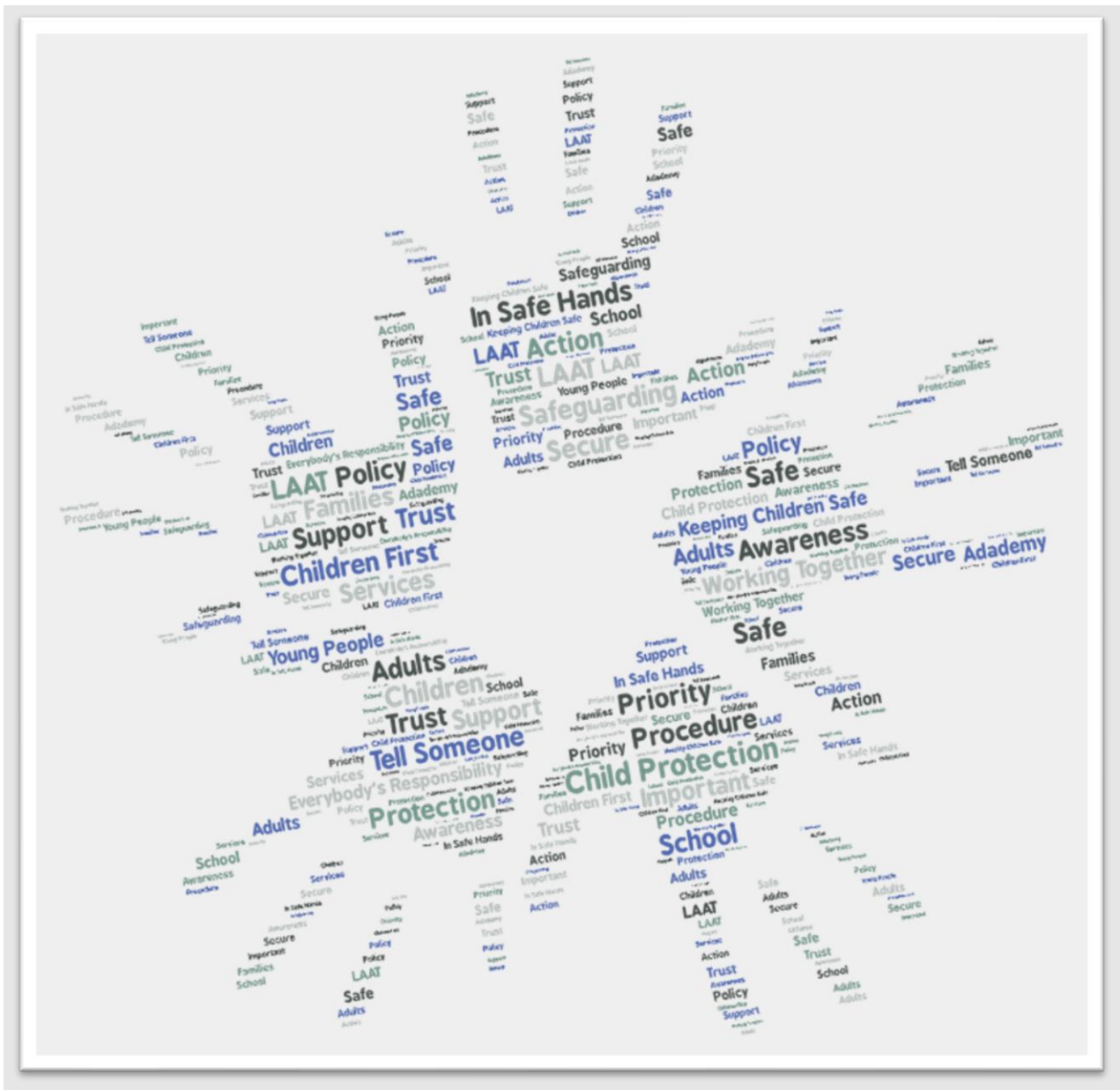


Safeguarding Children Policy & Child Protection Procedure

Lincoln Anglican Academy Trust



Who this document applies to:

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.

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 (or Annex A as appropriate) and Annex B, and sign to say they understand them and agree to work to them. The policy is available on the Trust E-Learning Portal.

Visitors to the school such as contractors and visitors must read our safeguarding statement:

Keeping children/young people safe is our top concern.

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 or Executive Headteacher.

