

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

CHILD PROTECTION & SAFEGUARDING POLICY

Aspire – Challenge – Achieve

Owner	Approval	By Whom	Review
B Sinclair K Belcher	October 2025	Governors	Annually

SAFEGUARDING POLICY FOR THE SLAT

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1. POLICY STATEMENT

1.1 This policy sets out how the South Lincolnshire Academies Trust (SLAT) is carrying out its statutory responsibility to safeguard and promote the welfare of students in accordance with Section 157 of the Education Act 2002.

1.2 The SLAT, which now has four schools; Bourne Academy, Spalding Academy, Giles Academy and Cowley Academy is committed to providing an environment which safeguards and promotes the welfare, safety and health and guidance of our students. The SLAT recognises the importance of the contribution it can make to protecting and supporting all students across the school, crossing home/school boundaries and online.

1.3 In line with the Working Together to Safeguard Children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as: Safeguarding is defined as:

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

1.4 The SLAT is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other’s values and support each other;
- All children/young people have the right to be supported to meet their emotional, physical, mental health and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- The school is committed to continue safeguarding even in the event of school closure.

1.5 There are three key elements to this policy on child protection:

- **Prevention:** The SLAT will provide a supportive and open environment in all schools within the Trust and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully.
- **Protection:** The SLAT will ensure that each member of staff in all schools within the Trust has an up to date DBS check. All teaching staff have an enhanced DBS and are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **Support:** The SLAT ethos provides structured systems of support for all students in all schools in the Trust. Where necessary a child protection plan will be put in place.

1.6 Equally, the SLAT also seeks to establish and maintain an environment where staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

1.7 This policy fully takes into account the guidance as outlined by Keeping Children Safe in Education (latest update September 2025 - with changes included in this policy); Working Together to Safeguard Children (latest update Feb 2024) and Positive Environments Where Children Can Flourish guidance (October 2021) In the broadest sense these two documents outline the following:

- All schools are aware of and follow the procedures established by the Local Safeguarding Children Partnership (LSCP) 6 year training pathway and receive a safeguarding update at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
- Staff should be alert to signs of abuse, neglect and exploitation and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse , neglect and exploitation of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.
- A Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Manager (DDSL) should have responsibility for co-ordinating action within the school and liaising with other agencies.

1.8 The SLAT endorses a consistent message from research, which has been reinforced in every high profile enquiry on child protection, being that 'children are best protected when professionals are clear about what is responsibility'.

1.9 As identified by the Lord Laming report, the SLAT emphasises that safeguarding is **everybody's** responsibility - the SLAT motto in all of the schools within the Trust is that '***It Could Happen Here' – 'It Does Happen Here'***

1.10 The key documents which outline national guidance for schools are Keeping Children Safe in Education and Working Together to Safeguard Children.

We follow the above national guidance for schools so we are clear what to expect and can explain this to our children and their families. Where there are additional risks we will refer to other specific guidance –

key documents listed below:

Key documents with which this policy is in accordance include:

- 2025 Update - Keeping Children Safe in Education;
- 2021 October - Positive Environments Where Children Can Flourish;
- 2023 December - Working Together to Safeguard Children;
- Prevent Duty Legislation & Schools Counter Terrorism & Security Act 2015;
- The Children and Families Act 2014;
- The Teacher Standards Document 2012;
- 2012 Protection of Freedoms Act;
- The Education Act 2011
- Safeguarding Children and Safer Recruitment in Education 2011 – updated 2012
- Dealing with allegations of abuse against teachers & staff (DFE 2011);
- 2011 Munro Review of Child Protection;
- Prevent Strategy 2011 (updated 2015);
- Education (England) Regulations 2010
- Child Abuse concerns: guidance for practitioners.
- 2006 Safeguarding Vulnerable Groups Act;
- The Children Act 1989 and 2004;
- 2003 Every Child Matters;
- 2003 Sexual Offences Act;
- Laming Report (2003)–Victoria Climbié & “Baby Peter” Review (2009);
- Bichard Inquiry (2003) following the Soham murders;
- Education Act 2002;
- 2000 Framework for the Assessment of Children in Need & Families;
- 1999 Protection of Children Act;
- The Children Act 1989 and 2004.
- Multi-agency practice principles for responding to child exploitation and extra-familial harm – non statutory guidance for local areas developed by Tackling Child Exploitation (TCE) funded by DfE and supported by the Home Office.
- 2013 Education for Children with Health Needs who cannot attend school
- 2022 DfE Filtering and Monitoring standards
- 2022 Working together to improve School Attendance
- Information Sharing advice for Safeguarding Practitioners 2024
- Guidance for Safer Working Practices for those adults who work with Children and Young People
- The Domestic Abuse Act 2021
- Behaviour in Schools: advice for Headteachers and school staff
- Equality Act 2010: Advice for Schools
- [IRMSInformation Management Toolkit](#)
- [IRMSInformation Management Academies Toolkit](#)
- [DfE Data Protection Toolkit for Schools](#)
- [LCC Data Protection Advice Service for Schools](#)

- .11 In accordance with the principles outlined in ‘Safeguarding Children and Safer Recruitment’ (2011 – updated 2012) the SLAT commits to work in partnership with the Lincolnshire Safeguarding Children Partnership (LSCP) and other agencies to help prevent, protect and support children at risk in each of the schools within the Trust. This co-operation includes a senior member of staff attending Child Protection conferences and other inter-agency meetings.

1.12 The SLAT designated Heads Of School to be the Designated Safeguarding Lead within the Trust for Child Protection in support of the Deputy Designated Safeguarding Leads within each school. As a trust we ensure that relevant staff receive appropriate training to undertake the role (see Appendix 1: Key Personnel).

1.13 The SLAT will work in conjunction with parents and carers and other external agencies whenever it is in the child’s interests to do so. The schools share a common purpose with all stakeholders to educate and keep children safe from harm and are committed to working with parents positively, openly and honestly to enable a partnership that is in the interest of safeguarding our young people. (Appendix 25).

1.14 The SLAT will keep confidential, accurate and up to date records that record concerns about the welfare and behaviour of a student. These records will be overseen and maintained by the DSL in each of the schools within the Trust, working with the non-teaching Deputy Designated Safeguarding Lead (see Appendix 1: Key Personnel)

1.15 The SLAT will provide a curriculum in each of the schools within the Trust that aims to raise awareness amongst students about keeping safe and raise self-esteem and the confidence to share their concerns with adults.

2. WHO DOES THIS POLICY APPLY TO?

2.1 This policy applies to all students, all staff working for or on behalf of the SLAT, Trustees, Local Advisory Board (LAB) members and visitors and any volunteers who come into the school building.

2.2 It is the duty of all staff employed by the SLAT to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy in line with Section 7 of the Education (Independent Schools Standards - England) Regulations, 2010. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.

2.2.1 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school’s policies and procedures
- read the appropriate parts of KCSIE 2025 in accordance with the Governors direction and sign to say that they have read and understood them
- identify concerns and inform the DSL as early as possible to prevent concerns from escalating and identify children who may need extra help or who are suffering or are likely to suffer significant harm

- ensure there is a culture of listening to children and always considering their thoughts and wishes

2.3 The SLAT maintains an attitude of: *'It Could Happen Here – It Does Happen Here'*

3. WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY?

3.1 It is the duty of all staff employed by the SLAT to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy in line with Section 7 of the Education Regulations 2010.

3.2 It is the responsibility of the Chief Executive Officer, acting on behalf of the Trustees and LAB members, to ensure that this policy is adhered to.

3.3 It is the responsibility of the Chief Executive Officer, with the support of senior leaders, to ensure that all staff in each school within the Trust are aware of and understand the SLAT's policy on safeguarding.

3.4 It is the responsibility of the Chief Executive Officer to ensure a designated senior person in each school within the Trust is appointed as the designated safeguarding lead, known as the Designated Safeguarding Lead (DSL) for Child Protection for the school and that a Deputy DSL is in place and that the name and the responsibilities of these people are known to all staff (see Appendix 1: Key Personnel)

3.5 It is the responsibility of the Chief Executive Officer to promote an environment in which students feel safe and are listened to and this includes ensuring that the curriculum includes safeguarding and how to keep safe in each school within the Trust.

3.6 It is the responsibility of the Chief Executive Officer to ensure that the SLAT whistle blowing policy and procedures are in place and that any allegations against staff & volunteers are responded to appropriately.

3.7 It is the responsibility of the Chief Executive Officer to respond to any safeguarding allegations or concerns about staff in any Trust school appropriately implementing the appropriate disciplinary and appeals procedures as required. The outcomes from an allegation are:

Substantiated: there is sufficient evidence to prove the allegation.

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation.

False: there is sufficient evidence to disprove the allegation.

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

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

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

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

3.8 It is the responsibility of the DSL and DDSL to ensure that all staff in each school within the Trust receive annual training and appropriate training updates in line with Government, National and contextual safeguarding concerns every year on an annual basis, including being able to demonstrate their understanding.

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

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

3.9 If the DSL is unavailable or absent then a deputy DSL (DDSL) will act as the DSL.

3.10 It is the responsibility of the DSL to ensure that parents and carers are informed of the safeguarding procedures by a statement in each of the Trust schools prospectus and have access to the safeguarding policy and procedures on the school website, with reminders and updates issued as necessary, i.e. via letters or newsletters.

3.11 It is the responsibility of the DSL to ensure effective communication takes place between each of the Trust schools and other external agencies in respect of safeguarding, including representation on the local **Children Safeguarding Partnership, the Local Operational Team, the Alternative Provision Group, Team around the Family (TAF) boards and other relevant groups as necessary.**

3.12 It is the responsibility of the DSL to ensure that Trustees and LAB members are briefed and informed of their responsibilities in safeguarding through annual training on safeguarding and how to support school staff in their safeguarding role.

3.13 It is the responsibility of the Trustees and LAB members to ensure that policies and procedures are implemented which provide a duty of care to young people, safeguard their wellbeing and protect them

from abuse, neglect and exploitation and to respect and promote the rights and feelings of young people, in accordance with the DFE guidance.

3.14 It is the responsibility of the Trustees to ensure that the Head of School and the DSL and DDSL have the SLATs Safeguarding policy and procedures in place and that these are reviewed annually and to appoint a nominated Safeguarding Trustee and LAB member to monitor the implementation of the Safeguarding policy in each of the Trust Schools. It is also the responsibility of the Trustees to ensure that a staff code of conduct policy is in place (see Appendix 13: The Role of the Governing Body).

3.15 It is the responsibility of the Safeguarding LAB member in each of the Trust Schools to report to the SLAT Trustees that the safeguarding policy and procedures are in place for each school within the Trust and to report to the Trustees annually on any safeguarding updates, including reported numbers of safeguarding incidents, in the Safeguarding Report to the Trustees.

3.16 It is the Governing Body's responsibility to ensure that safer recruitment checks are carried out in line with statutory requirements, as set out in Safeguarding Children and Safer Recruitment in Education 2011.

4. WHAT ARE THE CORE AIMS OF THIS POLICY?

4.1 To ensure that all necessary internal and inter-agency child protection procedures are in place as required within each of the Trust schools.

4.2 To give guidance to staff to ensure best practice.

4.3 To demonstrate the links with other relevant policies to safeguard the general welfare of children.

4.4 To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff within each of the Trust schools.

4.5 To identify key individuals and their specific roles in each of the Trust schools.

5. WHAT ARE THE PRINCIPLES BEHIND THIS POLICY?

5.1 The Chief Executive Officer, Heads of School and the Trustees recognise that the welfare and safety of students in each of the Trust schools is always of paramount consideration and will work together with parents, carers and other agencies to safeguard and promote the welfare of the child.

5.2 The Chief Executive Officer, Heads of School and the Trustees recognise that all children regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation have the right to be protected from ill treatment and neglect and to experience a good standard of care.

5.3 The Chief Executive Officer, Heads of School and the Trustees recognise that all children have the right to be heard and that the wishes and feelings of the child should be sought and influence the decision-making.

5.4 All incidents and allegations of suspicious or poor practice or abuse will be taken seriously and responded to appropriately within each of the Trust schools.

5.5 There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within each of the Trust schools.

6. PROCEDURES

6.1 SLAT Recruitment and Selection of Staff

6.1.1 Safer recruitment should be reflected in every stage of the process and safeguarding judgements need to be made, in differing degrees, in relation to all those that a student in school may come into contact with, as they may be perceived to be safe and trustworthy adults.

6.1.2 All advertisements for vacancies across the school will make reference to the school's commitment to safeguarding children and young people.

6.1.3 The recruitment and selection of all employees will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2011, the School Staffing (England) Regulations 2009 and the statutory guidance, Safeguarding Children and Safer Recruitment in Education Settings and the school's equal opportunities policy (See Appendix 3: Disqualification by Association).

6.1.4 The school will ensure that the Chief Executive Officer, the four Executive Deputy Head Teacher, the Heads of School, the school based Senior Leadership Team and Personnel Manager within each Trust school and Trustees have received training in Safer Recruitment and that all interview selection panels have a member of trained staff on them.

6.1.5 The SLAT will ensure that its recruitment and selection procedures include clear systems to vet all applicants including:

- A SLAT application form is completed for all applicants.
- Following up two professional references, including at least one who can comment on the applicant's suitability to work with children.
- Requesting copies of original qualifications.
- Ensuring appropriate police checks are made and enhanced DBS disclosures obtained, including those relevant teacher status checks for nationals of an (European Economic Area) EEA country teaching in the UK, such as relevant visa information.
- If a DBS certificate is retained by a school there will be a valid reason for doing so however it will not be kept longer than 6 months. DBS certificates do not have to be kept in order to fulfil the duty of maintaining the single central record.
- Reference to and awareness of safeguarding issues is addressed during the interview process.
- Appropriate safeguarding training is delivered to all staff including temporary or supply staff.

6.1.6 Where the SLAT recruits temporary or supply staff through an agency, the relevant school within the trust will ensure the following through the relevant agency:

- References obtained via the agency as necessary.
- Ensuring appropriate police checks and an enhanced DBS disclosure are in place.
- Documentary evidence of the candidate's identity.

6.1.7 The SLAT will maintain a single central record (SCR) for each school within the Trust which is a statutory document that holds relevant information including safer recruitment checks on:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: this means those providing education to children;
- The information is recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check
 - a barred list check
 - an enhanced Disclosure and Barring Service (DBS) check
 - a prohibition from teaching check
 - a section 128 check (for management positions as set out in KCSIE for independent schools, including free schools and academies) and governors in maintained schools
 - further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions
 - a check of professional qualifications; and
 - a check to establish the person's right to work in the United Kingdom

6.1.7b Individuals who have lived or worked outside the UK

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

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

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

6.1.8 The Chief Executive Officer will review the SCR with the Deputy Chief Executive Officer with HR responsibility; the Head of School and the Personnel manager within each of the Trust schools three times a year. In addition, with the Chair of Governors or Deputy Chair of Governors, who are Trustees, on an annual basis.

6.1.9 When a member of staff joins any of the Trust schools mid-year, they will receive the relevant induction and safeguarding training from the DSL or DDSL and the Personnel Manager (see 7.5) including Introduction to Safeguarding Children and Prevent training as advised by Lincolnshire Childrens Safeguarding Partnership.

