



# Safeguarding and Child Protection Policy

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Approved by: Local Governing Body

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Note: Working Together 2018 replaces Local Safeguarding Children Boards, with Local Safeguarding Partners. The Local Safeguarding Children Board has been transitioned to the Safeguarding Children's Panel from 3<sup>rd</sup> August 2020. This transition is ongoing and not all authority documentation has been updated, as such any reference to the LSCB should be understood as Safeguarding Partners as defined in Working Together 2018 and all subsequent updates. Due to COVID19, in times of lockdown, there is an Safeguarding Protocol outlining procedures we will follow, in order to ensure that all children are kept safe. A blank copy of this protocol is attached to the academy's safeguarding policy.

### **Key Contact Personnel in Academy**

#### **Designated Safeguarding Leads:**

- Ms Carrie Green, Designated Safeguarding Lead

#### **Deputy Designated Safeguarding Leads:**

- Mrs Lu Martin, Assistant Headteacher

#### **Attendance and Pastoral Officer:**

- Ms Mandy Redmile

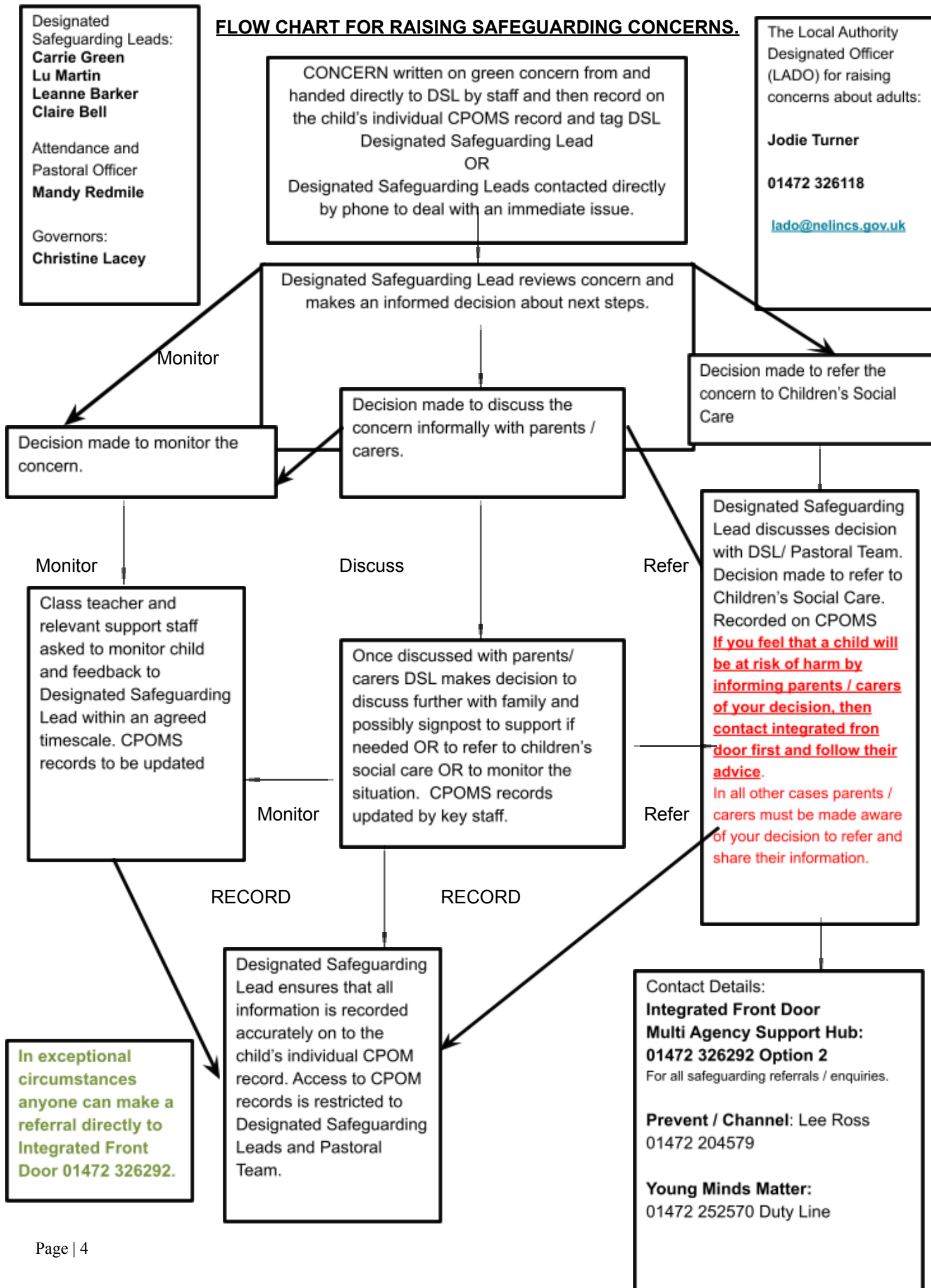
#### **Online Safety Lead:**

- Mrs Lu Martin

#### **Named Safeguarding Governors:**

- Mrs Christine Lacey

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS.



## **SAFEGUARDING and CHILD PROTECTION POLICY**

Coomb Briggs Primary Academy fully recognises their responsibilities for child protection and ensuring the safety and well-being of all children within our care. Our legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse is a priority for us. We believe that every child regardless of age, ability, ethnicity, culture and gender has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. As such, this policy applies to all staff, volunteers, governors and external agencies who work within our Academy. No one who is involved in any way with the care of children can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below.

This policy will be reviewed at least annually and / or following any updates to national and local guidance and procedures.

### **1. INTRODUCTION**

#### 1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

#### 1.2 Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Child on child abuse
Self Harm behaviours	Children with mental health difficulties or illness

## **Our Ethos**

**Cooomb Briggs Primary Academy is committed to safeguarding and promoting the welfare of all its pupils. We believe that:**

- Providing an ethos and environment within the Academy that helps children to feel safe, secure and respected.