- Speak to Ann-Marie Wilson DSL, the Designated Safeguarding Lead, on 01472 825999
- Speak to Rebecca Farr (DDSL) on 01472 825999

If you are still worried or do not feel able to share your concern with us, you can:

- Contact NELC Children's Services Duty Team
- 01472 326292

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“Safeguarding and 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”

Who’s Who

Ann-Marie Wilson is the Designated Safeguarding Lead. This means they has lead 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.

Ann-Marie Wilson can be contacted on 01472 825999

Rebecca Farr is the Deputy Safeguarding Lead. She works closely alongside Ann-Marie Wilson to be fully aware of the needs of students across the school and are able to take any necessary action in her absence.

Rebecca Farr can be contacted on 01472 825999.

Ann-Marie Wilson can be contacted on 01472 825999 between the hours of 8:00am – 3:30pm. However, out of hours with any concerns please text or leave a message and a member of the safeguarding team will pick up on the return to school.

Ann-Marie Wilson is the Executive Headteacher and has overall responsibility for the school, staff, and children.

The Designated Safeguarding Lead

The Governing Body ensures there is a suitably qualified and trained Designated Safeguarding Lead (DSL) who is a senior member of the Leadership Team, with at least one Deputy trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure Safeguarding Children is a central ethos in the school
- Ensure all staff are familiar with the Safeguarding Children Policy and part 1 (or Annex A as appropriate) and Annex B of Keeping Children Safe in Education.
- Ensure all staff have developed skills and knowledge to identify and report abuse, including safeguarding concerns or allegations of abuse against staff.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Availability of the DSL in exceptional circumstances could include MS Teams.
- Maintain oversight and hold ultimate lead responsibility (which cannot be delegated) for any concern about a child, including children requiring early help or child protection. This will include managing referrals by ensuring they or a Deputy are allocated to any child referred to Children's Services (including children in care and those who have returned home from care). This person will keep the DSL up to date (if not the DSL), communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child.
- Ensure the child protection files are up to date and kept in a secure and confidential place with concerns and referrals in separate files for each child in line with Keeping Children Safe in Education. When children leave the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL should plan for the transition of children early and consider what information is to be shared ahead of the file transfer. Files should be sent securely, and confirmation of receipt obtained.
- Refer cases as necessary to other agencies, including the Channel programme where there is a concern about radicalisation, [the Police where a crime may have been committed](#) and the Disclosure & Barring Service; and be aware of and fully understand requirements for when children need to have an [Appropriate Adult](#). The DSL will also liaise with Senior Mental Health Leads.
- The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.
- Take the lead responsibility for promoting educational outcomes i.e., the academic progress and attainment, of children or young people in need (including those who have or have had a Social Worker) and maintaining their high aspirations by knowing the welfare, safeguarding, and child protection issues that children are experiencing or have experienced. The DSL will ensure relevant staff have information to help these children/young people achieve, identify the challenges they may experience and enable access to adjustments to best support their progress.
- Where they are not the Headteacher, liaise closely with the Headteacher about any ongoing enquiries, Police investigations or concern for children.

- Ensure the Safeguarding Children Policy is reviewed when legislation/guidance changes **and** at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Review the staff CPD programme to ensure information is updated, particularly that child on child abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood by all staff, and to ensure there is an annual review of online safety
- Consider how barriers to reporting could be overcome for children with SEND or physical health issues
- Check Safer Recruitment processes are compliant
- Receive relevant training (along with any Deputy DSLs) at least every two years and Prevent awareness training. The DSL and their Deputies must seek out additional learning opportunities (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) to ensure their knowledge and skills are refreshed regularly (at least annually) and they are aware of any change in requirements, including through their local safeguarding children partnership. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care.

Governors

Our Governing Body has the strategic leadership responsibility for the school's safeguarding arrangements and ensures we comply with our duties under legislation. They ensure the school follows the [Keeping Children Safe in Education](#) and [Charity Commission](#) guidance, ensuring policies, procedures, training and the teaching of safeguarding in their schools are effective and comply with the law at all times. We have a Safeguarding Governor on our senior board to take leadership responsibility for our school's safeguarding arrangements who is trained in line with local safeguarding children partnership (LSCP) requirements.