6.1.10 NB: Any mid-year student joiners in any of the Trust schools will be given all relevant information on the safeguarding team, as part of the admission process by the DSL or Deputy DSL (see Appendix 16).

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

Where appropriate, we will recognise the safer recruitment process within an organisation as proof that all staff who work for the organisation have been recruited safely.

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

In some circumstances the Trust will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

6.1.12 When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

6.2 Safeguarding Children and Child Protection

6.2.1 Child abuse is covered by the term "significant harm" and is defined in the Adoption and Children Act 2002 in the following way:

- 'Harm means ill-treatment and 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 of children of all forms of domestic abuse'
- "Development" means physical, intellectual, emotional, social or behavioural development

➤ “Health” means physical or mental health

➤ “Ill-treatment” includes sexual abuse and forms of ill-treatment which are not physical

6.2.2 It is not always easy to recognise a situation where abuse may occur or has already taken place. All SLAT school staff have the responsibility to act if they have any concerns about the behaviour of an individual towards a student.

6.2.3 All SLAT staff should be aware that the four main categories of abuse are:

- Physical
- Emotional
- Sexual
- Neglect

6.2.4 All SLAT staff should be concerned about a student if he/she presents with indicators of possible significant harm (Appendix 4 – Signs and Symptoms of Possible Significant Harm).

6.2.5 Key areas of safeguarding that SLAT staff should be aware of include:

- Students’ Health and Safety;
- Child on child abuse-including cyber-bullying by text message, sharing nudes and semi-nudes, social networking;
- Sexual Violence and Harrassment
- County Lines
- Criminal Exploitation
- Cyber Crime
- Online Safety
- Racist abuse;
- Harassment and discrimination;
- Use of physical intervention;
- Meeting the needs of students with medical conditions - outlined in The Child and Families Act 2014;
- Providing First Aid;
- Female Genital Mutilation (Appendix 6 describes this in more detail);
- Domestic Violence (Appendix 7 describes this in more detail);
- Drug and Substance misuse (Appendix 8 describes this in more detail);
- Educational visits (the school Trips & Visits policy outlines this in more detail);
- Intimate care;
- Issues specific to a particular area, for example gang activity;
- Child Sexual Exploitation (Appendix 9 describes this in more detail);
- Britishness (Appendix 10 describes this in more detail);
- Mental Health including suicidal thoughts
- Radicalisation (Appendix 11 describes this in more detail);
- Trafficking;
- Fabricated illness;
- Faith abuse;
- Child to Parent Abuse

- Gender based violence;
- Private fostering;
- Teenage relationship abuse;
- Force Marriage;
- Self-Harm;
- Youth Produced Sexual Imagery
- Child on Child Abuse;
- Breast Ironing;
- Knife Crime;
- Homelessness;
- Voyeurism (up skirting);
- Relationships & Sex Education (NB: see Trust RSE Policy based on DfE guidance April 2019, with RSE compulsory in secondary schools Sept 2020).

6.2.6 If a child discloses that he or she has been abused in some way, the member of SLAT staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Not promise confidentiality – it might be necessary to refer to Children’s Services: Safeguarding and Specialist Services;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify;
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record (see Record Keeping-see 6.4), informing the child that you are doing so;
- Pass the information on immediately if deemed to be urgent safeguarding to the DSL or a member of the Designated safeguarding Team (as outlined in Appendix 1-Key Personnel) without delay.
- Record on the My Concern electronic immediately.

6.2.7 All SLAT staff should use the **My Concern** software that is linked to the school’s data management system SIMS to record any early or significant concern. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, the member of staff, regardless of whether they are concerned or not, **must always discuss their concerns with the DSL, DDSL or a member of the Designated Safeguarding Team** (as outlined in Appendix 1-Key Personnel) **without delay**.

6.2.8 Any member of SLAT staff that suspects or has evidence of child abuse must immediately contact the Designated Senior Lead (DSL) or a member of any Designated Safeguarding Team within the relevant Trust school (as outlined in Appendix 1-Key Personnel) for handling these issues. **They must not start their own investigation**. Contact must also be made with the DSL if a member of staff has any suspicion or act of child abuse or neglect reported to them.

6.2.9 From this point on, the DSL or the DDSL in each of the Trust schools will keep a confidential record

of all comments, actions and observations. These records will be recorded on My Concern or filed, kept securely and access will only be given to the DSL and DDSL, the Designated Safeguarding Team and the Chief Executive Officer (as outlined in Appendix 1-Key Personnel).

6.2.10 The DSL in each of the Trust schools will automatically inform the Chief Executive Officer of any new cases and any further developments in ongoing cases. The DSL or DDSL will advise on the next step or steps and liaise with any external agencies outside school that may be necessary.

6.2.11 The relevant Trust school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

6.2.12 If the DSL or DDSL in one of the SLAT schools believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

6.2.13 If the DSL in one of the Trust schools believes that "a child is experiencing or may have already experienced abuse or neglect" or "is at risk of suffering significant harm" either now or in the future then the school will comply with the procedures of the Local Safeguarding Children Partnership (LSCP).

6.2.14 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

6.2.15 if the child or children are made the subject of a child protection plan, contribute to the child protection plan, and attend core group meetings and review conferences

- where possible, share all reports with parents prior to meetings and ensure that they understand the content
- where in disagreement with a decision and concerns remain with the child firstly:
- talk in the first instance to the Family Help Social Worker/customer service centre
- check the referral including all the relevant information and clearly document the concerns about the child
- finally follow the LSCP professional resolution and escalation protocol if the concern remains
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the Family Help Social Worker and/or Children's Social Care Customer Service Centre.
-

6.3 Responding and Referring

6.3.1 The SLAT schools will work in partnership with other agencies in the best interests of the children. The SLAT schools will, where necessary, liaise with the Medical Lead and make referrals to the DSL to consider referral to children's social care.

6.3.2 Referrals will be made by the DSL or Deputy DSL in each of the Trust schools to the Multi-Agency Safeguarding Team.

6.3.3 Where a child in one of the Trust schools already has a safeguarding Family Help Social Worker, the request for service should go immediately to the Family Help Social Worker involved, or in their absence to their team manager.

6.3.4 All schools within the SLAT will co-operate with any child protection enquiries conducted by children's social care: the Trust will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings. This includes a DSL or DDSL following necessary actions required following a child protection referral which include:

- regular contact with the Family Help Social Worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend, and contribute to any subsequent [child protection conference](#)

6.3.5 If a child or children are made the subject of a child protection plan, the DSL or DDSL will

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

If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

6.3.6 Where a pupil/student in one of the Trust schools is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

6.3.7 The first step outlined in these procedures is for the DSL or Deputy DSL to contact the local Children Social Services Department after which a course of action will be agreed and the guidance of Social Services will be followed. If it is advised that a referral should take place the process shall be as follows:

- The referral shall be made to the relevant Children and Young People Service referral team;
- The referral will be made in writing on the safeguarding referral form, unless it is advised by the referral team that a verbal or telephone referral is necessary due to a delay placing the child at further risk of harm;
- Verbal & telephone referrals will be confirmed in writing on a form within 24 hours;
- Where practical, concerns will be discussed with the family and they should be notified that a referral will be made, unless the Children Social Services Department advise that contact should not be made by the school with the family before the referral is submitted.

6.3.8a The Designated Safeguarding Lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NSPCC-When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

6.3.8b The DDSL will liaise with the Head of School (DSL) regarding ongoing issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL is ***aware of the requirement for children to have an Appropriate Adult*** during police interviews held at the school. - ***PACE Code C 2019***. PACE Code C 2019 details the role a person undertakes when acting as the "appropriate adult" (usually a parent, guardian or Family Help Social Worker) while a student is being questioned or detained by the police.

The appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not".

6.3.9 All Child Protection records for all school in the SLAT will be maintained in a confidential file at the school until the child reaches the age of 25 when they will be destroyed.

6.3.10. SLAT has a pivotal role to play in multi-agency safeguarding arrangements. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role the Trust will work together with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on agencies and organisations by the arrangements.

"The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way."

6.4 Record Keeping

6.4.1 Any member of staff in one of the SLAT schools receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. This must be entered on to the My Concern system - if any staff member has a problem accessing or using the My Concern system they must seek out one of the safeguarding team, as identified in Appendix 1 - Key Personnel immediately, without delay. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly.

6.4.2 All records of a child protection nature in one of the Trust schools will be either entered onto My Concern, unless only where it is absolutely necessary to record handwritten notes. Any handwritten notes in any one of the Trust schools must be given to the DSL or DDSL for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records for children in one of the SLAT schools must be securely held, separate from the main pupil file, and in a secure place.

6.4.3 When a child in one of the Trust schools who has had a child protection plan leaves the school and/or transfers to another school, the DDSL will inform the child's new school as soon as possible. The file will be sent within 5 days to allow the new school to have support in place for when the child arrives, this may include a discussion with the child's Family Help Social Worker. The DDSL will ensure secure transit of the files obtained and confirmation of the receipt should be obtained. The safeguarding file will be transferred separately from the main school file. This will also include Year 11 students transferring to their new destination following confirmation of their GCSE results.

6.4.4 When a child in one of the Trust schools transfers between schools/colleges or moves school part way through an academic year, all information about any past or current concerns will, if possible, be passed on to the DSL of the receiving school/college. Any records that cannot be passed on will be retained confidentially until the child's 25th birthday. These files are stored securely. Any record relating to child protection concerns is placed on the main child file, in a sealed envelope and then retained for the same period of time as the child file (DOB + 25 years). We refer to relevant national and local guidance.

6.4.5 The Trust will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

6.4.6 The Trust will not provide personal data unless the serious harm test under the legislation is met. For

example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

6.4.7 Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

6.5 The Curriculum

6.5.1 Through the curriculum in any one of the Trust schools, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

6.5.2 There should be opportunities within the curriculum in any one of the Trust schools for students to develop the skills they need to recognise and stay safe from abuse. All students, through the curriculum, should be encouraged to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. There should also be opportunities for students to learn about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. We will not wait until incidents occur but will be proactive in ensuring our children understand behaviours that are unacceptable and feel confident to report and be part of the solution to eradicate the behaviour within the school.

6.5.3 Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships

Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

6.6 Training and Development

6.6.1 In addition to the pre-selection checks outlined in 6.1.3 above, the SLAT safeguarding process includes training after recruitment in order to help staff recognise their responsibilities and report any concerns about poor practice or suspected abuse, respond to any concerns expressed by a young person and to work safely and effectively with young people.

6.6.2 The Chief Executive Officer will ensure that the DSL and Deputy DSL in each of the Trust schools receive training through the LSCP 6 year pathway. The Trust schools receive safeguarding updates annually and in addition to this staff are given the opportunity to receive safeguarding updates via the Safeguarding Refresher sessions to enable them to understand and fulfil their safeguarding responsibilities effectively. The DSL and/or DDSL will attend the LCC DSL Safeguarding Updates, LCC support forums or drop-ins and appropriate LSCP inter-agency training to ensure that they are sufficiently trained and informed to deal with all safeguarding concerns. New DSL's or DDSL's will need to be familiar with the content of the [Lincolnshire Safeguarding Children Partnership policy and procedures manual](#) and to keep up to date with bi-annual updates.

6.6.3 The annual training induction programme for school staff in each of the Trust schools will include training on safeguarding and child protection, Prevent, and familiarisation with this policy, including identification of any Child Protection training needs. The DSL/DDSL in each of the SLAT schools will ensure that there are additional opportunities for such training throughout the academic year for mid-year starters (Appendix 15).

6.6.4 All SLAT staff will receive refresher training on safeguarding and child protection every year on an annual basis, it is statutory good practice for the Trust Safeguarding Leads to deliver an annual update. Therefore, all SLAT staff will receive appropriate safeguarding training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse and neglect and of the appropriate procedures to follow. Temporary SLAT staff and volunteers will be made aware of the safeguarding policies and procedures by the DSL or Deputy DSL in each of the SLAT schools (Appendix 15).

6.6.5 The school will ensure that the Chief Executive Officer, the Deputy Chief Executive Officers, the Heads of School, the school based Senior Leadership Team, Pastoral Manager and Personnel Manager within each Trust school and a minimum of three Trustees have received training in Safer Recruitment and that all interview selection panels have a member of trained staff on them.

6.6.6 The Chief Executive Officer will ensure that the DSL and the Designated Safeguarding Team in each of the SLAT schools (as outlined in Appendix 1-Key Personnel) will undertake any online safeguarding training modules following the LSCP 6 Year Pathway in relation to their appropriate year of training. A training log is bespoke to the member of staff on the local authority programme ENABLE training dashboard. Records are kept regarding staff attendance to the SLAT Safeguarding Refresher Programme, which offers termly training for all staff, mandatory to Pastoral and Safeguarding staff. A portfolio of certification is recorded for each member of staff.

6.6.7 Unfortunately there may be an extreme case where it is necessary to restrain a student for their own protection or for the protection of others in one of the SLAT schools. Any restraint will only be carried out by those staff trained in 'Positive handling'. The Heads of School will identify relevant pastoral staff to undertake the 'Positive handling' training, which will be renewed every three years. If it has been necessary to restrain a child this must be recorded by the DSL and the relevant next steps identified. Parents / carers

will always be informed if it has been necessary to use Positive handling (NB: See Policy Update Appendix 22 for further details).

6.6.8 **The use of 'reasonable force' in schools:** (NB: See Policy Update Appendix 22 for further details). There are circumstances when it is appropriate for staff in both of the SLAT schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight. 'Reasonable' in SLAT schools and in such circumstances means 'using no more force than is needed'. The use of force should involve passive physical contact where possible, such as standing between pupils or blocking a pupil's path. When necessary staff may deem it necessary to use 'active physical contact' such as leading a pupil out of the classroom by the arm. The SLAT believes that the adoption of a 'no contact' policy can leave staff unable to fully support and protect their pupils. **When it is deemed necessary to use 'reasonable force', this must be reported immediately to the Head of School (DSL) Deputy DSL or Pastoral Manager in each Trust school.**

7. ABUSE OF TRUST & ALLEGATIONS AGAINST STAFF (INCLUDING SUPPLY), VOLUNTEERS AND CONTRACTORS

7.1 Inappropriate behaviour by SLAT, staff (including supply), volunteers and contractors towards students is unacceptable. Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust in respect of that child, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 is a criminal offence, even if that student is over the age of consent. This applies where the child is in full-time education and the person works or has recently worked in the same establishment as the child, even if s/he does not teach the child.

7.2 Sexual activity does not only relate to an act of penetration; it includes kissing; rubbing; touching outside of clothing; etc. It may 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 (including via the internet)

7.3 Concerns about a SLAT colleague, supply, volunteer and contractor: SLAT staff who are concerned about the conduct of a colleague / volunteer towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague's career. **All SLAT staff must remember that the welfare of the child is paramount.** Any person who suspects that there may be inappropriate behaviour by SLAT staff (including volunteers) towards students must report your concerns, suspicions or uneasiness as soon as possible to the Chief Executive Officer, Head of School (DSL) or Deputy DSL. This includes any behaviours inside and outside of school that indicate they may not be suitable to work with children. **Don't think "What if I'm wrong?", instead think "What if I'm right?"**, pinpoint what practice is causing you concern and why. The school's whistleblowing safeguarding policy - (section 23 of this policy) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

7.4 All concerns of poor practice or possible child abuse by SLAT colleagues, supply, volunteers or contractors should be reported to the Chief Executive Officer; the Head of School (DSL) or Deputy DSL without delay.