- Recognising the importance of encouraging pupils to talk openly and feel confident that they are being listened to.
- Placing a child's health and welfare as our paramount concern.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are fully up to date with the Academy's 'Safeguarding' procedures.
- Ensuring that the curriculum includes social and emotional aspects of learning directly through PSHE, SMSC and assemblies and wherever possible indirectly through other subjects.
- Ensuring the curriculum includes education about child protection to enable children to stay safe, recognise when they don't feel safe and understand who they can talk to.
- Ensuring all steps are taken to provide and maintain maximum security of the Academy premises and the child's physical safety within it.
- Monitoring children who have been identified as a vulnerable child or child protection concerns and keeping confidential records which are securely stored and accessed by the relevant staff and shared appropriately with other professionals.

- Working with parents to sensitively establish an understanding of the Coomb Briggs Primary Academy's responsibility to safeguard their children.
- Developing effective liaison with outside agencies.
- All children/young people have an equal right to be protected from harm;
- Children/young people need support which 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, and social needs as well as their educational needs
- Recognising that Coomb Briggs Primary Academy can and does contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours and
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

**Coomb Briggs Primary Academy will fulfil their local and national responsibilities as laid out in the following documents: -**

- Working Together to Safeguard Children (DfE 2018)
- Working Together to safeguard children (DFE Feb 2024 Update)
- Keeping Children Safe in Education (DfE September 2019)
- Keeping Children Safe in Education (DFE September 2025 Update)
- Information Sharing (HM Govt July 2018)
- The procedures of North East Lincolnshire's Safeguarding Children Panel
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE, 2016)
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in Schools and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- Children missing education (DfE advice for schools)
- Child missing from home or care (DfE statutory guidance)
- Child sexual exploitation advice for practitioners (DfE advice for practitioners)
- Domestic abuse (Home Office advice)
- Drugs (DfE and ACPO guidance)
- Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)
- Keeping Children Safe in Education (DfE, September 2022)
- The Education (Pupil Information) (England) Regulations 2005