The Governing body ensures there is a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, all operating with the best interests of the child at their heart. They check policies and procedures are in place so there is action in a timely manner to safeguard and promote children's welfare including: an Effective Behaviour Policy, a Staff Behaviour Policy, appropriate safeguarding arrangements for children who have unexplained and/or persistent absences from education, a Safer Recruitment Policy etc. They ensure our systems and processes are fair and comply with the [law](#) on personal information fairly and lawfully and to keep the information held safe and secure. They ensure that all safeguarding policies and procedures are transparent, clear, and easy to understand for staff, pupils, parents, and carers. They check that systems are in place, which are well promoted, easily understood and easily accessible for children to confidently report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

They check the Executive Headteacher, as Designated Safeguarding Lead, has appointed appropriately a member of staff from our leadership team to the role of Deputy Designated Safeguarding Lead and that they have been given the additional time, funding, training, resources, and support needed to carry out the role effectively. They ensure they contribute to multi-agency

working in line with statutory guidance [Working Together to Safeguard Children](#) and follow the arrangements at North East Lincolnshire Children's Services.

All our Governors and Trustees complete relevant safeguarding and child protection (including online safety) training that ensures that they are equipped to challenge and assure themselves that our safeguarding policies and procedures are effective and support our whole school approach. Their training is regularly updated. They ensure that all staff undergo Safeguarding and Child Protection Training (including online safety) on a regular basis, in line with any advice from the LSCP.

Our Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and NE Lincolnshire multi-agency safeguarding arrangements. They carefully consider how we are supporting our pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Contacting the Governors

Natalie Hopper: Governor who is responsible for Safeguarding. She is available via the school office – 01472 825999

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](#).

Hire or rent of school premises

When we hire or rent the premises or facilities to other organisations, the Academy Committee 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.

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. Please see our complaints procedure on our website for more details.

“We feel very safe in school.

We can talk to all of the teachers and staff if we are worried are upset and they help us.”

Year 4 child



Our mission:

We serve our community through excellence, exploration, and encouragement within the love of God. We believe every child is made in the image of God and loved by Him. We strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.

Our curriculum includes the values and stories of Christianity and gives our children breadth of learning with experiences which embrace their physical, spiritual, and emotional development. They have time to think, play and thrive as an individual and as part of a community.

Principles:

1. We **always** act in the best interests of each child and promote their welfare.
2. We **listen** to any communication from children, parents or carers and always take concerns seriously.
3. We acknowledge there are **risks** to the children in our care. Without proper care and vigilance abuse or neglect of children could happen at the school. We talk about these risks with children, staff and parents/ carers and together will plan carefully to keep them safe.
4. People **must** act if they are worried about a student and keep acting until they believe the child is safe.
5. We are **open** in our decisions and let parents/carers and local authorities know about concerns.
6. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.
7. Respect, dignity, justice, reflection, wisdom, hope, innovation, interdependence, and accountability are at the heart of all that we stand for.

Valuing diversity

LAAT believes that all children need to flourish in a creative environment that allows them to become all that God intended. This includes:

- Transforming the chances of individual pupils, whatever their background
- Being fully inclusive to all
- Supporting and developing all staff to be the best that they can be
- Being distinctive and unique in character relevant to the context

Difference is central to our strength as a people. We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies and our communities to consider how hurtful behaviour or comments affect children and act accordingly. If staff or volunteers behave in a way that discriminates against particular groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

Mental Health

Children's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. It is part of the role of our staff to promote the welfare of children, mental as well as physical.

Our school provides a safe environment which nurtures and encourages children/young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours

All staff foster an ethos that promotes mutual respect, learning and successful relationships among children, young people, and staff. We strive to create a culture of inclusiveness and communication that ensures all children/young people's concerns can be expressed and addressed. Staff undertake training that reflects the needs of pupils.

The school will work in partnership with parents, carers, and other family members to promote children/young people's social and emotional wellbeing. All pupils have access to pastoral care and support so that emotional, social, and behavioural problems can be dealt with as soon as they occur. When issues arise that need more support than the school community can offer, parents and pupils are signposted to/referred for additional help e.g., from local groups, Early Help services and/or Child and Adolescent Mental Health Services.



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

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 01472 326292 (option 2)



If you are concerned about **staff behaviour**, contact **Ann-Marie Wilson DSL** on 01472 825999



For other concerns **speak to your class teacher or Rebecca Farr (Head of School)**.



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.

Staff & Volunteers

The DSL should be spoken to about any - concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead. Telephone to ensure this has been received.



The DSL will assess the level of risk using the Multi-Agency Safeguarding Thresholds Guidance [Early help and children's social care decision making panels | NELC \(nelincs.gov.uk\)](#) 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 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 on 01472 326292. If we do not have consent and we have a child protection concern, the DSL **must** still refer.

