/Anti-Bullying Policy and in some circumstances could lead to a child protection referral. Staff will work with individual children/young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.
Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, prejudice-based and discriminatory bullying. (See also: 5) Child on child abuse)

4. Child on child sexual violence and sexual harassment and other harmful sexual behaviour.

This is a form of child on child abuse. Children/young people may be sexually harmed by other children/young people inside or outside of school and online. The school has a zero-tolerance approach to sexual violence & sexual harassment and all reports will be taken seriously.

Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a child/young person may have been sexually abused by another child/young person the Local Authority and parents will be contacted, and we will plan together how best to respond. **This may include putting in place a risk assessment that will be reviewed on a regular basis.**

We regularly review our actions and decisions with locally agreed multi-safeguarding arrangements put in place by the safeguarding partners to ensure that our learners feel confident to make reports and disclosures to the school. We provide support to both alleged victims and perpetrators.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence and may constitute sexual harassment. We recognise sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature) are crimes and will always follow DfE guidance (KCSiE, part 5) when allegations are received.

5. Child on child abuse

This covers any kind of physical abuse (such as hitting, kicking, shaking, biting and hair pulling), sexual abuse (such as rape, assault by penetration and sexual assault, making someone strip or engage in sexual activity with another), emotional or financial abuse or coercive control exercised between children. It may occur within or out of school and can sometimes be linked to gang involvement. It includes bullying, prejudice-based bullying, discriminatory bullying, cyberbullying, consensual and non-consensual sharing of nudes and semi-nude images and/or videos, abuse in intimate personal relationships between peers, sexual violence, harassment (sexual comments, remarks, jokes, and online sexual harassment, misogyny) which can be standalone or part of a broader pattern of abuse.

A whole school preventative approach is taken to enable children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and feedback. Even if there are no reported cases of child on child abuse, this school is aware that such abuse may still be taking place but is not being reported. We will continue to work with our learners to make our procedures more accessible. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

Although both the perpetrator and victim of child on child abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to child on child abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions.

It is important that when staff have any concerns about child-on-child abuse they should speak to their DSL. A thorough investigation of the concerns should take place to include any wider contexts which may be known. However, the victim should always be made to feel safe, and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. Staff will remain vigilant and will not downplay the scale or scope of abuse.

The issues of the interplay between power, choice and consent should be explored with children/young people. How a setting responds is seen to influence the confidence of others to report what is happening to them. Harmful sexual behaviour must be addressed to help prevent problematic, abusive and/or violent behaviour in the future. How a school responds to a disclosure or incident will impact future victims of sexual violence or sexual harassment. Children may not directly inform staff about their abuse. It may be that staff overhear a conversation or changes in the child's behaviour indicate abuse or harm. Sexual assault can result in a range of health needs so the safeguarding team will signpost to sources of support.

Some, but not all, forms of child-on-child abuse are more likely to involve girls as the victims. However, staff should be vigilant to all children and such abuse, regardless of who is involved, is never acceptable and will be taken very seriously.

6. Racist and other Hate Incidents

We value each member of our school's community as an individual. We are therefore committed to equality of opportunity for all staff, students and visitors, and to meeting the requirements of the Equality Act 2010 and our statutory duties under the Prevent Duty.

Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances.

We follow our Equality policy and acknowledge repeated racist, disablist, homophobic, transphobic or other hate incidents or a single serious incident may lead to consideration as a disciplinary matter and/or under Child Protection procedures.

All hate incidents, including for example jokes, name-calling or excluding someone on the basis of race, disability, religion, sexual orientation, gender fluidity etc. will be taken seriously and must be reported to the head teacher. **This may also be considered a Prevent concern in which case the school will make a Prevent referral to the Local Authority following all Local procedures and informing the Trust Safeguarding Team also.**

7. Forced Marriages & 'Honour' Based Abuse

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

8. Female Genital Mutilation

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to mental and physical health. **We will contact the police immediately if we are concerned about the safety of a female pupil in relation to FGM.**

The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes mandatory reporting by teachers/school nurses and social workers who become aware that this may be planned or has happened for any child (U18). Access e-learning on FGM here. Further information is available here.

9. Child Criminal Exploitation

Child criminal exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child under the age of 18 into any criminal activity:

- In exchange for something the victim needs or wants, and/or
- For the financial or other advantage of the perpetrator or facilitator, and/or

- Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact and can happen online, for example where a child is coerced into carrying out criminal activity by blackmail or threats.

CCE can include children being forced or manipulated into:
• working in cannabis factories
• shoplifting or pickpocketing
• vehicle crime
• moving drugs, money, or weapons through 'county lines'
• committing serious violence
• other forms of criminal activity, including sexual exploitation as part of wider exploitation.