- Sexual Offences Act (2003)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to *marry*. *Includes* taking someone overseas to force them to *marry* (whether or not the *forced marriage* takes place).
- Serious Violence Strategy 2018
- Behaviour in schools guidance 2022
- Filtering and Monitoring Guidance March 2023
- Cyber Security Standards for schools and colleges March 2023
- Keeping children safe in out of school settings. From [Using after-school clubs, tuition and community activities](#) Guidance September 2023
- Prevent Duty and Counter Terrorism update 2023

## 2. OVERALL AIMS

**This policy will contribute to safeguarding our children and promoting their welfare by:**

- To establish excellent and effective procedures for keeping children safe.
- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the academy, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum. Staff to provide opportunities within the PSHE / SMSC curriculum for children to develop the skills, knowledge and awareness they need to stay safe from abuse and other dangers. Children develop independence and the ability to judge and manage the risks they are likely to face.
- Encouraging children and parents to participate
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way by ensuring that any incident that could be a child protection matter is dealt with, with paramount importance as cited in the 1989 Children's Act and following all Local Safeguarding Children Board's Guidelines for Child Protection.
- Designated members of staff responsible for Safeguarding/Child Protection to undertake relevant safeguarding training every two years as outlined by the Safeguarding Children's Panel
- To ensure that all staff are suitably trained in Child Protection and KCSIE policies so that they are confident to carry out their duties and responsibilities on a daily basis and to ensure they are confident in their abilities to be able to respond appropriately to any incident that may arise.
- To ensure that all staff, as part of their safeguarding and online safety training, understand their expectations, roles and responsibilities around filtering and monitoring systems within the academy.
- To ensure that staff and children understand the 4 Cs of online safety—Content, Contact, Conduct, and Commerce. To increase awareness around how the increase of Artificial Intelligence (AI) can add to misinformation, disinformation and conspiracy theories that can alter the way that information is digested. To be aware that behaviour online can be impacted by new technologies, and this can increase the associated risks of online activity (bullying, sharing or receiving inappropriate / illegal content, differing motivations from individuals online – as well as from companies and online platforms).

- Ensure that staff are up to date with all current guidance and advice around Online Safety and Artificial Intelligence.

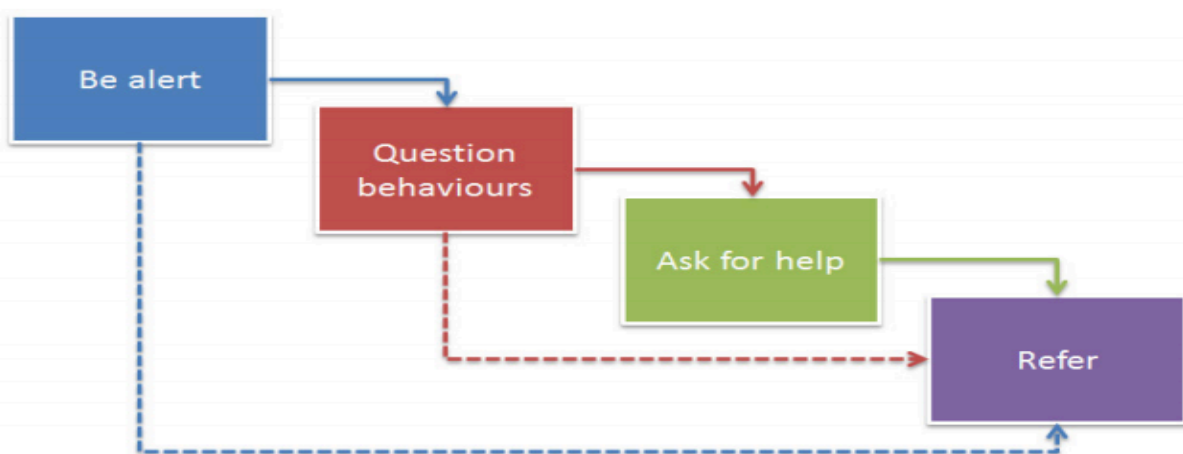
### 3. KEY PRINCIPLES

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Local Authority Guidelines.
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- When issues arise, the Principal should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

### 4. EXPECTATIONS and RESPONSIBILITIES

All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required



- It may not always be appropriate to move through all four stages sequentially and if a child is in mediate danger or is at risk of harm a referral should be made to children's social care and/or the police.
- During any incident, staff work in accordance with the child's wishes and feelings unless to do so would put the child at risk of harm.