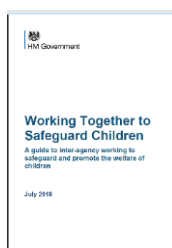
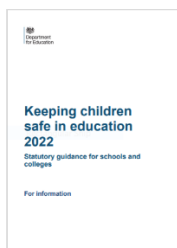


Monitor progress for the child.

Unless it will increase the risk to the child contact the referrer, parent and any staff who need to know to let them know what is happening and what to do.

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.



Statutory guidance and the law

It's important every agency knows what to do if worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to children and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix B.

'Safeguarding & promoting welfare' of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, **whether that is within or outside the home, including online.**
- Preventing the impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care,
- Taking action to enable all children to have the best outcomes.

Safeguarding in NE Lincs

We work within the Lincolnshire/NE Lincolnshire/North Lincolnshire Child Protection Procedures – [Children's social care | NELC \(nelincs.gov.uk\)](#)- and our local safeguarding children partnership. This policy should be read in conjunction with [Keeping Children Safe in Education, DfE 2023](#) and the Safeguarding Children Partnership [Managing Allegations of Abuse Made Against Persons who Work with Children and Young People procedure](#)

Where there is a welfare or child protection concern about a child at the school, we will contact NELC Children's Services by phone on 01472 326292 – this will be followed up by a written referral.

The FGM mandatory reporting duty (Appendix A, specific issues (8) is a legal duty requiring teachers 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
- observe 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.

Keeping Children Safe in Education

'**Child protection**' encompasses the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).



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. They 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 evidenced based curriculum. There are posters and other information about this in the school.

Relationships Education

The school follows the [statutory guidance](#) in teaching about relationships. We talk about healthy relationships, choices, our rights over our bodies, keeping safe and what to do when you are worried – there is more information in our RSHE Policy. Where teaching may affect an individual child (such as where there has been a significant life event) there will be discussions between the parent, the Designated Safeguarding Lead and the relevant teacher to ensure the teaching is most supportive of the child.

Online behaviour and safety

The school is clear that expectations about behaviour online are the same as expectations about behaviour offline. We provide advice and guidance around online content, contact, and conduct to staff, students, and their parents, together with how to keep safe and sources of support.

The online world is very present in our children's lives and in line with [government guidance](#) we teach about the benefits and risks of technology and the internet, This includes how to evaluate what children see online, recognising techniques used for persuasion (from advertising to bullying),



acceptable and unacceptable online behaviour, identifying online risks and how and when to seek support. We personalise our expectations and practices for our more vulnerable children, victims of abuse and children with special educational needs or disabilities. Online safety is an integral part of our whole-school approach to safeguarding and is reflected in our policy, procedure and curriculum planning.

We have appropriate filters and monitoring systems in place, our leadership team and relevant staff understand and effectively manage said systems and know how to escalate concerns when identified.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Early help is defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.

Any child may benefit from early help; however, staff should be particularly alert to a child who:

- has special educational needs, is disabled, or has certain health conditions
- has a mental health need
- is a young carer;
- risks being drawn into gang involvement/serious violence, anti-social or criminal behaviour
- is frequently missing/goes missing from school, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation, including county lines
- is at risk of being radicalised or exploited
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- is in family circumstances such as drug/alcohol misuse, adult mental health issues and domestic abuse, and/or is misusing drugs or alcohol themselves
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is privately fostered
- is persistently absent from education, including persistent absences for part of the school day
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit

Staff should discuss their concerns with the Designated Safeguarding Lead or Deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.



Identifying abuse & neglect

Abuse or neglect of a child can happen by someone inflicting harm including where they see, hear or experience its effects in relation to domestic abuse or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children/young people may be abused in a family, an institutional setting (including within our school) or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults, or another child or children.

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

In our local area children and young people face risks of substance misuse, domestic abuse, radicalisation, county lines, gangs and serious violence, and violence against women and girls every day. Some may be at risk of female genital mutilation. We focus on these areas within staff training and where appropriate school life and our curriculum, we take action where we have concerns, and we work so that children over time develop skills themselves in recognising risks and keeping themselves and others safe. We also have a proactive Safer Recruitment Policy, Physical Contact Policy and safeguarding training for all staff. We work with children and young people to ensure they develop positive, enjoyable, and respectful relationships as they grow up, including relationships education, choices, and health. Where there are serious concerns, we always involve others such as parents, carers, health staff, Police, or social workers.