7.5 Any member of SLAT staff (including supply), volunteers or contractors who does not feel confident to raise their concerns with the Headteacher or Chair of Governors - i.e. if their concern is about the Chief Executive Officer / DSL / Governor or does not feel that their concerns about a colleague have been taken seriously should contact the:

➤ Local Authority Designated Officer (LADO) directly on 01522 554674 or LSCP_LADO@lincolnshire.gov.uk

7.6 All school SLAT staff and Trustees should be aware of the indicators of sexual grooming that include:

- A child receiving special attention or preferential treatment;
- Excessive time spent alone with a pupil outside of the classroom;
- Frequently spending time with a pupil in private or isolated areas;
- Transporting a pupil possibly to or from school;
- Making friends with a pupils parents and visiting their home;
- Acting as a particular pupil's "listening ear";
- Giving small gifts, money, toys, cards, letters to a child;
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child;
- Overly affectionate behaviour with a child – including verbal and physical behaviour;
- Inappropriate comments or lesson content of a sexual nature;
- 'Private jokes' between a child and an adult that make you feel concerned;
- Other pupils are suspicious and make jokes or references.

7.7 No member of SLAT staff (including supply), volunteers and contractors must be in contact with any child at any one of the Trust schools via any form of social networking at all, this includes accepting a child at the school to be a 'friend' by using any form of social networking such as Facebook, Snapchat, etc. (see the SLAT's Social Networking Policy for more detail).

7.8 At times it may be necessary for a SLAT staff member to have access to a child's mobile phone details, such as for security on a school trip. In all cases where a member of SLAT staff has access to such details the Head of School (DSL) must be informed in writing, either by email or by using the trips and visits paperwork. As soon as possible, i.e. after any activity or trip, the child's mobile phone details must be deleted from the member of SLAT staff phone. The DSL will follow up to check that this has been managed (see the SLAT's social networking policy for more detail).

7.9 If a member of SLAT staff, the Trustees or the Chair of the LAB's are made aware of any member of SLAT staff (including supply), volunteer or contractor having mobile phone / phone or social networking contact with any child at one of the Trust schools they have a duty to report this without delay to the Chief Executive Officer, Head of School (DSL) or Deputy DSL in the relevant Trust school.

7.10 Sometimes our young people need reassurance over different matters and school can act as the place of security for certain students. However, no member of staff (including supply), volunteers or contractors are to reassure the young people in either of our Trust schools by ‘hugging’ or ‘putting arms round the students’ - it is advised to keep a professional ‘personal space’ distance from the students. If a student does try to ‘hug’ or ‘cuddle’ a member of staff please report this to the Head of School (DSL) / Deputy DSL in the relevant school.

8. DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF (INCLUDING SUPPLY), VOLUNTEERS AND CONTRACTORS

8.1 As per the guidance in Part 4 of KCSIE 2025 our school recognises two levels of concerns:

1. Allegations that meet the harms threshold – further details outlined in our Managing Allegation statement located in the SLAT Managing Allegations Policy.
2. Allegation/concerns that do not meet the harms threshold referred to as ‘low level concerns’. Our staff Code of Conduct policy outlines our expectations of staff and how they should behave.

Any concerns may impact on a staff member's employment, therefore we also refer to the SLAT Disciplinary policy

8.2 Allegations that meet the harms threshold

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is to take account of situations where a person’s behaviour outside school may suggest ‘transferable risk’. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

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

8.4 Where an allegation is made that a member of SLAT staff (including supply), volunteer and contractor has behaved in a way that may have harmed a young person, potentially committed a criminal offence against a young person in one of the SLAT schools or behaved in a way in which indicates s/he is unsuitable to work with children, the person receiving the allegation must immediately inform the Chief Executive Officer, Head of School (DSL) or Deputy DSL in the relevant Trust school.

8.5 The Sexual Offences Act 2003 established a criminal offence of ‘abuse of trust’ affecting teachers and others (volunteers) who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or

student by virtue of the work or nature of the activity being undertaken. This legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, as well as those under 16. 'Grooming' a child or person under 18 with a view to a future sexual relationship may also be an offence in this context.

8.6 The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously. Allegations made against the Chief Executive Officer or Head of School (DSL) should be reported to the Chair of Governors / Deputy Chair of Governors (who are Trustees) who will then contact the person against whom the allegation has been made.

8.7 The Chief Executive Officer; Chair of Governors / Deputy Chair of Governors or the Head of School (DSL) will share available information with the Local Authority Designated Officer (LADO) about an allegation as necessary, the child, and the person against whom the allegation has been made. However, refer to 7.5 regarding making direct contact with the LADO as deemed necessary.

8.8 The Chief Executive Officer, Chair of Governors / Deputy Chair of Governors or the DSL will contact the LADO to discuss whether:

- No further actions are needed;
- A strategy discussion should take place;
- There should be immediate involvement of the police or social care.

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

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

8.9 Where a person has reason to suspect that another member of SLAT staff may have abused a child, **whether in the school or elsewhere** they should immediately inform the Chief Executive Officer or Head of School (DSL).

8.10 The person receiving the allegation must make a written record of the allegation using the informant's words including the date, time and place where the alleged incident took place, what was said and if anyone else was present. This record should be signed by the informant and the person receiving the allegation and immediately passed to the Chief Executive Officer or the DSL.

8.11 Where the allegation or concerns are about the Chief Executive Officer or the Head of School (DSL) the person receiving the allegation or concern should refer to 7.5 - contacting the LADO.

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

8.13 All low level concerns will be reported to the Head of School or DDSL who will follow the school procedures and policy to address these. Low level concerns will be recorded and kept safe. They will be reviewed regularly to see if there are any emerging patterns in relation to an individual so that a decision can be made as to whether to escalate to an allegation that meets the harm threshold – further details are in the Disciplinary Policy.

9. USE OF PHYSICAL INTERVENTIONS

9.1 There is an absolute ban on the use by any member of SLAT staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.

9.2 It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),

9.3 Section 93 of the Education and Inspections Act 2006 enables SLAT staff to use ‘reasonable force’ to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

9.4 All SLAT staff that may be required to use ‘reasonable force’ will receive the appropriate training (see point 6.6.7 and 6.6.8 for further details). In the event physical restraint being needed, parents will be informed the same day by the Pastoral Manager in the relevant SLAT school.

9.5 Actions by SLAT staff will at all times be in accordance with guidance and procedures in relation to Searching Guidance i.e. by immediately informing the Head of School (DSL) / Deputy DSL or Pastoral Manager in the relevant SLAT school. Only they can sanction a search and must ensure the search is logged accordingly.

10. ONLINE SAFETY FOR STAFF AND STUDENTS

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

SLAT is committed to embedding a whole-school approach to online safety, in line with the [Online Safety Act 2023](#) and the [Department for Education’s guidance on teaching online safety in schools](#).

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

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

Our school uses appropriate filtering and monitoring systems to protect pupils from harmful and inappropriate content, while avoiding over-blocking. Systems are reviewed regularly to ensure they remain effective and proportionate.

We support families with guidance on home filtering, parental controls, and safe use of devices. We signpost families to trusted resources such as [Internet Matters](#).

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

Photography and Images

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

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

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

To protect young people, we need to:

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

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

10.3 The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with young people in our care.

10.4 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.

10.5 The Trust classifies main areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views; misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, phishing or financial scams

10.6 SLAT staff across the Trust have a major responsibility to educate our students; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process. All staff are aware of the most recent version of the DfE guidance Teaching online safety in schools.

10.7 It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using SLAT school equipment providing there is permission to do so from the parents. SLAT staff must not however use their own personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

10.8 SLAT staff should not communicate with students through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff are expected to follow the good practice procedure which includes copying in another member of staff when emailing students. SLAT staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site (see points 7.6 / 7.7 / 7.8 for further details).

10.9 SLAT schools have a clear policy on mobile phones to which they are banned from being used within the school community, this also reflects the fact that many children have unlimited and unrestricted access to mobile networks (ie 3G, 4G and 5G).

11. FILMING, PHOTOGRAPHY AND IMAGES

11.1 The SLAT recognises that the vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. However, some people abuse children through filming and taking or using images.

11.2 The Trust will protect students by:

- Seeking their consent for filming, photographs to be taken or published (for example, on our website or in newspapers or publications) where the student is capable of providing consent;
- Seeking parental consent for filming or photographs to be taken or published;
- Using only the student's first name with an image and only using full names in exceptional circumstances.
- Ensuring students are appropriately dressed in line with the Student Uniform Policy;
- Encouraging students to tell us if they are worried about any film footage or photographs that are taken of them;
- Requesting that no filming or photography is allowed at school public events other than that of the school official nominated photographer.

12. CHILD ABUSE, NEGLECT INCLUDING SEXUAL VIOLENCE AND HARASSMENT AND SPECIFIC SAFEGUARDING SITUATIONS

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

12.2 Abuse is categorised in Keeping Children Safe in Education 2025 into four areas Sexual Abuse, Emotional Abuse, Physical Abuse and Neglect. Further information can be found in Appendix 4.

12.3 Children also face risks within several safeguarding situations. In our school, we ensure that staff training focuses on the situations that are relevant to our children in our school environment, recognising also that children are part of a wider community and that a 'it may happen here' culture allows early intervention. We also ensure that children themselves develop skills in recognising risks and keeping themselves and others safe within these situations. In addition to this we ensure that all staff training includes online safety which also includes applicable roles and responsibilities in relation to filtering and monitoring.

12.4 Child on Child Sexual Violence and Harassment

The Ofsted review commissioned in 2020 regarding the nature and extent of child-on-child sexual abuse has led the school to be more aware and vigilant in addressing this safeguarding concern. We refer to the recent guidance [Sexual violence and sexual harassment between children in schools and colleges](#). Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours [Resources for education settings | CSA Centre](#)

The Trust will create a culture where sexual harassment including online sexual abuse is not tolerated. We will ensure this is a whole school approach assuming that sexual abuse is, to some extent, happening in our school. This will allow us to identify issues and intervene early to better protect our children. For further guidance we will refer to Part Five of the most recent version of [Keeping Children Safe in Education](#) and the LSCP policy, '[Child-on-child Sexual Harassment, Sexual Abuse and Sexually Harmful behaviours.](#)'

12.4a Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Confidential specialist support and advice on HSB is available from the specialist sexual violence sector. The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', [Home - Shore](#) an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.

12.5 The SLAT has a duty of care towards all students in the SLAT schools and an obligation to support them in being safe the online world as well as the physical world.

12.6 There are a number of definitions of sharing nudes and semi-nudes but for the purposes of this policy sharing nudes and semi-nudes is simply defined as images and videos generated:

- Children under the age of 18;
- Of children under the age of 18 that are of a sexual nature.

12.7 These images are shared between young people and / or adults via a mobile phone, hand held device or websites with people they may not even know.

12.8 Sharing nudes and semi-nudes or youth produced sexual imagery does not refer to one single activity, it can have multiple facets and activities, be connected by sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it

becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

12.9 Any situations involving students in any one of the SLAT schools and youth produced sexual imagery are taken seriously as being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

12.10 The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases, children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

12.11 All incidents involving youth produced sexual imagery will be responded to in line with this policy.

12.12 When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL or Deputy DSL within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system;
- The DSL / Deputy DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved, if deemed appropriate by the DSL / Deputy DSL;
- The Head of School and parents / carers should be informed at an early stage and kept involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately;
- If evidence of sharing nudes and semi-nudes is found, the person / persons responsible must not investigate any further, any device is to be held and all information passed immediately on to the police;
- The Head of School (DSL) / Deputy DSL or Pastoral Manager in each of the Trust schools will decide whether a young person should be detained in the relevant schools student referral unit (SRU) until advice & guidance from the police and / or children services has been sought.
- Once advice and guidance has been sought from the police and / or children services, the length of time in SRU can be determined by the DSL / Deputy DSL or Pastoral Manager.
- Any decision made regarding using the SRU will be done so for the safety of the student/s and the good running order of the school.

12.13 Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

12.14 Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos

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

Where there is a disclosure or the school becomes aware that a child may have been involved in the sharing of such content, the Designated Safeguarding Lead (DSL) will refer to the guidance in: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

This guidance outlines how to respond to incidents, including:

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

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

12.15 Securing and handing over devices to the police:

- If any devices need to be seized and passed onto the police, then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. The SLAT follows the guidance as laid out in the government guidance, 'Searching, screening and confiscation at school'.

13. CHILD ON CHILD ABUSE

13.1 Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The SLAT have a zero tolerance approach to abuse and recognises that abuse is abuse and will never be passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. The SLAT will not tolerate behaviours such as, which can lead to a culture of unacceptable behaviours and an unsafe environment for young people and the Trust will ensure this type of unacceptable behaviour is dealt with robustly.

13.2 Types of abuse: There are many forms of abuse that may occur between peers. The Trust recognise that it is more likely that girls will be victims and boys' perpetrators, however recognises that all cases of child-on-child abuse are unacceptable and taken seriously.

The following are the many different types of abuse, neglect and exploitation, this list is not exhaustive;

- Physical abuse e.g. biting, hitting, kicking, hair pulling etc.
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language touching, sexual assault etc.
- Bullying - physical, name calling, homophobic etc.
- Online and Cyber bullying
- Youth Produced Sexual Imagery (Sharing nudes or semi-nudes)
- Initiation/Hazing
- Prejudiced Behaviour

13.3 The different forms child-on-child abuse can also take (KCSIE 2025) such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sharing nudes or semi-nudes or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals.

13.4 The SLAT constantly develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage issues in a reactive way.

13.5 The SLAT recognises that child on child abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

13.6 The SLAT supports this by ensuring that all schools within the Trust have an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

13.7 Expected action taken from all SLAT staff:

- Although the type of abuse may have a varying effect on the victim and initiator of the harm, the SLAT expects all staff to follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.
- It is important to deal with a situation of peer abuse immediately and sensitively.
- It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after, the child(ren) may have forgotten.
- It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

13.8 All SLAT staff are trained in dealing with such incidents via the Trust annual safeguarding training, and are informed how to talk to pupils and how to instigate immediate support in a calm and consistent manner.

13.9 The SLAT staff must not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters, when dealing with child on child abuse. It is important that w staff have any concerns about child on child abuse they should speak to their DSL.

13.10 All incidents of child on child abuse are recorded and shared with the DSL / Deputy DSL, by using My Concern.

13.11 Information will be shared appropriately with parents/carers as the DSL / Deputy DSL feels is appropriate.

13.12 Where necessary the DSL / Deputy DSL will refer incidents of child on child abuse to children services for further investigation.

14. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

14.1 Since 2010, when the Government published the Prevent Strategy 2015 (updated April 2021), there has been an awareness of the specific need to safeguard children, young people and families from violent and non-violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise susceptible children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

14.2 Across the SLAT we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers in any one of the SLAT schools have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

14.3 The current threat from terrorism in the United Kingdom may include the exploitation of susceptible people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people susceptible to future manipulation and exploitation. The Lincolnshire Safeguarding Children Partnership (LSCP) is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the SLAT's safeguarding duty.