- Be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people
- Be aware of the role and identity of the designated safeguarding leads and deputies for the academy
- Undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of safeguarding concerns and possible abuse
- Record concerns and inform the Designated Safeguarding Leads.
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the Safeguarding Children's Panel.
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two
- All staff will have North East Lincolnshire Basics in Child Protection training at the point of induction. This will be regularly updated at a minimum of three year intervals. The designated Safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the SCP and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals.
- In addition to the above, all staff will receive annual safeguarding updates which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.

## 5. THE DESIGNATED SAFEGUARDING LEAD

- **Our Designated Safeguarding Leads:**  
**Carrie Green (Executive Principal) and Lu Martin (Assistant Headteacher)**  
 Both are members of the Senior Leadership Team and take lead responsibility for coordinating all child protection activity within the academy. They will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help family hub, children's social care. Health professionals, police etc.

**Carrie Green and Lu Martin** have lead responsibility and management oversight for safeguarding and child protection.

***The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Lead(s):***

**Lu Martin – Assistant Headteacher**

**Further support is available from:**

**Lu Martin – Designated teacher for children classed as looked after/Assistant Headteacher  
 Hayley Dawson - SENDCO/Assistant Headteacher**

**The broad aspects of the role of the DSL and DDSL are:**

- Managing Child Protection Contact Referrals and cases
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a social worker.
- The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility
- When the academy has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the SCP Thresholds Framework and initiate a response accordingly. This may include providing an agency early help response, undertaking an early help assessment or referral to Children's Social Care for a statutory social work assessment. The Head Teacher / Principal will be kept apprised of cases as appropriate
- The Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required
- The designated safeguarding leads will ensure that they have a full and thorough understanding of the filtering and monitoring systems that the academy has in place to ensure online safety.
- Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child

- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in the individual's CPOM record.
- The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A record will be made of what information has been shared with whom, and when on CPOMS.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the Academy will not keep family files. The main recording system for the Academy is CPOMS and access to files is restricted to the pastoral team and designated safeguarding leads.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted.
- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are 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 academy policies and give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children's Social Care.
- If a child moves from our academy, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new academy, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two academies may be necessary, especially on transfer from primary to secondary academies. We will record where and to whom the records have been passed and the date following all Local Authority Guidelines and Procedures.
- If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from academy roll in order to be home educated, the academy will ensure all relevant safeguarding information is shared with the Local Authority Children's Services and Elective Home Education team.
- When a Designated Safeguarding Lead 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 Head Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files.

***The Designated Safeguarding Leads and Deputy Designated Safeguarding Lead are supported by a Pastoral Team: Cathryn Judge***

## **Training KCSiE (DfE, 2022)**

The DSL will undergo formal training specific to their safeguarding role and duties at least every two years. They should also undertake Prevent Awareness training every 3 years and Home Office online training on an annual basis at a minimum.

In-between formal training a DSL/DDSL's knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). This training should provide the DSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- 1) Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 2) Have a working knowledge of how North East Lincolnshire conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- 3) Understand the importance of the role the DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- 4) Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- 5) Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- 6) Understand the importance of information sharing, both within the academy and with the safeguarding partners, other agencies, organisations and practitioners  
(Full details in Chapter one of Working Together to Safeguard Children)
- 7) Understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- 8) Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- 9) Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- 10) Obtain access to resources and attend any relevant or refresher training courses and
- 11) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that the academy may put in place to protect them.

## Raising Awareness: The DSL (DDSL) should:

- Ensure all staff including part time, contractors, volunteers and supply staff has access to, and understands the academies child protection policy and procedures, especially new and part-time staff
- Work with the governing body to ensure that the academy child protection and safeguarding policy is reviewed annually, and the procedures and implementations are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents know that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- Link with North East Lincolnshire Safeguarding Children's Partnership (SCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.