10. Anti-social and/or gang related activity

Schools often identify children/young people involved in these kinds of behaviours. We will be particularly aware of the risks of our more vulnerable children/young people being drawn into challenges and difficulties and respond with sensitivity rather than judgement.

We recognise the particular issues in our local community and respond with awareness and sensitivity to the pressures on children/young people, while holding firm boundaries around the school to ensure it is a safe place for children. We achieve this through the promotion of equality and choice throughout the curriculum and school values.

We also build relationships with children, understand who they admire and relate to, and create an environment where it is safe to talk about even the most difficult of things.

Where we become aware of the signs of gang activity we will talk with the child and their family, link with preventative services in our area and **where necessary involve the Police.**

11. Serious violence & knife crime

Knife crime does occur in our local community, and we take particular steps to reduce the impact on our children. Central to this is awareness through the curriculum and the relationships children have with staff.

The school will report the carrying of knives, but more importantly will explore with children who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community. We are aware that the hours just before or just after school, when pupils are travelling to and from school, can be particularly risky for children/young people involved in serious violence.

Risk factors that raise the likelihood of children/young people becoming involved in serious violence include being male, being frequently absent or permanently excluded from school, having experienced maltreatment and/or having been involved in offending, such as theft or robbery.

Further risk factors can be found in the Home Office's Serious Violence Strategy.

12.Children at court

Where courts are involved in children's lives the school will take additional steps to support them and their family. This includes facilitating access to an age appropriate guide for young witnesses, or supporting families going through separation with help on child arrangements. Separate age-appropriate guides for schools to support children have been published: 5 to 11 year-olds and 12 to 17 year-olds

13. Family in prison

We recognise the additional risks for children with family members in prison. The school will adapt to support the different arrangements required and take action to support the child in school following the guidance of the National Information Centre on Children of Offenders.

14.Homelessness & Poverty

Children's life chances are dependent upon a complex combination of household income, equality of opportunities and social inclusion/exclusion.

While some children who grow up in low or diverted-income households will go on to achieve their full potential, many others will not. Poverty places strains on family life and excludes children from the everyday activities of their peers.

Coupled with poverty the school has a heightened awareness of homelessness. The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety, attainment, self-esteem, and vulnerability to other safeguarding issues.

The school pays particular attention to these children/young people, providing support wherever possible and talking to parents about their worries. Where these issues are causing the child significant harm, the child protection process is followed.

15.Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It may also include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or

watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child under 18 into sexual activity:

- In exchange for something the victim needs or wants, and/or
- For the financial or other advantage of the perpetrator or facilitator, and/or
- Through violence or the threat of violence.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge (for example, through others sharing videos or images). The abuse can take place offline, in person, or online.

16. Substance misuse

The school takes a serious view of substance misuse while recognising that children/young people may get caught up in misusing substances through vulnerability or exploitation.

All cases of substance misuse should be brought to the attention of the Headteacher and Designated Safeguarding Lead who will consider both the student Behaviour Policy and any factors that may indicate a child/young person is in need of help or protection.

17. County Lines

County lines is a term used to describe 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". Children are often recruited to transport drugs and money through deception, intimidation, coercion, or violence.

Children can be targeted and recruited into county lines through:

- Face-to-face contact
- Online contact (including social media and gaming platforms)

A child may be criminally exploited even if they appear to have agreed to take part. County lines exploitation is a form of child criminal exploitation and can involve both sexual and criminal abuse.

We recognise the potential for these issues near our school and are particularly aware of the risks to children/young people who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.

We will be vigilant for the for the signs of exploitation including children who:

- Go missing from school or home and are subsequently found in areas away from their own

- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim

Prompt action is taken to involve the Police and Children's Services where we are concerned.

18.Trafficking

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are different.
In human smuggling, immigrants and asylum seekers pay people to help them enter a country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival at their 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.

- Children/young people are a special case: any child transported between or within countries or cities/towns for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for children/young people to give informed consent under these circumstances.
- Even when a child understands what has happened, they may still appear to submit willingly. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

19.Radicalisation and Extremism

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence'. Extremism is defined by the Government in the Prevent Strategy as:

> *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

Extremism includes, for example, far right views, animal rights activism, misogony, incel, and religious fundamentalism.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children/young people may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and/or low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child/young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need or Disability** – children/young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Radicalisation

In order to reduce the risks of children/young people being radicalised we have:

- Ensured the DSL, DDSL and all staff complete Prevent training
- There is a named Prevent Lead (either DSL or DDSLs) who has read and understood the Trust Prevent Guidance, including the construction of a Prevent Action Plan which is shared with all stakeholders

- Maintained and applied a good understanding of the relevant guidance in relation to preventing children/young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raised awareness about our role and responsibilities in relation to protecting children/young people from radicalisation and involvement in terrorism;
- Raised awareness about the safeguarding processes relating to protecting children/young people from radicalisation and involvement in terrorism;
- Identified the Prevent Lead (DSL or DDSL) as the first point of contact for case discussions relating to children/young people who may be at risk of radicalisation or involved in terrorism;
- Collated relevant information from referrals of vulnerable children/young people into the Channel process (where applicable);
- Ensured the Prevent Lead (DSL or DDSL) could attend Channel meetings as necessary and carry out any actions as agreed;
- Ensured that progress on actions would be reported to the Channel Co-ordinator; and
- Shared any relevant additional information in a timely manner.