14.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 11.

14.5 The SLAT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

14.6 The Trust PSHE curriculum and whole school ethos plays a critical role in preventative education and effectively promoting fundamental British Values. The whole school approach prepares pupils and

students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. These are underpinned by the school/college's behaviour policy, Prevent policy and our pastoral support system, in addition to the planned programme of evidence-based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum which has been planned in conjunction with national documents such as Educate Against Hate.

14.7 Please refer to the Trust Prevent Policy 2025, appendix 11, which supports the whole school PSHE / SMSC programme, outlining education provision for our young people.

15. PREVENT RISK REDUCTION

15.1 The SLAT Trustees, the Chief Executive Officer and Head of Schools (DSLs) in each of the Trust schools will assess the level of risk within each of the schools and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of SLAT premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the SLAT's profile, community and philosophy.

16. PREVENT RESPONSE

16.1 With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

16.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to susceptibility and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The online use has become a significant feature in the radicalisation of young people.

16.3 Our Trust, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Head of School DSL. The SPOC for the 4 SLAT schools is the DSL, also Deputy Chief Executive Officer – as identified in Appendix 1-Key Personnel.

16.4 Following the December 2023 Prevent update, this policy highlights the need to not only be alert to violent extremism but also, to non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

16.5 If a child is at immediate risk, the DSL will contact the Lincolnshire Prevent Team. The Prevent Lead may be able to support the school or may decide that a referral into the Channel process is required. It may be decided that there are no Prevent related concerns but a referral into Lincolnshire Customer Services is required.

16.6 Staff in all schools in the SLAT will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

16.7 When any member of staff in one of the SLAT schools has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

16.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism and non-violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

16.9 Channel: Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Lincolnshire Police Counter-Terrorism Unit, and it aims to work with the SPOC to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

16.10 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

16.11 The SLAT will fulfil its duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

16.12 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty website: we refer to the [Prevent duty guidance: for England and Wales](#) which contains information for schools. For further local guidance we refer to the Lincolnshire LSCP document, , [Supporting Children and Young People Vulnerable to Violent Extremism](#)

16.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse may involve an exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

[Preventing Child Sexual Exploitation | The Children's Society](#)

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity

appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

17. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION; FORCED MARRIAGE; FEMALE GENITAL MUTILATION, HONOUR BASED ABUSE OR TRAFFICKING

17.1 This safeguarding policy and the SLAT's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

17.2 The SLAT keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

17.3 SLAT staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.

17.4 All schools within the SLAT will work with and engage families to talk about such issues as necessary and required.

17.5 SLAT staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

17.6 The Heads of School (DSL) and Deputy DSL's in each of the SLAT schools know where to seek and get advice as necessary. The SLAT will bring in experts and uses specialist material to support any work that is required to be carried out

17.7 It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or coercion are not used. As with forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. The law was changed to reflect this in February 2023.

18. REPORTING OF FEMALE GENITAL MUTILATION (FGM)

18.1 With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

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

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining children. We refer to the DfE guidance [Mandatory reporting of female genital mutilation procedural information](#) and LSCP policy [Female Genital Mutilation](#).

18.A FORCED MARRIAGE

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

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

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

We refer to the following national statutory guidance and local policy-

[Multi-agency statutory guidance for dealing with Forced marriage and Multi-agency practice guidelines: Handling cases of Forced marriage.](#)

19. CHILDREN WITH UNEXPLAINABLE AND/OR PERSISTENT ABSENCES FROM EDUCATION

19.1 A child going with unexplainable absence from education and/or persistent absence is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. SLAT staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.

19.2 All schools within the SLAT must notify the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. All schools within the SLAT must also notify the local authority of any student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Elective home education can mean that some children are not in receipt of suitable education. However many home educated children have a 'positive learning experience'.
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period;
- Has been permanently excluded.

20. CHILDREN WITH ADDITIONAL NEEDS AND DISABILITIES OR PHYSICAL HEALTH ISSUES

20.1 Lincolnshire SEND offer is available for every child and family in Lincolnshire. The SLAT recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example

those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc. Children with disabilities are 3 times more likely to be abused than their peers.

20.2 The Trust know that additional barriers can exist when recognising abuse and neglect in this group of children, which all Trust staff will be given annual training on to make ensure their awareness. The Trust know that these barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

20.3 When the SLAT is considering excluding, either fixed term or permanently, a vulnerable pupil from one of the Trust schools and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, the SLAT will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

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

We also use individual risk assessments when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child may be particularly vulnerable, such as a child at risk of sexual exploitation.

In addition, in the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Trustees / LAB for the relevant SLAT school.

20.5 For children with additional needs information can be found at The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. In addition to this MENCAP represents people with learning disabilities, with specific advice and information for people who work with children and young people.

21. CHILDREN IN SPECIFIC CIRCUMSTANCES-PRIVATE FOSTERING:

21.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if

disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

21.2 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

21.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

21.4 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering.

21.5 The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory. This includes the school reporting on any private fostering arrangements to the local authority.

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

22. CHILDREN POTENTIALLY AT GREATER RISK OF HARM:

22.1 Children who need a Family Help Social Worker (Child in Need and Child Protection Plans) Children may need a Family Help Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

22.2 Local authorities should share the fact a child has a Family Help Social Worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

22.3 Where children need a Family Help Social Worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known

safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

22.4 Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

22.5 Children being absent from education for prolonged periods and/ or repeated occasions can act as a warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.

SLAT schools have a process in place for earlier identification of this key group of students which helps prevent the risk of them becoming a child missing in education in the future. This is alerted for children who show early signs of this but also those children who are already known to local authority social care where being absent from school may increase known safeguarding risks. Further information and support includes:

- The department's **statutory** guidance on school attendance [Working together to improve school attendance - GOV.UK](#) which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.

22.5a All staff recognise that Children in Care and Children previously in Care are more vulnerable than other children, often having poorer educational outcomes. Therefore, it is important to ensure their wellbeing, safety and welfare as well as help them to reach their potential. This includes the child in care who is moving out of care. The school will also ensure that Children previously in care are supported with pathways including liaison with the local authority where a personal advisor will be appointed and that a full working relationship is maintained with the Lincolnshire Virtual School

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

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on [Promoting the education of children with a Family Help Social Worker and children in kinship care arrangements: virtual school head role extension - GOV.UK](#) contains further information on the roles and responsibilities of Virtual School Heads.

23 THE DESIGNATED TEACHER:

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.

In all four SLAT schools, the Designated Teacher is the Head of School supported by the Children in Care manager. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. All SLAT designated teachers have appropriate training and the relevant qualifications and experience.

Statutory guidance: [Designated teacher for looked-after and previously looked-after children - GOV.UK](#) contains further information on the role and responsibilities of the designated teacher.

24 VIRTUAL SCHOOL HEADS:

Virtual School Heads manage pupil premium plus for looked after children; and receive this funding based on the latest published number of children looked after by the local authority. The designated teacher works with the Virtual School Head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The designated teacher also works with the Virtual School Head to promote the educational achievement of previously looked after children. As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, Virtual School Heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

25. PRE-BIRTH PROTOCOL

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

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

25.3 A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment including timetable and learning environment adjustments. It is important that the provision participate in the Team Around the Family (TAF) (see Team Around the Family Supporting Documentation,) in order for them to fully support the continued education of the young parent. Education establishments should have a clear

strategy for engaging with the young person while they are away from the provision so as to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral to the pupil reintegration team who will assess and consider alternative arrangements if appropriate.

26. WHAT WE DO WHEN YOU ARE CONCERNED

26.1 Where risk factors are present but there is no evidence of a particular risk then the DSL/SPOC / Deputy DSL in the relevant SLAT school will advise on preventative work that can be done within the school to engage the pupil into mainstream activities and social groups.

26.2 The DSL & Deputy DSL in the relevant SLAT school may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk. However, this responsibility can be delegated to another member of the school safeguarding team.

26.3 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC / Deputy DSL in the relevant SLAT school will notify the Multi-Agency Safeguarding Team of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised;
- The school will review the situation after taking appropriate action to address the concerns.

26.4 The DSL/SPOC / Deputy DSL in the relevant SLAT school will also offer and seek advice about undertaking an early help assessment and/or will make a referral to Children's Services social care. All Staff (Governors and Volunteers) working within the school are aware safeguarding is not just about protecting children from deliberate harm, neglect, and failure to act.

26.5 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. This definition is reflected in the working together to safeguard children guidance.

Early Help Indicators

Any child may benefit from Early Help, but all school staff should be particularly alert to the potential need for early help for child who:

- Is disabled or has certain health conditions
- Has special educational needs
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviours, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care
- Has experienced multiple suspensions, is at risk of being permanently excluded
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised, or exploited
- Has a parent or carer in custody, or is affected by parent offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health and domestic abuse

- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour' based-abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

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

The local family support and Lincolnshire Safeguarding Children Partnership can assist in this process. We refer to the guidance for Team Around the Family (TAF) at www.lincolnsire.gov.uk/taf or seek help via TAFadmin@lincolnshire.gov.uk or TAFconsultants@lincolnshire.gov.uk

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

26.6 If the concerns about a student in one of the SLAT schools are significant and meet the additional needs/complex need criteria, they will be referred to Lincolnshire Children Services. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household or a parent who is affected by behaviour of a child towards the parent – Child on Parent Abuse.

27. WHISTLE BLOWING AND PROFESSIONAL RESOLUTION AND ESCALATION

27.1 Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore. All SLAT schools will follow the SLAT Whistle Blowing – located on the school website – reviewed annually.

27.2 Staff must be committed to providing a high standard of service and children cannot be expected to raise concerns in an environment where staff fail to do so. If any member of the SLAT staff have a safeguarding concern they should report this to the Head of School, Chief Executive Officer or the LAB Chair for one of the SLAT schools.

27.3 SLAT staff can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk in case a staff member feels they should report to someone outside the school.

27.4 We will always listen to any concerns and try to resolve them but should staff feel unable to raise concerns regarding child protection failures internally or have concerns about the way a concern is handled in the school they can use the NSPCC helpline.

The SLAT Whistle Blowing policy outlines the Trust's whistleblowing arrangements, that include:

- The people in and outside the school that staff members should report concerns to - as shared in 25.2;
- All SLAT staff and contractors / visitors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals**:
- **Email: help@NSPCC.org.uk Telephone: 0808 800 5000 - the line is available from 08.00-16.00 Monday to Friday and 9:00-18:00 at the weekends.**

All SLAT staff and contractors / visitors must be aware that they can use this line if:

- They believe their concerns won't be dealt with properly or may be covered-up;
- They have raised a concern but it hasn't been acted upon;
- They are worried about being treated unfairly.

27.5 All SLAT staff must be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

27.6 SLAT staff can also call the Local Authority Designated Officer (LADO) on:

- **01522 554674**
- The LADO details can be found in Appendix 14

27.7 Where the allegation or concerns are about the Chief Executive Officer or the Head of School (DSL) the person receiving the allegation or concern should refer to 25.6 - contacting the LADO / Governors.

27.8 If the school have concerns with the way other agencies are handling a safeguarding concern, then we will follow the LSCP Professional Resolution & Escalation Protocol. This allows us to open up a dialogue with other professionals and resolve any issues in an open and honest approach in the best interest of the child.

28. CONFIDENTIALITY AND SHARING INFORMATION

28.1 The SLAT will uphold confidentiality at all times in line with the Data Protection Act Principles to ensure that information is:

- Processed for limited purposes;
- Adequate, relevant and not excessive;
- Accurate;
- Kept no longer than necessary;
- Processed in accordance with the data subject's rights;
- Secure.

In addition, the DfE Data Protection guidance for schools, helps school staff, governors and trustees

- To understand how to 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

28.2 Hard copies of any concern forms in any one of the SLAT's school and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

28.3 Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the

student's school file and the school file will be 'tagged' to indicate that separate information is held.

28.4 Only encrypted portable media storage can be used at any one of the SLAT schools.

28.5 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of SLAT staff receives a request from a student or parent to see child protection records, they will refer the request to the Head of School (DSL) or the Deputy DSL.

28.6 The Data Protection Act does not prevent SLAT staff from sharing information with relevant agencies, where that information may help to protect a child.

29. COMPLAINTS

29.1 The SLAT's complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student in any one of the Trust schools that initially does not reach the threshold for child protection action.

29.2 Complaints are managed by senior staff, i.e. the Head of School, Chief Executive Officer, the Executive Deputy Chief Executive Officer team and the Trustees.

29.3 Complaints from SLAT staff are dealt with under the SLAT's complaints and disciplinary and grievance procedures (see the SLAT disciplinary policy and grievance policy for more detail).

29.4 Complaints about the Chief Executive Officers should be reported to the DSL or the Chair of Governors / Deputy Chair of Governors or refer to section 7.5 - reporting to the LADO.

29.5 Complaints about the Head of School (DSL) should be reported to the Chief Executive Officer or the Chair of Governors / Deputy Chair of Governors or refer to section 7.5 - reporting to the LADO.

29.6 Complaints about a SLAT Trustee or a LAB member should be reported to the Chief Executive Officer; Head of School (DSL) or refer to section 7.5 - reporting to the LADO.

30. POLICY REVIEW

30.1 This policy will be monitored as part of SLAT annual internal review and reviewed on a yearly cycle or as required by legislature changes.

APPENDIX 1:

KEY SLAT SAFEGUARDING STAFF

MRS JEMMA CURSON:	Chief Executive Officer Email: Cursonj@bourneacademy.org Tel:
MR JOHN STOKES:	Chair of Trust Board & Safeguarding Governor Email: stokesj@slat.org.uk
MR DUNCAN PICKERING:	Deputy Trust Board & Safeguarding Governor Email: Email: PickeringD@slat.org.uk

The Main SLAT Designated Safeguarding Team:

MR BRETT SINCLAIR:	Deputy Chief Executive Officer & Trust Designated Safeguarding Manager (Trust DSL) & Single Point of Contact (SPOC) for all SLAT schools Email: brett.sinclair@spaldingacademy.org.uk
MISS KATIE BELCHER	Designated Safeguarding Lead – Bourne Academy Email: belcherk@bourneacademy.org
MR CHRIS WRIGHT	Designated Safeguarding Lead – Giles Academy Email: cwright@gilesacademy.co.uk
MR GLENN MARTIN	Designated Safeguarding Lead – Spalding Academy Email: glenn.martin@spaldingacademy.org.uk
MRS KATH KILBY	Designated Safeguarding Leads – Cowley Academy Email: kath.kilby@cowleyacademy.org.uk
MRS JULIA KETTLE:	Deputy DSL / Deputy SPOC Bourne Academy Email: kettlej@bourneacademy.org Tel: 01778 422365 ext 537 (school hours only)
MISS MICHELLE RYAN:	Deputy DSL / Deputy SPOC Spalding Academy Email: Michelle.Ryan@spaldingacademy.org.uk

Tel: 01775 722484 (School Number - School Hours Only)

MRS JO WHITEHEAD: Deputy Designated Safeguarding Lead Giles Academy
Email: jwhitehead@gilesacademy.co.uk
Tel: 01205 870693 (School number – school hours only)

MISS LAURA BELL: Deputy Designated Safeguarding Lead Cowley Academy
Email: laura.bell@cowleyacademy.org.uk
Tel: 01775 820254 (School number – school hours only)

Other Key SLAT Safeguarding Team Contacts:

MR MARK BRYAN: Pastoral Manager-BOURNE ACADEMY
Email: BryanM@bourneacademy.org

MR MATT LEONARD: Pastoral Manager-SPALDING ACADEMY
Email: matt.leonard@spaldingacademy.org.uk

MR CHRIS WRIGHT: Pastoral Manager–GILES ACADEMY
Email: cwright@gilesacademy.co.uk

MR IAN BILLINGHURST: Pastoral Manager – COWLEY ACADEMY
Email: ian.billinghurst@cowleyacademy.org.uk

APPENDIX 2:

This guidance is to reflect changes and additions to the Safeguarding Policy due to a period of school closure. Safeguarding our staff and students remains our highest priority during school closure and whilst students are engaged with remote learning.