## 6. THE GOVERNING BODY

### The Governing Body will:

- Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2018 to ensure that the policies, procedures and training in our academy are effective and comply with the law at all times
- **All** governors should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Governors will ensure that all staff receive relevant training in order to fully understand their role and the expectations placed upon them with regards to filtering and monitoring systems within the academy.
- Headteachers and principals should ensure that the policies and procedures, adopted by their governing body and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by staff.
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- According to the Equality Act, schools and colleges **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

- The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges
- The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

**The governing body will ensure that:**

- The academy contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The academy provides an appropriate safeguarding response in accordance with the local SCP Thresholds Framework in order to safeguard children.
- The academy pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment or youth produced sexual imagery.
- The academy maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The academy's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Safeguarding Children's Panel. This includes working with Children's Social Care from other areas when children attend academy in Lincolnshire however live outside of Lincolnshire.
- The academy shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018, Keeping children Safe in Education 2018 (updates in Sept 2019, Sept 2020, Sept 2022) and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The academy initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.

- That the Principal ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- The academy has a staff Code of Conduct Policy which is shared with all staff and volunteers.
- The academy has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The academy operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2018;
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2025
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead.
- That any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2018.
- The Designated Safeguarding Lead and any Deputies undertake SCP multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the SCP, online updates via NSPCC or attendance at professional development events.
- The Principal and all other staff who work with children undertake safeguarding training in accordance with KCSIE 2025 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of SCP priorities, the local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific a circumstance which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and Child on Child abuse. The training will ensure that Child on Child abuse is never seen as ‘banter’ or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truancing and youth generated sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Children Classed as Looked After.
- The academy has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils
- Temporary staff and volunteers are made aware of the academy’s arrangements for child protection and their responsibilities;

- The academy remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements
- There are appropriate online filtering and monitoring systems within the academy which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- That the curriculum is delivered in such a way to include educating children about how to stay safe which will include Sex and Relationship Education (SRE), online safety and broader safeguarding messages within PSHE.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback
- The governing body reviews its policies/procedures annually
- The Nominated Governor for child protection at the academy is CLARE GLAVES. The Nominated Governor is responsible for liaising with the Head Teacher / Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.
- Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher, the principal of a college or proprietor or member of governing body of an independent academy

## **7. A SAFER ACADEMY CULTURE**

- The culture of this academy is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The academy has a culture of listening to, and hearing the voice of the child

## **8. SAFER RECRUITMENT AND SELECTION**

- The academy pays full regard to 'Keeping Children Safe in Education' (DfE 2018) and Keeping Children Safe in Education updates September 2024. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities
  - a management position in an independent academy, academy or free academy as an employee;
  - a trustee of an academy or free academy trust; a governor or member of a proprietor body for an independent academy; or

- o a governor on any governing body in an independent academy, academy or free academy that retains or has been delegated any management responsibilities.
  - o A governor of a maintained academy
- All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of children
  - All SLT have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

## 9. OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2019 and the Working Together 2024 update, the academy recognises the need to safeguard children from:

- o Neglect
- o Emotional Abuse
- o Physical Abuse
- o Sexual Abuse

Appendix one contains more information about definitions and indicators

- In addition, the academy is alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2018 and September 2019 / 2020 / 2021 / 2022/ 2023/ 2024 updates.
- Our safeguarding policy cannot be separated from the general ethos of the academy, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

### Other areas of work

**Coomb Briggs Primary Academy understands that this policy should not read in isolation and should read in conjunction with the following Academy Policies:**

- **Safer Recruitment Policy**
- **Online Safety Policy**
- **Anti-Bullying Policy**
- **Intimate Care Policy**
- **Behaviour / Inclusion Policy**
- **Children Missing in Education**
- **Health and Safety Policy**
- **Whistle Blowing Policy**
- **Allegation Management Policy**
- **Prevent Duty Policy**
- **Care, Control and Restraint Policy**