We recognise that children/young people may abuse other children/young people within our school, and that even if there are no reported cases of such abuse, it may still be taking place and not being reported. It is acknowledged that it is more likely that girls will be victims and boys' perpetrators in many forms of child on child abuse, but that all such abuse (see Appendix A, (5.) child on child abuse for details), is unacceptable and will be taken seriously. We take a zero-tolerance approach to child on child abuse, and never pass it off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this could lead to a culture of unacceptable behaviours and an unsafe environment for our pupils. We understand that such behaviours are harmful to the children/young people who are harming as well as to the children/young people being harmed and ensure that appropriate support is given to all involved. We take a whole-school preventative approach that includes focused training for staff, together with a well promoted, easily understood, easily accessible reporting process to enable pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and feedback.

There are four categories of abuse defined in the government guidance, [Working Together to Safeguard Children](#) and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on

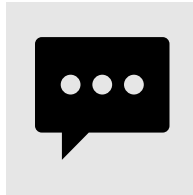
the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns.

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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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+



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

How should I respond?

Parents & children/young people:

If you have a concern about your child or another child at the school, please contact our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. If you are still not satisfied you can contact the Executive Headteacher or Chair of Governors on the details above.

School staff & volunteers

Every member of staff has a duty to act to keep children/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/disclosures, be aware that children and young people may not recognise that they are being abused and that disclosures can be behavioural as well as verbal. Concerns about and/or disclosures by students should be taken to the Designated Safeguarding Lead. She will ensure the concern is explored and should let you know what happens as far as is possible. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

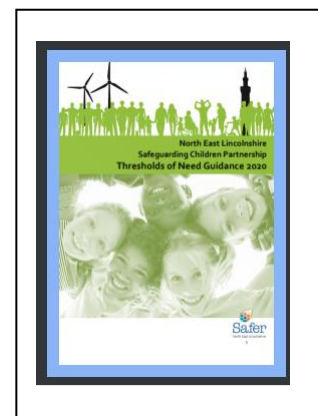
Concerns about the behaviour of staff must be taken directly to the Executive Headteacher. If the concern is about the Executive Headteacher, the LAAT CEO, Jackie Waters-Dewhurst should be contacted on 01526 888482 or the Local Authority Designated Officer (LADO).

If you are still worried after taking a concern to the DSL/Executive Headteacher, you must follow the escalation process until you are not worried anymore. This may include reporting directly to the local authority Children's Social Care yourself.

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](#). 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.



Children with special educational needs and disabilities

There are additional safeguarding challenges both on and offline for children with special educational needs (SEN) 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 have put measures in place to address these additional challenges including extra pastoral support, mentoring and attention, and appropriate support for communication as needed.

Our Academy Behaviour Policy provides detail around the **'use of reasonable force'** 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.

Remember, every piece of information shared may be important:



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

Information sharing advice for practitioners

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 designated safeguarding lead 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 Designated Safeguarding Lead 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 practitioners](#):

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 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 you:

- 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](#).

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](#).

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

Concern action is not being taken to protect a child:

Discuss with the Designated Safeguarding Lead and with the person making the decision

If you are still worried:

Raise the issue with the Deputy Designated Safeguarding Lead

If you are still worried:

Follow the LSCP [Child Protection Procedures Professional Resolution and Escalation protocol](#)

You also have access to the NSPCC Whistleblowing helpline on 0800 028 0285

7 days
or less

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 'safer staff' by following the guidance outlined in DfE guidance, [Keeping Children Safe in Education](#) (KCSIE) (including consideration of carrying out online searches as part of our due diligence on shortlisted candidates) and within the Trust Safer Recruitment Policy. 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/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/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, will state its commitment to safeguard children/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.



Agency

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 overall record is signed by the Designated Safeguarding Lead and Safeguarding Governor termly.

Supporting staff at the school

Code of Conduct

We have published a Code of Conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – 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. Where necessary confidential counselling services and additional resources will be sought.

Supervision

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



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 Centre](#), [South West Grid for Learning](#) and [safer working practice guidance](#). Staff will be aware of the signs and indicators of [cyberbullying](#) and [other risks online](#) and will implement the [20 safeguarding considerations for livestreaming](#) where necessary. 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](#), the [UK Safer Internet Centre](#) and [CEOP](#). Our Governing Body will [review arrangements](#) to ensure they remain appropriate.