Safeguarding Principles

The same safeguarding principles apply during remote education as set out in our staff safeguarding policy located on the school website. However, there are some further considerations whilst working online during whole school closure.

Our **main principles** to safeguard students and staff whilst remote learning during this pandemic remain as:

- Children's welfare should come first.
- If anyone has a concern about a child they should act immediately following the safeguarding and child protection procedures by referring to the SLAT Trust Child Protection Policy found on the school website.
- Our nominated child protection leads are Brett Sinclair (DCEO) and the Heads of School: Katie Belcher (BA), Chris Wright (GA), Glenn Martin (SA) and Kath Kilby (CA), who will always be available to deal with concerns.

Reporting Route

- If there is a safeguarding concern with any communication online through SMHWK, a well-being phone call or an email please log this concern on the MyConcern platform in the first instance.
- If there is an urgent concern that constitutes immediate safeguarding please phone Mr Sinclair 07548 914300 or the Head of School to discuss asap in addition to logging on MyConcern.

If you are unsure of anything please re-visit the SLAT Trust Safeguarding Policy or seek advice and support from the Nominated Child Protection Leads at the relevant school during this time.

Safeguarding Considerations for Remote Learning

During periods that require remote learning please maintain the following high standards and expectations in order to maintain professional boundaries.

- Sit against a neutral background.
- Do not record in any bedroom!
- Dress as you would do for a working day.
- Close down any other tabs you have open in your browser as when you share the screen the student may be able to see them.
- Staff should not communicate with parents or students outside of the school channels provided (eg by using their personal facebook account or contact students using their personal email address.
- Please communicate with students during school hours or 8AM-8PM as per **Mr Hind's** email guidance.
- Always use professional language.

Advice and Support for Students:

The three key areas that students may experience whilst remote learning are:

Online safety

Online technology is invaluable for enabling our students to continue their learning, keep in touch with friends and feel connected with the outside world. But changes in online behaviour can put young people at risk of online abuse.

Domestic abuse

During this period of high-level restrictions, where families are spending more time together there may be a heightened risk of domestic abuse.

A student or family may be experiencing domestic abuse. Remember that people are not expected to stay at home, even during a national lockdown, if their home is unsafe.

Mental health

Some young people's mental health may suffer during a national lockdown. If staff have a concern regarding a young person's mental health please refer via myconcern and considerations will be discussed which may include offering a place in school to support the young person.

As Parents' and carers' mental health may also be affected during period of closure due to a national pandemic there may need to be consideration as to how this will affect the students we work with and what support they need.

Additional School Support - Year Leads are committed to maintaining contact with all students – daily attendance records are viewed regarding logging in the remote platform with absences actioned. In addition to this, further contact is carried out weekly through Show My Homework and at two key points throughout school closure via the phone.

Key staff will carry out a socially distanced door step visit for those students who are not logging in and remain uncontactable after persistent attempts over the course of 3 days, this may include EAL students where the language barrier prevents them or parents communicating via any other communication. If further contact is unobtainable – the student will be reported to Children Missing in Education and the local police.

Our Safeguarding Manager will make more frequent contact via the phone with our most vulnerable students across the school setting and in addition to this those who access external support in school are receiving further wellbeing support remotely.

The school is committed to maintaining ALL communication with external parties and will uphold ALL meetings for children receiving social care support during this pandemic this may include referrals to the community foodbank in order to support families further.

Remote attendance may be necessary for meetings during periods of school closure due to a national pandemic or extreme weather conditions.

APPENDIX 3: DISQUALIFICATION BY ASSOCIATION INFORMATION

In addition to inclusion on the Children's Barred List the wider disqualification criteria includes:

- Being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- Grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- Having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- Living in the same household where another person who is disqualified lives or works (disqualification 'by association').

What offences are covered?

The offences are listed in the two documents below. Ofsted have a list of all offences and prohibitions for childcare; the Disclosure and Barring Service list covers offences that would result in a person being placed on the barred list.

- Ofsted: Disqualifications (February 2015);
- DBS: Relevant Offences (September 2014);
- Summary list of offences;
- Disqualification 'by association';
- School staff are disqualified from working in a school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified;
- The 'disqualification by association' criteria dates back to the Childcare (Disqualification) Regulations 2009. When the criteria is met the staff member must inform the headteacher and provide him/her with the relevant details. The school must inform Ofsted within 14 days.

Waiver of disqualification

The disqualified staff member may apply to Ofsted for a waiver, but they must apply themselves and must not work in the school whilst the waiver is being considered.

Head Teachers must ensure that they:

- Ask for this information as part of their pre-employment checks when appointing new staff;
- Ask existing staff whether anyone they live with is disqualified from working with children or young people;
- Ask staff to complete and sign a declaration that they do not meet the 'disqualification by association' criteria;
- Include the supplementary advice in the Safeguarding Policy;
- Are made aware that a member of staff lives in a household with a disqualified person, must prevent the person from continuing to work in the school;
- Inform Ofsted within 14 days.

APPENDIX 4: SIGNS AND SYMPTOMS OF POSSIBLE SIGNIFICANT HARM

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

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE

Physical abuse 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.

Indicators in the child:

a) Bruising: It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Linear bruising at any site, particularly on the buttocks, back or face;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks to the upper arms, forearms or leg;
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

b) Fractures: Fractures may cause pain, swelling and discoloration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick;
- Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull

developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

c) Mouth Injuries: Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

d) Poisoning: Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

e) Fabricated or Induced Illness: Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits;
- Attendance at various hospitals, in different geographical areas;
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions;
- The child developing abnormal attitudes to their own health;
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- Speech, language or motor developmental delays;
- Dislike of close physical contact;
- Attachment disorders;
- Low self-esteem;
- Poor quality or no relationships with peers because social interactions are restricted;
- Poor attendance at school and under-achievement.

f) Bite Marks: Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

g) Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in;
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet;
- A child getting into too hot water of his or her own accord will struggle to get but and there will be splash marks.

h) Scars: A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / Behavioural presentation:

- Refusal to discuss injuries;
- Admission of punishment which appears excessive;
- Fear of parents being contacted and fear of returning home;
- Withdrawal from physical contact;
- Arms and legs kept covered in hot weather;
- Fear of medical help;
- Aggression towards others;
- Unexplainable and or persistent absences from education;
- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury.

Indicators in the parent:

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;
- Tries to draw the child into their own illness;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties may (or may not) be associated with this form of abuse;
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;

- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

EMOTIONAL ABUSE

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

Indicators in the child:

- Developmental delay;
 - Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
 - Aggressive behaviour towards others;
 - Child scapegoated within the family;
 - Frozen watchfulness, particularly in pre-school children;
 - Low self-esteem and lack of confidence;
 - Withdrawn or seen as a 'loner' - difficulty relating to others;
 - Over-reaction to mistakes;
 - Fear of new situations;
 - Inappropriate emotional responses to painful situations;
 - Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
 - Self-harm;
 - Fear of parents being contacted;
 - Extremes of passivity or aggression;
 - Drug/solvent abuse;
 - Chronic running away;
 - Compulsive stealing;
 - Air of detachment – 'don't care' attitude;
 - Social isolation – does not join in and has few friends;
 - Depression, withdrawal;
 - Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
 - Fearful, distressed, anxious;
 - Poor peer relationships including withdrawn or isolated behavior
- Indicators in the parent;
- Domestic abuse can be psychological, physical, sexual, financial or emotional. Adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
 - Abnormal attachment to child e.g. overly anxious or disinterest in the child;
 - Scapegoats one child in the family;

- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection;
- Wider parenting difficulties may (or may not) be associated with this form of abuse Indicators of in the family/environment;
- Lack of support from family or social network;
- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child:

a) Physical presentation:

- Failure to thrive or, in older children, short stature;
- Underweight;
- Frequent hunger;
- Dirty, unkempt condition;
- Inadequately clothed, clothing in a poor state of repair;
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Abnormal voracious appetite;
- Dry, sparse hair;
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhea;
- Unmanaged / untreated health / medical conditions including poor dental health;
- Frequent accidents or injuries

b) Development;

- General delay, especially speech and language delay;
- Inadequate social skills and poor socialization.

c) Emotional / Behavioural presentation:

- Attachment disorders;

- Absence of normal social responsiveness;
- Indiscriminate behaviour in relationships with adults;
- Emotionally needy;
- Compulsive stealing;
- Constant tiredness;
- Frequently absent or late at school;
- Poor self-esteem;
- Destructive tendencies;
- Thrives away from home environment;
- Aggressive and impulsive behavior;
- Disturbed peer relationships;
- Self-harming behavior.

Indicators in the parent:

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialization;
- Abnormal attachment to the child e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators in the family/environment:

- History of neglect in the family;
- Family marginalised or isolated by the community;
- Family has history of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
-
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;
- Lack of opportunities for child to play and learn.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may

also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child:

a) Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Sexually transmitted infections;
- Vaginal soreness or bleeding;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

b) Emotional / Behavioural presentation:

- Makes a disclosure;
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- Self-harm - eating disorders, self-mutilation and suicide attempts;
- Poor self-image, self-harm, self-hatred;
- Reluctant to undress for PE;
- Running away from home;
- Poor attention / concentration (world of their own);
- Sudden changes in school work habits, become truant;
- Withdrawal, isolation or excessive worrying;
- Inappropriate sexualised conduct;
- Sexually exploited or indiscriminate choice of sexual partners;
- Wetting or other regressive behaviours e.g. thumb sucking;
- Draws sexually explicit pictures;
- Depression.

c) Indicators in the parents:

- Comments made by the parent/carer about the child;
- Lack of sexual boundaries;
- Wider parenting difficulties or vulnerabilities;
- Grooming behavior;
- Parent is a sex offender.

d) Indicators in the family/environment:

- Marginalised or isolated by the community;

- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Family member is a sex offender.

APPENDIX 5: MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

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

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

APPENDIX 6: FEMALE GENITAL MUTILATION

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the UK. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

FGM is much more common than many realise, both worldwide and in the UK. It is reportedly practised in 28 African countries and in parts of the Middle and Far East but is increasingly found in Western Europe and other developed countries, primarily amongst immigrant and refugee communities. There are substantial populations from countries where FGM is endemic in London, Liverpool, Birmingham, Sheffield and Cardiff, but it is likely that communities in which FGM is practised reside throughout the UK. It has been estimated that up to 24,000 girls under the age of 15 are at risk of FGM in the UK.

The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

Designated senior staff for child protection in all of the SLAT schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised.

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

When a teacher or volunteer at one of the SLAT schools has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation immediately in person with the DSL or Deputy DSL who will consult children services for advice before a decision is made as to whether the mandatory reporting duty applies.

Inspectors should be also alert to this when considering a school's safeguarding arrangements, and where appropriate ask questions of designated staff.

APPENDIX 7: DOMESTIC VIOLENCE

What is domestic violence?

Women's Aid uses the Home Office definition of domestic violence which is:

Any incident or pattern of incidents of controlling, coercive or threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.

This can encompass but is not limited to the following types of abuse:

- Psychological and/or emotional abuse
- Coercive Control
- Physical
- Sexual
- Financial
- Online or digital

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

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

*Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate

personal relationship. The Trust will offer support and signpost to the appropriate agencies.

**This definition includes so called 'honour' based abuse, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.*

Who is at risk?

Research shows that domestic violence is most commonly experienced by women and perpetrated by men. Any woman or man can experience domestic violence regardless of race, ethnic or religious group, class, disability or lifestyle.

Domestic violence can also take place in lesbian, gay, bi-sexual and transgender relationships, and can involve other family members, including children.

Why does it happen?

All forms of domestic abuse, psychological, economic, sexual, emotional and physical, come from the abuser's desire for power and control over other family members or intimate partners. Although every situation is unique, there are common factors which can have a detrimental and long-term impact on the health, well-being, development and ability to learn.

What are the signs of domestic abuse?

- Destructive criticism and verbal abuse: shouting/mocking/accusing/name calling/verbally threatening;
- Pressure tactics: sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report you to welfare agencies unless you comply with his demands regarding bringing up the children, lying to your friends and family about you, telling you that you have no choice in any decisions;
- Disrespect: persistently putting you down in front of other people, not listening or responding when you talk, interrupting your telephone calls, taking money from your purse without asking, refusing to help with childcare or housework;
- Breaking trust: lying to you, withholding information from you, being jealous, having other relationships, breaking promises and shared agreements;
- Isolation: monitoring or blocking your telephone calls, telling you where you can and cannot go, preventing you from seeing friends and relatives;
- Harassment: following you, checking up on you, opening your mail, repeatedly checking to see who has telephoned you, embarrassing you in public;
- Threats: making angry gestures, using physical size to intimidate, shouting you down, destroying your possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm you and the children;
- Sexual violence: using force, threats or intimidation to make you perform sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation;
- Physical violence: punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling;
- Denial: saying the abuse doesn't happen, saying you caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of

others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Is it a crime?

Domestic violence may comprise a number of different behaviours and consequences, so there is no single criminal offence of “domestic violence”.

However, many forms of domestic violence are crimes – for example, harassment, assault, criminal damage, attempted murder, rape and false imprisonment. Being assaulted, sexually abused, threatened or harassed by a partner or family member is just as much a crime as violence from a stranger, and often more dangerous.

Not all forms of domestic violence are illegal, however; for example, some forms of emotional abuse are not defined as crimes. Nevertheless, these types of violence can also have a serious and lasting impact on a woman’s or child’s sense well-being and autonomy.

Domestic Violence & Operation Encompass

Operation Encompass is a national police-led initiative to notify schools, when a child or young person has experienced, any domestic abuse. The police officer attending a domestic abuse incident will request to record at the scene the names and school of any children in the household. When details are given, this will result in an email notification to the two named contacts in our school (generally the DSL and a Deputy DSL). We will not discuss the domestic abuse notification with the parent(s)/carer(s)/other family members. This information sharing will enable us to take any appropriate action we see fit.