- **Code of Conduct Policy**
- **Allegations of Abuse against staff Policy**
- **Wellspring Child Protection Policy**
- **Data Protection and Information Sharing Policy**

## **10. The curriculum**

- We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

## **11. Safeguarding in specific circumstances: Children who are vulnerable to extremism**

- Coomb Briggs Primary Academy 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.
- In accordance with the Prevent Duty placed upon the academy by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Coomb Briggs Primary Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Coomb Briggs Primary Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, 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. Essential to this academy are fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

### **Risk reduction**

- The academy governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, SEND policy, assembly policy, the use of academy premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the academy's profile, community and philosophy.
- This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

- In accordance with the Prevent Duty, Lu Martin is the 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.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form
- In all cases, in accordance with advice provided from the Early Help Family Hub the academy will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation
- If the academy is concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Families First Access Point in order to gain support from Children's Services, the LSCB and follow all guidelines and procedures.
- Training for Prevent is [www.gov.uk/prevent-duty-training](http://www.gov.uk/prevent-duty-training). This will be utilised by all staff.

## 12. Safeguarding Children in Specific Circumstances: Female Genital Mutilation / forced marriage / Modern Day Slavery

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the academy's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at academies or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the academy is concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- Further information regarding FGM can be found in Appendix five
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the

UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry This includes:
  - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
  - Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
  - Breaching a Forced Marriage Protection Order
- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).
- These crimes include holding a person in a position of slavery, servitude, forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

## **Types of human trafficking**

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption (if other constituent elements are present)

### **13. Safeguarding Children in Specific Circumstances: Child on Child abuse**

- The academy recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that child on child abuse can take many different forms such as:
  - Cyber-bullying
  - Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
  - Sexual assault
  - Sexual violence or harassment
  - Sexually harmful or problematic behaviour
  - Gang initiation or hazing type violence

The academy will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017, updated 2021) when responding to such issues alongside local interagency procedures and the Harmful Sexual

Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The academy will respond to reports of sexual violence and sexual harassment on a case by case basis considering the LSCB thresholds framework, whether a criminal offence may have been considered and whether a report to the integrated front door is necessary. The academy will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

## **Child-on-child sexual violence and sexual harassment**

- When responding to concerns relating to child-on-child sexual violence or harassment, Coomb Briggs Primary Academy will follow the guidance outlined in Part five of KCSIE 2025.
- The academy recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognise sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures.
- The academy recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils/students that avoids alarming or distressing them.
- The academy recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- The DSL (or DDSL) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2025 and local authority procedures.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the academy and where necessary will be referred to Children's Services and/or the police.

### **Important considerations which may influence this decision include:**

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed

and/or whether Harmful Sexual Behaviour has been displayed.

- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, adult students, or school/college staff
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The academy will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Services and/or the police) to ensure a consistent approach is taken.

#### **14. Safeguarding Children in Specific Circumstances: Sexualised behaviours**

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care
- In all cases of child on child abuse the academy will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.
- Where necessary, the academy behaviour policies will be invoked and any sanctions applied will be consistent with these procedures
- Where issues indicate that a criminal offence may have been committed a report will be made to North East Lincolnshire police

#### **15. Safeguarding Children in Specific Circumstances: Gang related violence**

- The academy recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

- The academy understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.
- If, however, information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response.

See Appendix seven for more information

## **16. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery**

- The academy recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:
  - The incident should be reported to the Designated Safeguarding Lead as soon as possible.
  - The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate academy staff.
  - There should be subsequent interviews with the young people involved (if appropriate).
  - Parents should be informed at an early stage and 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.
- An immediate referral will be made to the Police and Social care in the following circumstances:
  - The incident involves an adult
  - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
  - the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  - The imagery involves sexual acts and any pupil in the imagery is under 13
  - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above applies the academy may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the academy pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

- The academy will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice
- Adults in the academy will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.