Further advice and local services can be found here:
Lincolnshire Police Preventing Extremism and
Lincolnshire SCP Supporting Children and Young People Vulnerable to Violent Extremism procedures

20. Online or internet use

For many adults, there is a separation in their minds between 'real life' and the 'online world'.
The connected world embraces both online and offline and is the norm for most children/young people, having grown up with the use of mobiles phones, tablets, and computers on a daily basis.

While mobile devices are a source of fun, entertainment, communication, and education we know that some adults and children/young people will use these technologies to harm children/young people.

Our policy states mobile devices must not be used in school time. The harm might range from hurtful and abusive texts and e-mails, to enticing children/young people to engage in sexually harmful conversations, webcam photography or face-face meetings. In many cases, abuse will take place concurrently via online channels and in daily life.

Children can also abuse other children/young people online via abusive, harassing, and or misogynistic/misandrist messages, the non-consensual sharing of indecent/sexual images (especially around chat groups) and the sharing of abusive images and pornography to those who do not wish to receive such content.

The school follows Government/UK Council for Internet Safety and Department for Education Guidance around 'sharing nudes and semi-nudes' – staff will immediately report concerns to the DSL or DDSL.

Social networking sites are the more obvious sources of inappropriate and harmful behaviour and children/young people cannot access these on our IT system. We will work with children/young people on how to maintain their own safety and how to summon help if they are concerned about what they see online. Many children/young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with children/young people in our care. In our school, online safety is considered whilst planning the curriculum, any teacher training, when planning the role and responsibilities of the DSL and any parental engagement.

We use our monitoring and filtering systems and procedures for identifying any concerning use/misuse, ensuring their effectiveness, and that the leadership team and relevant staff have an awareness and understanding of the provisions in place and know how to escalate concerns when identified.

The effectiveness of filtering and monitoring will be reviewed annually.

21. Photography and images

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

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

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

To protect children/young people, we need to:

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

Consensual sharing of indecent and/or sexual images, especially between older children of the same age, may require a different response. It might not be abusive, but children need to know it is illegal, whilst non-consensual is illegal and abusive. Staff should be aware that many indecent images in current

circulation were taken by the child themselves or peers. (see DfE advice: consensual and non-consensual sharing of nude and semi-nude images and/or videos, for further information). Sex, sexuality, and relationships should be an age-appropriate topic in the home and include what to do if children/young people are worried about an image they see.

22.Private Fostering

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

By law, Lincolnshire Safeguarding Children Partnership (01522 782111) must be told about all private fostering situations. The child/young person's parents, private foster carer, and anyone else (including the school) involved in/aware of the arrangement are legally required to inform the Local Authority.

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

23.Body image and confidence

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

24.Young carers

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents and/or care for siblings. They may do things such as cooking, cleaning, helping with medication or helping someone to get dressed and move around. Some children give a lot of physical help to a parent or sibling who is disabled or ill. Along with doing things to help, they may also be giving emotional support to family members.

Children and young people are not supposed to undertake inappropriate or excessive caring roles that may have an impact on their development. The Health and Care Act 2022 (First contact & identifying needs, s6.68-6.73 lists some duties which would be considered inappropriate, but you should also consider the impact of the following caring responsibilities on children/young people:

- personal care such as bathing and toileting

- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

25.Children/young people going missing

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the school's unauthorised absence and children who have unexplained and/or persistent absences from education procedures.

26 .Modern slavery

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave.

It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

We work within the remit of Lincolnshire Modern Slavery procedures. Concerns will be referred to Children's Services or the Police for them to then follow the National Referral Mechanism.

27.Children/young people who have previously had a Social Worker

Children/young people who have previously been 'looked after' by a Local Authority or had a Social Worker may require additional support. This includes children/young people who have returned home from care, who have been adopted, or who are care leavers.
The school will assess the need for additional support to all children who have previously had a social worker.

28.Children/young people who are LGBT+

Children and young people who identify or are perceived by others to be a member of the lesbian, gay, bi, trans etc. community may be at increased risk of being targeted by other children, or sometimes, by staff. These risks are compounded when the individual lacks a trusted adult to speak to. Our staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT+ inclusion is part of our RSHE curriculum.