Staff who receive Operation Encompass notifications and other identified staff will receive training on Operation Encompass. If we are unsure whether our concerns need to be reported to Children's Services, we will contact 01522 782111. If we notify the parents or carers that we wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the Family Help Social Worker can review any relevant history beforehand. If we do not notify the parents or carers, a hypothetical consultation can be held, though the Family Help Social Worker will only have the information available during the discussion.

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

Serious Violence

- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

- All staff are aware of the associated risks and understand the measures in place to manage these. We refer to the Home Office publication for advice and guidance.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

APPENDIX 8: DEFINITIONS AND PROCEDURES FOR SPECIFIC SAFEGUARDING SITUATIONS

In addition to the situations below DSLs and DDSLs across the Trust schools refer to the LSCP policy and procedures manual maintains an extensive section on '[Children in Specific Circumstances](#)' – (section 5)

Body Shape

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

Bullying

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

Child on Child Abuse

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

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

APPENDIX 9: DRUGS /SUBSTANCE ABUSE

What is drug / substance abuse?

Substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes.

Drug abuse can be defined as "the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed."

However, the broad range of substance abuse in today's society is not that simple.

9A - CHILDREN WITH FAMILY MEMBERS IN PRISON

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

9B - CHILDREN AND THE COURT SYSTEM

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

APPENDIX 10: WHAT IS CHILD SEXUAL EXPLOITATION?

Child sexual exploitation is when children and young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

What are the signs?

Often, the victims of sexual exploitation are not aware that they are being exploited. Sometimes, a victim may think they won't be believed - especially if the abuser is the partner of their mum or dad, a relative or close family friend - and so they may be reluctant to ask for help. However, there are a number of tell-tale signs that a child or young person may be being groomed.

These include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behavior;
- Changes in eating pattern

Risks faced by children?

Children at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse. They need help but don't know where to look. Perpetrators of these crimes are becoming increasingly sophisticated, using the internet to protect their identity and trafficking children around the country to avoid detection.

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

Who can offer additional support?

The NSPCC 24 Hour Child Protection Helpline, is a useful helpline:

- **Telephone: 0808 800 5000**

The LADO (Lincolnshire Designated Officer): 01522 554674 Or email: LSCP_LADO@lincolnshire.gov.uk

APPENDIX 11: BRITISHNESS

The SLAT is committed to ensuring that 'British' values underpin all aspects of the education and curriculum offered to its students. Britishness can be taken as 'referring to a sense of national identity of the British people.' However, it is difficult to create or devise a definition that is agreeable by all.

In many respects, Britishness has a fluidity to it, given the ever changing nature of the multi-cultural mix of people who occupy the British Isles. Therefore, the SLAT strongly adheres to a view that irrespective of faith, gender, ethnicity or colour, all students are given the same equal opportunity to education.

All students are given the opportunity to enhance their life chances in each of the Trust schools. Every student is encouraged to become a well-rounded citizen, armed with the skills necessary to survive in an ever changing workplace and be capable of making sound moral and ethical decisions.

The following aspects of Britishness are promoted:

- Freedom and democracy;

- Tolerance of different faiths and beliefs;
- Respect of law and order;
- Belief in personal and social responsibility;
- Respect for British institutions, including the Government and the monarchy;
- The welfare state;
- Mutual Respect;
- Individual liberty;
- An awareness and understanding of the constitution;
- An understanding of Britain's global position.

Further to this an OFSTED judgement will be made on the personal development of learners by evaluating the extent to which:

The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

At each stage of education, the provider prepares learners for future success in their next steps.

The provider prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

APPENDIX 12: KNIFE CRIME/OFFENSIVE WEAPONS AND GANG CULTURE

This part of the policy is about the SLAT expectations for managing reports of knife crime.

- It is important that all staff in our SLAT schools are aware of the issue of knife crime and the need to keep children safe from serious violence both in and out of school ... 'It Could Happen Here, It Does Happen Here!'
- NB: See the Trust Behaviour Policy for sanctions.
- A study released by the Ministry of Justice 2018 found that young people caught carrying a knife were more likely to be failing at school or be persistently absent. It is also known that gang members and those carrying knives and weapons are 95 per cent more likely to have social, emotional and mental health issues than others who were assessed by children's services.
- There is evidence that young people carrying knives is a growing issue. But while there's plenty of research showing an increase in the involvement of knife crime, there's little evidence to show how to reduce this crime.

- The SLAT takes a hard line on this issue and we see education as the way forward and have built this topic into the Trust PSHE programme.
- All incidents involving knife crime or other 'weapon crime' will be responded to in line with this policy.
- When an incident involving knife / weapon crime comes to the attention of the school:
- The incident is referred to the Pastoral Manager; Head of School (DSL) or Deputy DSL within the relevant SLAT school **immediately** and recorded using the usual safeguarding recording system.
- There should be interviews with the young person / people involved, if deemed appropriate by the Head of School (DSL) / Deputy DSL.
- The Chief Executive Officer and parents / carers should be informed at an early stage and kept involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- If evidence of knife / weapon crime is found, the person / persons responsible for dealing with the incident must not investigate any further, and all information must be passed immediately on to the police.
- The Head of School (DSL) / Deputy DSL or Pastoral Manager in each of the Trust schools will decide whether a young person should be detained in the relevant schools student referral unit (SRU) or off site (fixed term temporary exclusion) until advice & guidance from the police and / or children services has been sought.
- Once advice and guidance has been sought from the police and / or children services, the length of time in SRU or off site (fixed term temporary exclusion) can be determined by the DSL / Deputy DSL or Pastoral Manager.
- Any decision made regarding using the SRU or off site (fixed term temporary exclusion) will be done so for the safety of the student/s and the good running order of the school.
- Any direct disclosure by a young person regarding knife / weapon crime should be taken very seriously. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.
- Securing and handing over any items to the police:
- If any items need to be seized and passed onto the police then the item(s) should be confiscated and the police should be called. The item should be turned off and placed under lock and key until the police are able to come and retrieve it. The SLAT follows the guidance as laid out in the government guidance, 'Searching, Screening and Confiscation – Advice for Schools' – July 2023

- If a member of staff suspects a child of being involved in gang culture, this is a Safeguarding concern and will require a discussion with the DSL. The DSL will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the school will offer support

APPENDIX 13: PREVENT STRATEGY

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding.

The South Lincolnshire Academy Trust Prevent Strategy

Ethos

The ethos of Prevent is working in partnership with the community ensuring that everyone works together to prevent people being drawn into terrorism or supporting terrorism, including parents, schools, other settings, governors and the wider community. Prevent is about early intervention and encouraging a free conversation to be had regarding difficult topics (safeguarding).

The Prevent strategy, published by the government in 2011, is part of the overall counterterrorism strategy, CONTEST (revised June 2018).

CONTEST is the UK’s strategy for countering terrorism. It involves many partners working together, including us.

It has four elements:

- Pursue - to stop terrorist attacks through disruption, investigation and detection
- Prepare - where an attack cannot be stopped, to mitigate its impact
- Protect - to strengthen against terrorist attack, including borders and utilities
- Prevent - to stop people becoming terrorists or being drawn towards terrorism

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Counter- Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

Following the December 2023 update, this policy highlights the need to not only be alert to violent extremism but also to non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

Policy Statement

The South Lincolnshire Academy Trust Prevent Strategy has been written in response to, and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support, and effectively promoting fundamental British Values.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health
 - Creating a culture of safety and respect in all Trust school and with early identification of concerns related to online safety via filtering and monitoring systems.
 - Each school within the Trust has created a risk assessment for the school which assesses how learners or staff may be at risk of being radicalised into terrorism, including online.
 - Provide staff training to enable staff to be educated on Prevent Duty and the signs and indicators in order to effectively and efficiently use the reporting and referral system within the Trust schools with a high level of confidence.

All Trusts are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of the SLAT Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to;

- Raise Awareness
- Provide Information
- Enable learners to make a positive contribution
- Safeguard Young People

Within the Trust students participate in a curriculum that promotes active learning and develops critical personal thinking skills. The Trust's focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. The Trust actively promotes diversity and shared values between the Trust community, the local community, the national and global community. We do this by celebrating our own Trust values of Aspire, Challenge, Achieve.

These values form the basis of our students understanding of wider communities and there are numerous academic and pastoral opportunities that embed this ethos. The Trust challenges all prejudices including Islamophobia and anti-Semitism recognising students who are at risk of isolation.

Student understanding and awareness of the dangers of radicalisation, is developed across all Key Stages. At KS3 this is done during the PSHE lessons where sessions are dedicated to promoting diversity, religious tolerance, British values and radicalisation. At KS4 and KS5 this is done through the dedicated SMSC activities delivered to all students. This is done during tutor time and in dedicated accompanying assemblies. PHSE days are also used to provide opportunities for students to explore the dangers of radicalisation. Concepts of British values, racial and religious intolerance and the global impact of radicalisation are all explored to challenge both local parochial attitudes and wider national/international issues. The use of social media and its dangers within radicalisation is monitored through our schools' systems by a filtering and monitoring process, and safe student practice actively promoted to all students.

The emphasis on pastoral care through the tutor system, Rewards and Consequences, assemblies, PSHE and enrichment activities ensure that the Trust is a safe place to learn and that anti-bullying strategies minimise hate and prejudice-based bullying. The Trust seeks justice for incidences of such bullying and uses restorative approaches to repair harm when caused.

Consideration for Wider Issues

These are some further areas we consider in implementing the prevent agenda:

- the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. (This could be aligned to the settings values)
- EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition, they can sign post settings to other organisations which will be able to support with other similar issues.

EMTET contact details are:

EMTET@lincolnshire.gov.uk www.lincolnshire.gov.uk/emtet

Terminology

Radicalisation This refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism ii. Extremism - is defined in the 2011 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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas.

Extremisms the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Terrorism

Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include as below:

- Day to day behaviour becoming increasingly centred on an extremist ideology group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause. Reviewed in September 2019
- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include; physical or verbal assault, provocative behaviour, damage to property, name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations condoning or supporting violence towards others.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

Radicalisation can be a complex issue and therefore the above examples are not exclusive and each case should be considered on its merits & professional advice sought where any doubts.

Threat

- The greatest threat nationally comes from Islamist terrorist recruiters inspired by Daesh
- In Lincolnshire the greatest threat is from the extreme right-wing
- Self-Initiated Terrorists
- Non-violent extremism including certain divisive or intolerant narratives.

There is no profile for someone who is (susceptible) to radicalization, but the factors listed below can be seen as generic points of reference.

- Mental Health
- Availability of Suitable Housing
- Health
- Education and Training
- Relationships with friends and family
- Employment
- Substance Misuse
- Attitudes to Offending
- Financial Difficulties

Prevent Referral Guidance

Trust staff will follow the **NOTICE – CHECK – SHARE** (consent is not required at the stage) procedure.

DSL to assess concern and determine whether the person is appropriate to be referred to Prevent.

Each referral is considered on a case by case basis however, generally speaking, in order for us to progress past initial assessment we would be looking for an indication of one or more of the following:

- 1) Identification with, or fixation upon extremists, terrorists or a concerning ideological cause
- 2) Information to suggest radicalisation, coercion or exploitation by an extremist / extremist group
- 3) Concerning behaviours / threats / calls for violence to support the individual's views
- 4) Evidence of vulnerability to being drawn into terrorism / support for terrorism.

There is no typical pathway for someone being radicalised however there are often signs to look out for. These can include;

- Isolating themselves from family and friends
- Increased levels of anger
- Talking as if from a scripted speech
- Increased secretiveness, often around internet use

All Safeguarding and Pastoral staff receive additional safeguarding training regarding Prevent Radicalisation and Extremism annually.

[Educate Against Hate - Prevent Radicalisation & Extremism](#)
[ACT Early | Prevent radicalisation](#)

Reporting a concern: If you have a concern that someone you know is drawn to extremism call 101 and ask for the Prevent Team.

The Prevent referral form on Lincolnshire Police website [will also be used to refer.](#)

For advice, call 101 and ask for the Prevent Team.

For immediate threats, such as a suspicious package or vehicle, always call 999.

[Report online material promoting terrorism or extremism on GOV.uk](#)

For the referral process the Early Help and safeguarding processes are offered in the first instance. If through completing an Early Help Assessment with the child and family we identify or are concerned about radicalisation then a channel referral form will be completed.

Referral Procedure

For the referral process the Early Help and safeguarding processes are offered in the first instance. If through completing an Early Help Assessment with the child and family we identify or are concerned about radicalisation then a channel referral form will be completed.

Following the Prevent Update in December 2023 – If you have a lawful basis and suspect someone is susceptible to radicalisation you do not have to rely on gaining that person’s consent to share their personal data to safeguard them.

Therefore, if gaining consent would put the child at risk of more harm the school does not have to gain consent to refer to safeguarding them.

Early intervention is vital and any concerns, will be referred to CHANNEL by using the Lincolnshire Police Referral process. CHANNEL is a key element of the Prevent strategy. It is a multi-agency safeguarding approach to protect people at risk from radicalisation and is not a criminal Justice sanction.

Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- identify individuals at risk of being drawn into terrorism.
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding learners and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999. Settings have a responsibility to communicate with the prevent team to ensure they have the latest information and are liaising with the appropriate agencies.

Links for further statutory guidance and supporting documentation:

- a) Child Protection and Safeguarding Policy
- b) Equality and Diversity Policy
- c) Positive Behaviour Management
- d) Online Safety
- e) Code of Conduct
- f) Acceptable User Policy
- g) Latest Ofsted guidance
- h) [Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)
- i) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)
- j) [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/working-together-to-safeguard-children)

The SLAT Designated Safeguarding Team:

MR BRETT SINCLAIR: Deputy Chief Executive Officer & Single Point of Contact (SPOC) for all the SLAT schools
Email: SinclairB@bourneacademy.org
Brett.sinclair@spaldingacademy.co.uk

BOURNE ACADEMY

MISS KATIE BELCHER
Bourne Academy **DESIGNATED SAFEGUARDING LEAD (DSL) / Deputy SPOC**
Email: belcherk@bourneacademy.org
Tel: **01778 422365** (School number - School Hours Only)

MRS JULIA KETTLE: **Deputy DSL Bourne Academy**
Email: kettlej@bourneacademy.org
Tel: **01778 391209** (School Hours Only)

MRS JO CARVER: **Deputy DSL Bourne Academy**
Email: carverj@bourneacademy.org
Tel: **01778 391209** (School Hours Only) Ext 218

SPALDING ACADEMY

MR GLENN MARTIN: **DESIGNATED SAFEGUARDING LEAD (DSL) / Deputy SPOC**
Spalding Academy
Email: glenn.martin@spaldingacademy.org.uk
Tel: **01775 722484** (School Number - School Hours Only)

MISS MICHELLE RYAN **Deputy DSL Spalding Academy**
Email: michelle.ryan@spaldingacademy.org.uk
Tel: **01775 722484** (School Number - School Hours Only)

MISS CHARLOTTE BERRY **Deputy DSL & Looked After Children Co-ordinator**
Email: Charlotte.Berry@spaldingacademy.org.uk
Tel: **01775 722484** (School Number - School Hours Only)
Tel: Ext 207

GILES ACADEMY

MR CHRIS WRIGHT:
Giles Academy

DESIGNATED SAFEGUARDING LEAD (DSL) / Deputy SPOC

Email: cwright@gilesacademy.co.uk

Tel: **01205 870693** (School Number – School Hours Only)

MRS JO WHITEHEAD:

Deputy DSL Giles Academy

Email: jwhitehead@gilesacademy.co.uk

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COWLEY ACADEMY

MRS KATH KILBY
Cowley Academy

DESIGNATED SAFEGUARDING LEAD (DSL) / Deputy SPOC

Email: kath.kilby@cowleyacademy.org.uk

Tel: **01775 820254** (School number – School Hours Only)

MISS LAURA BELL:

Deputy DSL Cowley Academy

Email: Laura.Bell@cowleyacademy.org.uk

Tel: **01775 820254** (School number – School Hours Only)

EMTET

Ethnic Minority and Traveller Education Team

Tel: 01427 787190

www.lincolnshire.gov.uk/emtet

Anti-terrorist hotline

Tel: 0800 789 321

We refer to the [Prevent duty guidance: for England and Wales](#) which contains information for schools. For further local guidance we refer to the Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 201

APPENDIX 14: THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Our Designated Safeguarding Lead (DSL) of the SLAT is an Deputy Chief Executive Officer - as identified in Appendix 1 - Key Personnel.