More information is available in Appendix Six

## 17. Safeguarding Children in specific circumstances: Child Sexual Exploitation

- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE, 2017)
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
- The academy recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.
- The academy recognises that there are various 'models' of CSE which include but not limited to:
 

Gangs and groups	Boyfriend/Girlfriend model
Child on Child	Familial
Online	Abuse of authority
- Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

- An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger family's team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- In all cases intelligence will be shared with Humberside Police using the information sharing form which will also be copied to the Single Point of Contact for CSE within North East Lincolnshire

## **18. CHILDREN IN SPECIFIC CIRCUMSTANCES**

- Further guidance in relation to safeguarding children in specific circumstances can be located on the SCP SaferNEL website:
  - Abuse Linked to Spiritual Belief
  - Child Sexual Exploitation
  - Safeguarding Children vulnerable to Gang Activity
  - Supporting individuals vulnerable to violent extremism
  - Private Fostering
  - Children missing from home or care
  - Children missing education
  - Children of Parents who Misuse Substances
  - Children of Parents with Learning Difficulties
  - Working with parents/carers with mental health problems
  - Working with parents/carers with disabilities
  - Disabled Children
  - Protocol for dealing with domestic violence when children are involved
  - Online – Children Exposed to Abuse through the Digital Media
  - Fabricated or Induced Illness
  - Female Genital Mutilation
  - Forced Marriage / Honour Based Violence
  - Modern Day Slavery / Human Trafficking
  - Criminal Exploitation of children across county Lines
  - Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
  - Safeguarding children who may have been trafficked
  - Protocol & Guidance; Working with Sexually Active Young People
  - Working with hostile, non-compliant clients and those who use disguised compliance.

## **19. CHILDREN WITH ADDITIONAL NEEDS**

- Coomb Briggs Primary Academy recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, Children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.

- When the academy is considering excluding, either fixed term or permanently, a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. 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 Governing Body.

## 20. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the SCP guidance in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The academy also places due regard to the guidance contained in What to do if you are worried a child is being abused, 2015.
- If, in consultation with the SCP Guidance an Early Help Assessment should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the academy, or additional support or advice for this work may be sought from the Multi Agency Support Hub as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the academy will seek advice from the Integrated Front Door (IFD)
- The academy will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the academy will follow the step-up procedures published by the SCP
- In consultation with the SCP Guidelines, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the IFD immediately. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the academy will follow the SCP procedures for resolution of professional disagreements, also known as escalation procedures.

## 21. INVOLVING PARENTS / CARERS

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the academy will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through the academy website, policies within academy, conversations with staff and posters highlighting who the designated safeguarding leads are in academy, as well as members of the pastoral team.

## 22. MULTI-AGENCY WORK

- We work in partnership with other agencies in the best interests of the children. The academy will, where necessary, liaise with the academy nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead to the Integrated Front Door inclusive of either the Early Help Hub, Multi Agency Support Hub or other external agencies depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.

- We will co-operate with any child protection enquiries conducted by children's social care: the academy will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the SCP interagency procedures. If the academy 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.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the academy will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN or CHANNEL the academy will contribute to such arrangements.

### **23. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF**

- The academy will comply with the SCP procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
  - Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in the academy to abuse or mistreat children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher / Principal unless the concern relates to the Head Teacher / Principal. If the concern relates to the Head Teacher / Principal, it must be reported immediately to the Chair of Governors. Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Head Teacher / Principal is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

#### **The LADO in Grimsby can be contacted on 01472 326118**

- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day.
- The academy will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2018 and subsequent updates) and the local procedures published by the SCP. In this regard, the academy will consider whether it is necessary to suspend the member of staff while the allegation or

concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.

- Should the academy dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is engaged in teaching work, the academy will, in accordance with published guidance from the Department for Education, consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made. Where a teacher's employer, including an agency, dismisses or ceases to use the 39 Section 35 of the Safeguarding Vulnerable Groups Act 2006. 40 Section 38 of the Safeguarding Vulnerable Groups Act 2006. 39 services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on [Gov.uk](https://www.gov.uk)
- The academy will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2018) with regard to record keeping, references and compromise or settlement agreements.
- Governing bodies and proprietors should ensure there are procedures in place to manage **any** safeguarding concerns (no matter how small) or allegations that **do not** meet the harm threshold, about staff members, including supply staff, volunteers, and contractors. This includes those that are considered to be 'Low-Level' concerns.
- Governing bodies and proprietors should ensure there are procedures in place for staff to report concerns or allegations that **may** meet the harm threshold about staff members (including supply staff, volunteers, and contractors).
- There **must** be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria is met is a criminal offence.**

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the academy.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their academy or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## APPENDICES

### APPENDIX ONE

#### DEFINITIONS AND INDICATORS OF ABUSE

##### 1. 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); or
- Ensure access to appropriate medical care or treatment.