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 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 involved agencies. 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 head teacher that they need an individualised plan.

Concerns and allegations about staff, volunteers and contractors

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 etc. may be friendly with children/young people, they do not become friends. No staff member etc. 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. Staff etc. must adhere to the risk assessment for lone working policy. Any person who is unsure should seek advice from their line manager/the designated safeguarding lead. All staff etc. 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 Executive Headteacher, unless it is about the Executive Headteacher, in which case it will be reported directly to the LAAT CEO.

Members of staff etc. must advise the Executive Headteacher immediately if it is alleged current staff (including volunteers) 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 Executive Headteacher staff etc. will immediately inform the LAAT CEO without notifying the Executive Headteacher first. The Executive Headteacher/LAAT CEO (or a designate) will follow the [Managing Allegations of Abuse Made Against Persons who Work with Children and Young People](#) procedures and where appropriate discuss the content of the allegation with the LADO (designated officer for the management and oversight of allegations). 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 etc., will report to the DSL (in accordance with our school's low-level concerns policy) 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 CEO (and, potentially, the LADO) should be advised **immediately**.

Whistleblowing

We are pivotal to promoting good practice and professional conduct through 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 support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints, and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the child/young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

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

This strategy has been devised drawing on requirements in DfE guidance, Keeping Children Safe in Education

Principles

The **Designated Safeguarding Lead** will ensure all staff and volunteers have safeguarding children training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

Job Roles at the school

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.

New staff

All new staff will have access to the Trust E-Learning Portal where links to Part I or Annex A (if appropriate), and Annex B of the current [Keeping Children Safe in Education](#) are available. There is a requirement this is read and understood these before they start work.

On the first day of work the **Designated Safeguarding Lead** 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 permanent staff.

Agency staff must read Part 1 & Annex B or Annex A (if appropriate) 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 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 children who have unexplained and/or persistent absences from education procedures, appropriate information sharing procedures and an educational safeguarding programme for the children/young people.

Where a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. You should 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 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. 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](#).

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

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 Anti-Bullying Policy – [Policies | East Ravendale](#) - 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.

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) 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.

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](#). 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.

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. 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](#) and [here](#).

9. Child Criminal Exploitation

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into committing crime. The victim may have been criminally exploited even if the activity appears consensual. It may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

It can include being threatened, forced, or manipulated into:

- Child sexual exploitation
- Working in cannabis factories
- Shoplifting
- Pickpocketing
- Vehicle crime
- Transporting drugs/money through county lines
- Modern slavery
- Serious violence

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation. More information is available [here](#).

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 that involves the manipulation and / or coercion of children/young people under the age of 18 into penetrative or nonpenetrative sexual activity in exchange for things such as money, gifts, accommodation, affection, or status. It may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victims can be male or female. The manipulation or 'grooming' process involves befriending children/young people, gaining their trust, and often feeding them drugs and alcohol, or making them look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child over the internet, as a one-off occurrence or over a long period of time, before the abuse begins. It may also happen without the child's immediate knowledge by for example, others sharing videos or images of them on social media. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While young people may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child

trafficking. All staff must be aware of the indicators of sexual exploitation and all concerns reported immediately to the Safeguarding Team. Further advice on local services is [available here](#).

6. 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.

16. County Lines

County Lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs, cash or even weapons. It can involve intimidation, extortion, and serious violence.

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.

17. 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.

18. 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 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 Designated Safeguarding Lead, Deputies and all staff complete Prevent training;

- 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 Designated Safeguarding Lead 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 Designated Safeguarding Lead (or designate) 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](#)

19. 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 they may 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. Our Online Safety Policy explains how we try to keep children/young people safe . 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 Designated Safeguarding Lead.

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 Designated

Safeguarding Lead 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.

Further information can be found in our school online safety policy/procedures – [Policies | East Ravendale](#)



20. 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.

21. 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, North East Lincolnshire Children's Service (01472 326292) 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.

22. 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.

23. 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



24. 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.

25. 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](#).

26. 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.

27. 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.

28. 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.

Appendix B - 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 2018 (updated December 2020)

[Misuse of Drugs Act 1971](#)

[Keeping Children Safe in Education](#), DfE 2023

[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 2021

[Protecting children from radicalisation: the prevent duty](#), DfE 2015

[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 2018

[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 2022)

[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 2018

[Mental health and behaviour in schools](#), DfE 2018

[The Domestic Abuse Act 2021](#)