The Designated Safeguarding Lead and Deputy (DDSL) in each school will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place).

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

The role of the DSL and DDSL is to help to promote educational outcomes but sharing information about the welfare, safeguarding and child protection issues that children are experiencing or have experienced with teachers and school leadership staff. This is explicit in the role holder's job description. This person has the appropriate status and authority within the school to carry out the duties of the post. They are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, take part in strategy

discussions and inter-agency meetings, and/or to support other staff to do so, and contribute to the assessment of children.

The DSL has lead responsibility and management oversight and accountability for child protection and, with the Deputy Chief Executive Officer responsible for Safeguarding responsible for coordinating all child protection activity.

The DSL will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

When a school within the Trust has concerns about a child, the Head of School (DSL) will decide what steps should be taken and should advise the Chief Executive Officer.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

The DSL will keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This will include examples of when referrals were or were not made to another agency such as LA's social care or a Prevent referral.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the DSL and the Deputy DSL will be restricted, and a written record will be kept of who has had access to them and when.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school within 5 days for an in-year transfer or within 5 days after the start of a new term. Due regard to their confidential nature and in line with current government guidance on the transfer of such records is given. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Chief Executive Officer will ensure that the new post holder is fully conversant with all procedures and case files.

APPENDIX 15: THE ROLE OF THE GOVERNING BODY

The Governing Body is the accountable body for ensuring the safety of the school.

The Governing Body will ensure that:

- There is a named Safeguarding Governor who is appropriately trained
- The school has a safeguarding policy in accordance with the procedures of Lincolnshire Safeguarding Children Partnership (LSCP);
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at annual intervals;
- Temporary staff, volunteers and any other using the school premises are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- As part of our staff safeguarding training all staff receive training about Online Safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Online safety guidance is in place and training and support is provided for staff and children to ensure that there is a good understanding of child protection issues related to electronic media.
- Children are taught about safeguarding, including online safety are part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education and/or where delivered through Personal Social, Health and Economic education.
- The school appoints an appropriately trained designated teacher with responsibility for 'promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales' in addition to Children In Care (CIC).

The Governing Body reviews its policies/procedures annually.

The Nominated Trustee for child protection at the school is the Chair of Governors - as identified in Appendix 1 - Key Personnel.

The Nominated Trustee is responsible for liaising with the Chief Executive Officer and DSL over all matters regarding child protection issues.

The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

The Nominated Trustee will liaise with the Chief Executive Officer and the DSL to produce an annual report for the Trustees, with any updates due to legislation change presented as necessary throughout the academic year.

The Nominated Trustee is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Chief Executive Officer.

The Nominated Trustee is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head of School (DSL) in the absence of the Chief Executive Officer.

NB: Re: reporting on the Chief Executive Officer / Head of School (DSL) - refer to regarding referrals to the LADO

APPENDIX 16: THE LOCAL AUTHORITY DESIGNATED OFFICER - LADO

➤ What is a LADO?

The LADO is the local authority designated officer and the person responsible for managing and overseeing concerns, allegations or offences relating to staff, supply staff and volunteers in any organisation, including the three SLAT schools: Bourne Academy / Spalding Academy/ Giles Academy / Cowley Academy

They will provide advice, guidance and help to determine whether a problem sits within the scope of the school's and local authority procedures.

Our first contact is with the school – however, if you do not feel confident to raise your concerns with the designated team in school then you can contact the LADO.

If you need to contact the LADO, please contact:

➤ **01522 554674 or email: LSCP_LADO@lincolnshire.gov.uk**

APPENDIX 17: STAFF MID-YEAR JOINERS EXPECTATIONS FOR MEETINGS

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST

STAFF MID-YEAR JOINERS EXPECTATIONS FOR MEETINGS

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST

Employee name:

Job Title:

As a new employee to one of the SLAT schools joining part way through the academic year, I can confirm I have met with the following individuals on the dates indicated:

- Health & Safety Lead
- Safeguarding Team lead for School
- ECTs and staff induction Lead
- SEND Lead
- Pastoral Managers
- Personnel lead

Employee signature:

Date:

APPENDIX 18: CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This part of the policy is about the SLAT expectations for managing reports of child on child violence and sexual harassment:

Sexual Violence and Sexual Harassment

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

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

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

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

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

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

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

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

- All staff need to be aware that reports of child on child sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often very quickly and under pressure.
- If any staff member has concerns regarding child on child sexual violence or sexual harassment, including photo imagery and the use of social media, it must be report immediately to the DSL or the Deputy DSL for each school.
- This should be reported when appropriate, i.e. extremely complex in person, followed up with a written report (email) to the DSL / Deputy DSL for each school and / or reported on MyConcern and followed up with a written report (email) to the DSL / Deputy DSL for each school.
- There are a number relevant safeguarding staff in school who have been provided with the appropriate training and will provide support to staff in a calm, considered and appropriate way. These staff are identified in Appendix 1: Key SLAT Safeguarding Staff. If the DSL / Deputy DSL for each school are not available, then any of these staff can be informed of any concerns / incidents.
- It is impossible to provide guidance for staff on what child on child sexual violence and sexual harassment is and what it looks like, cases can include students being forced into providing images online to rape.
- Staff need to remember the Trust motto of: ***It Could Happen Here, It Does Happen Here*** and report any information / cases that raise concerns no matter how significant or insignificant it appears.
- It is impossible to provide guidance for staff on what to do in any particular case, as all situations will be different and complex. However, staff need to report any / all concerns and any decisions will be made on a case by case basis, with the DSL / Deputy DSL for each school taking the lead role. They will use their professional judgement and will work closely with all other agencies, i.e. police, LADO, children services and social care as required.
- The Trust will make any decisions on a case by case basis regarding the outcome of any investigated cases, supported by other agencies.
- All staff have received the appropriate level of training to be able to respond to sexual abuse and harassment incidents.
- Our behaviour policy provides further information on the process followed by the school and **All** staff have read and understood this policy.
- NB: If any agency involved in a particular case decides not to take any action regarding an individual / group of individuals, such as the police taking no action, the Trust will make any independent decision / take any action it feels is necessary to protect the safety of students at either school.

APPENDIX 19: RELATIONSHIPS & SEX EDUCATION - RSE

- The Secretary of State for Education has confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships and Sex Education (RSE) statutory in all schools.

- The SLAT ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).
- In schools, relevant topics will be included within Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, which can be found here [Relationships and sex education \(RSE\) and health education - GOV.UK](#) (revised for introduction September 2026).
- Supporting Policies:
 - Trust RSE Policy:

See the Trust RSE Policy 2025 - based on DfE guidance April 2019, with RSE being compulsory in secondary schools Sept 2020.
 - Trust PSHE & SMSC Policy:

See the Trust PSHE & SMSC Policy 2025

APPENDIX 20: VOYEURISM

This part of the policy is about the SLAT expectations for managing reports of voyeurism.

What is Voyeurism?

- The Voyeurism (Offences) Act 2019 now criminalises the act of 'Up Skirting'.
- The Criminal Prosecution Service (CPS) defines the act of up skirting as a colloquial term referring to the action of placing equipment, such as a mobile phone, beneath a person's clothing to take a voyeuristic photograph without their permission.
- It is not only confined to victim's skirts or dresses and equally applies when men or women are wearing kilts, cassocks; shorts or trousers.
- It is often performed in public places, for example on public transport; at music events; in crowded halls. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- All incidents involving voyeurism / up skirting will be responded to in line with this policy.
- When an incident involving voyeurism / up skirting comes to the attention of the school:
 - The incident is referred to the DSL or Deputy DSL within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system.
 - The DSL / Deputy DSL should hold an initial review meeting with appropriate school staff.

- There should be subsequent interviews with the young people involved, if deemed appropriate by the DSL / Deputy DSL.
- The Chief Executive Officer and parents / carers should be informed at an early stage and kept involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.
- If evidence of voyeurism is found, the person / persons responsible must not investigate any further, any device is to be held and all information passed immediately on to the police.
- The DSL / Deputy DSL or Pastoral Manager in each of the Trust schools will decide whether a young person should be detained in the relevant schools student referral unit (SRU) until advice & guidance from the police and / or children services has been sought.
- Once advice and guidance has been sought from the police and / or children services, the length of time in SRU can be determined by the DSL / Deputy DSL or Pastoral Manager.
- Any decision made regarding using the SRU will be done so for the safety of the student/s and the good running order of the school.
- Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of voyeurism imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.
- Securing and handing over devices to the police:
- If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. The SLAT follows the guidance as laid out in the government guidance, 'Searching, screening and confiscation – Advice for schools' – DFE July 2023.

APPENDIX 21: BREAST IRONING

This part of the policy is about the SLAT expectations for managing reports of breast ironing.

What is Breast Ironing?

- It is important that all staff in our SLAT schools are aware of the issue of breast ironing ... 'It Could Happen Here, It Does Happen Here!'
- The practice involves ironing, either by pounding or massaging, a girl’s breasts with a hard, hot object to stop them growing.
- It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage.

- It is mostly practiced in parts of Cameroon, where the culture dictates that boys and men may think that girls whose breasts have begun to grow are ready for sex.
- Now the practice is being seen used in the UK on girls who develop at a younger age for their alleged safety.
- When an incident involving breast ironing comes to the attention of the school:
- The incident is referred to the DSL or Deputy DSL within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system.
- The DSL / Deputy DSL will take advice from children services.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.
- If evidence of breast ironing is found, the person / persons responsible must not investigate any further, any device is to be held and all information passed immediately on to the police /children services.
- Any direct disclosure by a young person should be taken very seriously and the appropriate support offered for the young person.
- A young person who discloses they are the subject of breast ironing is likely to be worried. It is likely that disclosure in school is a last resort.

APPENDIX 22: POSITIVE ENVIRONMENTS WHERE CHILDREN CAN FLOURISH

Physical intervention and restrictions of liberty policy & procedures - March 2018 – updated Oct 2021

Introduction

This guidance is in place to support staff in being able to create a positive environment for children to live and learn in, one where our staff interact positively with children.

Our Trust Approach

The SLATrust will always respect the child’s rights before considering whether incidents of physical restraint or restrictions on children’s liberty comply with the legislative framework, national minimum standards or relevant guidance.

There is an expectation that all staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. The foundation of good practice in working with children should be:

- Always adopt the Trust mindset of ‘It Could Happen Here, It Does Happen Here’
- Building relationships of trust and understanding
- Understanding triggers and finding solutions

- If incidents do occur, defusing the situation and/or distracting the child wherever possible.

Reasonable restraint is permissible by staff

NB: Please see section 6.6.7 and 6.6.8.

There will be times when staff feel that they need to intervene physically to keep children safe (or to keep staff safe).

Nothing in this guidance is intended to undermine actions of adults that we would expect from any reasonable parent to keep their child safe or to imply a 'no touch' approach.

The Trust expects adults to be skilled and confident in finding the best ways to keep children safe; ways that promote their rights, respect their dignity and help equip them for the future.

When staff evaluating a restraint or a restriction of liberty, the legislation requires us to consider:

- Was this action legal and necessary – for example, was this action taken to prevent a child injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?
- Could this action be considered as 'reasonable' in this particular circumstance?
- Was it the minimum force necessary? Was it proportionate?
- Restraint that deliberately inflicts pain should not be used.
- It is always unlawful to use force as a punishment.

We expect that staff build effective relationships with the children who they are responsible for. When looking at how incidents have been dealt with, we need to give significant weight to the requirements around positive relationships.

Just because restraint is permissible, it does not mean that it is the best and/or only way to manage a concern or situation.

There are different ways to approach the same situation.

Note that restraint can be used to prevent a child absconding from school, our teachers have the power to use reasonable force to maintain good order and discipline.

Physical Restraint

Reasonable restraint is permissible by staff.

NB: Please see section 6.6.7 and 6.6.8

There will be times when staff feel that they need to intervene physically to keep children safe (or to keep staff safe).

Our starting point should always be the rights, needs and safety of the child (and other children and adults present).

If any staff member feels it necessary to reasonably restrain a pupil, this must be reported immediately to the school's Pastoral Manager or Safeguarding Manager, who will talk through the restraint with the staff member and record this action on SIMS.

There is no universally recognised accreditation system or government standards for models of restraint and/or physical intervention. However, all of the pastoral team staff in our SLATrust school will have been in receipt of the 'Positive Handling' training. These staff include the Head of School (DSL and DDSL), the schools' Pastoral Manager; Year Leads and SRU (student referral unit) staff and identified TAs. These staff have access to radios in school and are easily contactable for support and guidance for staff who feel it necessary to use restraint and who need this support.

There are many differences of opinion about whether interventions such as guiding children by the hand are restraint or not. If the intervention does not include an element of force, then it is not restraint.

If it is not restraint, it does not need to be recorded as such.

Restrictions on children's liberty

Terms such as isolation or use of SRU may suggest that a child has had their liberty restricted and staff need to recognise that and think about what the least possible restrictions are to keep a child safe - i.e. detentions; use of internal isolation or SRU.

In cases of SEND pupils, there may be some restrictive interventions agreed that form part of a child's education, health and care plan; this does not permit poor practice but will exempt the SEND leads from some recording.

Recording

Although schools are not required to record and report incidents of the use of restraint, the SLATrust staff are expected to report all incidents involving restraint as shared above.

Similarly, informing parents is also good practice but, although not required, the Pastoral Manager or Safeguarding Leads in each school will inform parents regarding all incidents involving restraint, unless indemnified and agreed in advance in a SEND EHCP, or unless the rationale is that this would place a child at greater risk, and in such cases then a safeguarding referral will be made.

With any incident of restraint recorded the SLATrust emphasis will be on how to review the **impact of** what is recorded and the Pastoral Manager or Safeguarding Lead will report the following to the Pastoral SLT Lead.

- How will the recording influence practice?
- Is there a trends and pattern identified about individual children, individual staff and groups of staff? (i.e. such as shift patterns or lessons)
- Did the staff member take account of the views of the pupil?