29. Gender Questioning:

Caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder and/or attention deficit hyperactivity disorder.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children. School's should take a cautious approach to support a gender questioning child and:

Consider the broad range of the individual's needs,

- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child),
- Include any clinical advice that is available,
- Consider how to address wider vulnerabilities, such as the risk of bullying.'

It is also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff. Once it's published, you should refer to the guidance on gender questioning children when deciding how to proceed.

The school will not initiate social transition without parental/carers involvement, (e.g., changes to names, pronouns, uniforms) Parents/Carers must be involved in the vast majority of cases unless doing so poses a direct, documented risk of significant harm to the child.

Where a child request alternative spaces/facilities for changing, this should be reviewed and recorded. It is important to ensure that the alternative provisions do not compromise single-sex spaces.

30. Child Abduction:

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim, and by strangers. Child abduction is a crime. In some cases, it may be linked to other safeguarding issues such as domestic abuse or trafficking. Schools should be alert to the risk of abduction both within the UK and abroad and work with families and agencies to prevent this where possible.

31. Cybercrime:

Cybercrime is criminal activity committed using computers and/or the internet. It can be categorised as 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online, such as fraud, purchasing and selling of drugs, and child sexual abuse) and 'cyber-dependent' (crimes that can only be committed using computer networks, such as hacking, 'denial of service' attacks, and making, supplying or obtaining malware). Children with particular skills and interest in computing and technology may be more at risk of becoming involved, sometimes inadvertently. If there are concerns that a child may be involved in cyber-dependent crime, they should be referred to the DSL, and consideration should be given to accessing support from the Cyber Choices programme.

32. Biological Sex Spaces

Separate toilets must be provided for boys and girls aged 8 and over, and separate changing rooms/showers from age 11. Pupils must not use facilities designated for the opposite biological sex.

Appendix B

Lincoln Anglican Academy Trust (LAAT) – Safeguarding and Child Protection Addendum

Designated Safeguarding Contacts

Designated Safeguarding Lead (DSL)
Name: Claire Collett
Role: Executive Head Teacher
Contact: 01205 460547: claire.collett@laat.co.uk

Deputy Designated Safeguarding Lead (DDSL)
Name: Stephanie Osborn
Role: Head of School
Contact: 01205 460547: stephanie.osborn@sutterton.laat.co.uk

Safeguarding Governor
Name: Please contact the clerk to governors
Contact: enquiries@sutterton.laat.co.uk

Availability: The DSL or a Deputy will be available during school hours. For out-of-hours or out-of-term activities, safeguarding cover arrangements will be communicated in advance.

Local Safeguarding Contacts

Lincolnshire Safeguarding Children Partnership (LSCP)

- Children's Social Care (CSC) referrals: 01522 782111 (Mon–Fri, 8am–6pm)

- Out-of-hours (Emergency Duty Team): 01522 782333

- Online referral: Make a safeguarding referral | Privacy notice and consent – Lincolnshire County Council

Local Authority Designated Officer (LADO) – for allegations against staff
- Contact: 01522 554674 | lado@lincolnshire.gov.uk

Prevent Duty – Concerns about radicalisation or extremism
- Prevent Team: prevent@lincs.pnn.police.uk

Police (non-emergency): 101 | Emergency: 999

Appendix C

Links to relevant legislation and Guidance

Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children DfE 2023

Misuse of Drugs Act 1971

Keeping Children Safe in Education,

Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, DfE June 2019 (updated January 2023)

SEND Code of Practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE, 2015 (updated April 2020)

Children missing education: Statutory guidance for local authorities, DFE 2016

Framework for the Assessment of Children in Need and their Families 2000 (archived 2013)

What to do if you're worried a child is being abused: Advice for practitioners, DfE, 2015

The Equality Act 2010: guidance. Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty (Updated June 2015)

Safeguarding children who may have been trafficked: practice guidance, HMG, 2011

Revised Prevent duty guidance: for England and Wales, HO 2023

Protecting children from radicalisation: the prevent duty, DfE 2022

Children Act 1989

Human Rights Act 1998

UN Convention on the Rights of the Child

Data Protection Act 2018

Data protection: toolkit for schools, DfE 2023

Guide to the UK General Data Protection Regulation (UK GDPR), ICO

Sexual Offences Act 2003

Children Act 2004

Education Act 2002

Protection of Freedom Act 2012

Counter-Terrorism and Security Act 2015

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Mandatory reporting of female genital mutilation: procedural information, HO 2015 (updated 2020)

The Anti-social Behaviour, Crime and Policing Act 2014

Forced Marriage guidance, FCO & FCDO 2013 (updated 2023)

Malicious Communications Act 1988

Communications Act 2003

Public Order Act 1986

Lincolnshire* Safeguarding Children Partnership Procedures

The Modern Slavery Act 2015

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, HMG 2015 (Updated 2024)

Mental health and behaviour in schools, DfE 2018

The Domestic Abuse Act 2021s