Use of isolation and seclusion in schools

The SLATrust adopts a policy that allows disruptive pupils to be placed in isolation away from other pupils for a limited period of time in the schools SRU.

Using the SRU as an isolation room as a disciplinary penalty, is made clear in the Trust behaviour policy.

As with other disciplinary penalties, the Trust will act lawfully, reasonably and proportionately in all cases.

The SRU will only be used when it is in the best interests of the child and other pupils.

Any use of the SRU to prevent a child from leaving a room of their own free will only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.

The Trust and each school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

The SRU can also be used as a means of giving a child a place of safety.

When using the SRU, reasonable adjustments will be made to ensure that expectations of pupils who have special educational needs and/or disabilities are developmentally appropriate and fair.

Summary

The decisions made by staff to intervene to keep children safe may be an important part of ensuring that they do not hurt themselves or others. In some instances, the decision to intervene may be right but the actions not proportionate. In others, the actions will be proportionate and legitimate.

We know that emergencies and unforeseen circumstances can happen. We may find instances of an unplanned response to prevent harm in an emergency.

If this has happened, the SLATrust will carry out an immediate review and risk assessment and a plan that considers the use of proactive strategies and less restrictive options.

In all cases, the SLATrust and each school will focus attention on the rationale for the intervention (physical or restriction) and the impact of the post-incident review - i.e. the experience of the child and the extent to which both staff and children experience a restorative approach following any incident.

The SLATrust will always reflect on and challenge our own practice in each school and this will be led by the Pastoral SLT lead.

The SLATrust recognises that staff are doing the best that they can and when children are having difficult times there may be times when interventions increase.

The SLATrust primary focus will be on what is happening for children. We will focus on how information is used to improve practice than how information is recorded - i.e. using SIMS.

The Human Rights Act

The Human Rights Act 1998 sets out the fundamental rights and freedoms which belong to everyone in Britain and under its protection. It incorporates the rights from the European Convention on Human Rights (ECHR) into domestic law. Some rights are absolute, but most are qualified, which means the state may 'interfere' with them in specified circumstances, provided that it has good reason and abides by strict safeguards.

The key human rights from the ECHR that need to be considered in relation to restraint are:

- **Article 3** (prohibition against torture, or inhuman or degrading treatment)

- **Article 5** (right to liberty)

- **Article 8** (right to private and family life, including personal autonomy and respect for physical and mental integrity)

- **Article 14** (non-discrimination in the enjoyment of ECHR rights).

With all reported acts of restraint and use of isolation areas, such as the SRU, these key human rights articles will be considered and reflected on. However, The SLATrust recognises that staff are doing the best that they can and when children are having difficult times there may be times when interventions increase, which is why restraint is permissible by staff.

With any restraint, the SLATrust will make sure that support is provided for any staff member as well as for the child, due to the act of restraint being able to have the effect of causing distress for the staff member.

There will be times when staff feel that they need to intervene physically to keep children safe (or to keep staff safe).

APPENDIX 23: CHILD CRIMINAL EXPLOITATION: COUNTY LINES & CYBER CRIME

SLAT recognise that criminal exploitation of children is a geographically widespread form of harm that can affect children both in a physical and virtual environment.

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

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

There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Unexplainable and /or persistent absences from education
- Going missing from home or school and are subsequently found in areas away from their own.
- Have been the perpetrator or alleged perpetrator of serious violence (eg knife crime) as well as the victim.
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

This is not an exhaustive list and South Lincolnshire Academies Trust are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Please refer to useful contacts for further advice and support regarding concerns of this nature.

APPENDIX 24: HOMELESSNESS

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

APPENDIX 25: USE OF SCHOOL PREMISES – ORGANISATION OR INDIVIDUALS USING THE SCHOOL PREMISES

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

- with the person's consent, apply for a DBS using the online system
- check for any updates to the DBS every 3-6 months
- check if the person involved is with a regulated body and if so, contact the body to see if there are any concerns
- ask the person involved for names of other schools that they have worked in and contact these schools to see if any concerns have been raised
- Seek assurance that the proprietor has safeguarding and child protection policies and procedures in place
- Ensure the proprietor has made arrangements to liaise with the school on safeguarding matters when appropriate regardless whether the children attend the school or not.

- Safeguarding arrangements are included in the transfer agreement or lease hire agreement as a condition of use.
- if an allegation is received relating to an incident that happened when an individual or organisation was using the school premises. SLAT schools will follow the safeguarding procedures and inform the LADO if necessary.

APPENDIX 26: PARTNERSHIP WITH PARENTS

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

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

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

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

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

APPENDIX 27: CHILDREN PLACED IN ALTERNATIVE PROVISION

The cohort of pupils in Alternative Provision often have complex needs. Some of our children may be placed in alternative provision for example; The Pilgrim School, 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 child missing education procedures, appropriate information sharing procedures and an educational safeguarding programme for children. This includes written confirmation that the alternative provider will inform the school of any arrangements that may put the child at risk (i.e staff changes), so that the school can ensure itself that safeguarding checks have been carried out on new staff. We continue to be responsible for the safeguarding of these children and are committed to being satisfied that the placement meets the pupil's needs.

We do not currently operate work placements however if we are to the school will ensure that the placement provider has policies and procedures in place to safeguard children.

APPENDIX 28: GENDER QUESTIONING CHILDREN – UNDERGOING CONSULTATION

Children who are lesbian, gay, bisexual or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. – to be updated when consultation finalised.

- A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
- It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.
- As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff

APPENDIX 29: CHILD PROTECTION AND SAFEGUARDING – EMERGENCY PLAN FOR SCHOOL CLOSURE

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IMPORTANT CONTACTS

ROLE	NAME	CONTACT DETAILS
HEAD OF SCHOOL DSL'S	Katie Belcher BA	07592940663
	Glenn Martin SA	07813302829
	Kath Kilby CA	07450340901
	Chris Wright GA	07921711247
Trust Designated Safeguarding Lead (DSL)	Brett Sinclair	07548914300
Deputy DSL	Julia Kettle BA	01778 422365
	Michelle Ryan SA	01775 722484
	Jo Whitehead GA	01205 870693
	Laura Bell CA	01775 820254
Other contactable DSLs and/or deputy DSLs:	Charlotte Berry SA	Charlotteberry@spaldingacademy.org.uk
	Jo Carver BA	carverj@bourneacademy.org
Trust SENCO	Dawne Pearson (Trust)	dawne.pearson@spaldingacademy.org.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Mark Bryan BA	bryanm@bourneacademy.org
	Ian Billinghamurst CA	ian.billinghurst@cowleyacademy.org.uk
	Sally Donaldson GA	sdonaldson@gilesacademy.co.uk
	Matt Leonard SA	matt.leonard@spaldingacademy.org.uk
Chief Executive Officer	Jemma Curson	CEO@slat.org
Local Authority Designated Officers (LADO)		01522 554674 LSCP_LADO@lincolnshire.gov.uk
Chair of Trust Board	John Stokes	stokesj@slat.org.uk

1. SCOPE AND DEFINITIONS

This addendum applies during a period of school closure (COVID-19 or extreme weather) and reflects updated advice from local safeguarding partners and the local authority.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a Family Help Social Worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority

- Have an education, health and care (EHC) plan

2. CORE SAFEGUARDING PRINCIPLES

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. REPORTING CONCERNS

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

MyConcern should be used as normal.

As a reminder, all staff should continue to work with and support children's Family Help Social Workers, where they have one, to help protect vulnerable children.

4. DSL (AND DEPUTY) ARRANGEMENTS

We have a trained DSL or deputy DSL on site at all times. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

The DSL for each school will always be available for contact and will monitor MyConcern remotely. They will always be available for contact in any safeguarding emergency.

If a DSL (or deputy) is unavailable, each school, has a lead for the day who will contact the DSL or refer to the school pastoral lead.

We will keep all school staff informed as to who will be the DSL (or deputy) on any given day, and how to contact them. All information is stored centrally for all staff to see and will be updated weekly to reflect working practice.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children are in each school. Each school has a list that is automatically generated at each school closure point.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding (school lead). This will be publicised to all.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's Family Help Social Workers where they need access to children in need and/or to carry out statutory assessments
- Complete all registers and the follow up calls for any non-attending (first day calling procedure)
- Liaise with the pastoral lead regarding weekly communication of all vulnerable students

5. WORKING WITH OTHER AGENCIES

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

6. MONITORING ATTENDANCE

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by completing the first day calling
- Notify their Family Help Social Worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school during a period of national pandemic.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. Each attending student has a file set up with relevant key information including a return from parents/carers ensuring this is up to date and current.

7. CHILD ON CHILD ABUSE

We will continue to follow the principles set out in parts 1 and 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately, using the MyConcern system.

8. CONCERNS ABOUT A STAFF MEMBER (INCLUDING SUPPLY), VOLUNTEER AND CONTRACTORS

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately, following the guidance set out in the main safeguarding policy.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period or other period of school closure, in line with government guidance.

9. SUPPORT FOR CHILDREN WHO AREN'T 'VULNERABLE' BUT WHERE WE HAVE CONCERNS

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. All schools in the Trust will monitor and make weekly contact with all identified students; students previously involved with social care/students who have been identified by the pastoral team due to any concerns raised/students who raise any concerns via the SMH or pastoral communication. The pastoral staff use a RAG rating system to identify students across all cohorts, this is then used to prioritise calls weekly.

10. SAFEGUARDING FOR CHILDREN WITH UNEXPLAINABLE AND/OR PERSISTENT ABSENCES FROM EDUCATION

10.1 CONTACT PLANS

We have contact plans for children with a Family Help Social Worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and Family Help Social Worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- Support with food vouchers

We have agreed these plans with children's social care where relevant and will review them periodically or when circumstances change.

If we can't make contact, we will use the communication structure set out for each student. For example, contacting children's social care or the police etc.

10.2 SAFEGUARDING ALL CHILDREN

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. ONLINE SAFETY

11.1 IN SCHOOL

All staff receive online safety in their induction training and also in the annual safeguarding training programme this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

We will continue to have appropriate filtering and monitoring systems in place in school.

Staff are assigned to monitor students' accounts (show my homework) and will communicate via this and the InTouch system.

The schools will send out regular safety updates and reminders for reporting any online issues to both students and parents/carers.

11.2 OUTSIDE SCHOOL

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy - IT Acceptable Use Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 WORKING WITH PARENTS AND CARERS

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including which sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

11.3a FILTERING AND MONITORING

SLAT schools IT and Safeguarding teams work together to limit any risks exposed to children via online safety by having monitoring strategies in place. Filtering and monitoring systems help to prevent and eliminate the risks by blocking harmful and inappropriate content without unreasonably impacting teaching and learning.

These systems are monitored regularly to be able to review their effectiveness. The leadership team and all relevant staff understand the provisions in place and manage them effectively. They know how to escalate concerns when identified.

11.4a The appropriateness of the filtering and monitoring systems is reviewed annually and forms part of the Prevent Duty risk assessment. The governing body and relevant senior members of staff review the standards and meet with the IT staff to have a professional discussion regarding the standards.

To support schools meet this duty the DFE has published filtering and monitoring standards which all SLAT schools follow

- Identity and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually

- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding need
- Schools can use the Department for Education ‘plan technology for your school service’ [Plan technology for your school - GOV.UK](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
- The Department has published Generative AI: [Generative AI: product safety expectations - GOV.UK](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education. [Generative AI: product safety expectations - GOV.UK](#)

11.4 CYBER SECURITY and ACCESS MANAGEMENT

The Trust ensure they have an appropriate level of security protection set up in place to safeguard their systems, staff and learners. The effectiveness of this system is reviewed annually to keep up with the ever evolving cyber-crime technologies.

In addition, schools and colleges should consider taking appropriate action to meet the [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#) which were developed to help them improve their resilience against cyber-attacks. Broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#)

12. MENTAL HEALTH

Where possible, we will continue to offer our pupils support for any mental health issues, and continue to work with outside agencies. Pastoral staff are assigned students to contact weekly and log any issues raised. Students are then RAG rated for priority calls and any extra support offered. Students and families are then subject to appropriate information or support, including resources or referrals.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children’s and adults’ mental health.

13. STAFF RECRUITMENT, TRAINING AND INDUCTION

13.1 RECRUITING NEW STAFF AND VOLUNTEERS

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren’t in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 STAFF ‘ON LOAN’ FROM OTHER SCHOOLS

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 SAFEGUARDING INDUCTION AND TRAINING

We will ensure all new staff and volunteers are aware of changes to our procedures and local arrangements.

All new staff and volunteers will receive:

- A safeguarding induction which includes a face to face meeting with the DSL and DDSL to explain the role of the Designated Safeguarding Lead, this also includes a safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- A copy of our child protection policy which includes the policy and procedures to deal with child on child abuse – this is fully explained within the training slides all staff receive.
- The child protection training received includes an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- Keeping Children Safe in Education part 1 and part 5 Annex A where appropriate.
- A copy of our Behaviour Policy which includes measures to prevent bullying including cyberbullying, prejudice-based and discriminatory bullying.
- Staff Behaviour Policy (Code of Conduct) which includes low-level concerns, allegations against staff and whistleblowing)

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

Staff will receive regular updates as required, and at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.

13.4 KEEPING RECORDS OF WHO IS ON SITE

We will keep records in accordance with the DFE guidance to ensure that student and staff attending school is controlled and monitored.

We will continue to keep our single central record up to date. We will use a daily register system that is then recorded centrally for all schools. Access to the school site will be monitored and staff will need permission to access the site and follow the assigned rota.

- Everyone working or volunteering in our school each day, including supply staff

14. CHILDREN ATTENDING OTHER SETTINGS

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our Head of School (DSL) or deputy and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's Family Help Social Worker

- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in [section 4 will do this](#).

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. BODY MAP GUIDANCE

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

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

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

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

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

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

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

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

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

16. MONITORING ARRANGEMENTS

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, is reviewed annually, is approved by the full governing board.

17. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Staff Code of Conduct
- IT acceptable use policy
- Staff and student Social network policy

Health and safety policy
SEND policy
Student Behaviour Policy

Safeguarding Contacts

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

Trust Designated Safeguarding Lead (DSL)	Mr Brett Sinclair
School Designated Safeguarding Lead(s)	BA – Miss Katie Belcher SA – Mr Glenn Martin GA – Mr Chris Wright CA – Mrs Kath Kilby

Our local contact numbers are:

Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> Emergency Duty Team 01522 782333 (6pm-8am and weekends and Bank Holidays)
Allegations against /concerns about adult(s) working with children <small>Staff must report concerns to the Head teacher or in the event of concerns about the Head teacher concerns must be reported to the Chair of Governors.</small>	Lincolnshire Local Authority Designated Officers (LADO) Kim Murray, Ildiko Kiss, Amy Beacham, Renita Lancaster, Matt Cannon, Julie Adams and Lyndsay Hewitt. 01522 554674 LSCP_LADO@lincolnshire.gov.uk The Head/Chair must contact LADO to discuss concerns and course of action.
Police (Emergency) Police (Non-Emergency)	999 101
LCC Safeguarding in Schools <i>for advice around safeguarding policy, audits, training etc.</i>	Josh Woodcock Stefanie Knox Rebecca Vaughan safeguardingschools@lincolnshire.gov.uk