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

The following **may be** indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor academy attendance or often late for academy;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from academy; or
- The child is left at home alone or with inappropriate carers

## 2. 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.

The following **may be** indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### 3. 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 act of sexual abuse, as can other children.

The following **may be** indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### 4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form on the LSCB website will be used to share information with Police and children’s social care that raises a concern around CSE.

#### 5. 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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

The following **may be** indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;

- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## 7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## APPENDIX TWO

### DEALING WITH A DISCLOSURE OF ABUSE

#### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. **IT IS NOT THE ROLE OF THE ACADEMY IN SITUATIONS WHERE THERE ARE CHILD PROTECTION CONCERNS TO INVESTIGATE> IT IS OUR ROLE TO RECOGNISE CONCERNS AND REFER.**

#### Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Principal or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Principal.

## APPENDIX THREE

### ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting

- **Sexual**

For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs

- **May Pose a Risk**

Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrators of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children

#### **The Principal will not carry out the investigation him/herself or interview pupils.**

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries. Or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Rapid Interventions and Assessment Team. The LADO will also be informed.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Head Teacher / Principal will notify the Local Authority Designated Officer (LADO) (Tel: 01582 548069). The LADO will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.

- If the Principal is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.

Where an allegation has been made against the Head Teacher / Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Local Safeguarding Children Board

## **APPENDIX FOUR INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;

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

## APPENDIX FIVE

### Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

#### Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby

Some girls die from blood loss or infection as a direct result of the procedure

#### Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM. FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

#### Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to academy

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

## The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from academy or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around academy holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

## APPENDIX SIX

### Safeguarding in specific circumstance: Youth produced sexual imagery

Under 18's Sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet

#### Incidents covered by this policy:

- A person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

#### Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

#### The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth producing sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the academy to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police

### **Assessing the risks**

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks, the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

### **Informing parents (or carers)**

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents themselves.

## Searching devices, viewing and deleting imagery

### Viewing the imagery

Adults should not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)?
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on an academy device or network

If it is necessary to view the imagery, then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Principal
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on academy or college premises, ideally in the Principal or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the academy's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the academy are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Principal can examine data or files, and delete these, where there is good reason to do so. This power applies to all academies and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of academy discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for academies only)

## APPENDIX SEVEN

### Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family;
- Sudden loss of interest in academy - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, academy books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

## APPENDIX EIGHT

### Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

#### Health

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour.

#### Education

- Truancy/disengagement with education or considerable change in performance at academy.

#### Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;

- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

### Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

### Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;
- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

### Social Presentation

- Change in appearance;

- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

#### Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

#### Housing

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

#### Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

## APPENDIX Nine

### Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing guidance for practitioners and managers* published in March 2015.

#### **Appendix Ten.**

##### **Unexpected school closure**

Responses to unexpected periods of school closure will be in line with the school response to COVID-19 in 2020.

When there is an unplanned and unexpected school closure there will be significant changes within the setting. It may be that there are many young people at home and staffing is likely to be significantly affected. Despite the changes, the school's Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure. This annex sets out some of the adjustments we will make in line with the changed arrangements in the school and following advice from government and local agencies during periods of school closure previously.

##### **The current school position and local advice**

Coomb Briggs Primary Academy will be following all up-to-date government and DfE guidance to ensure that we are operating safely and efficiently for children and families. All children who are open to children's services, who are looked after, have an Educational Health Care Plan or have additional support from an external agency will be informed that school remains open to them. The school will also put into place additional safeguarding checks and procedures to ensure that we can have regular contact with our most vulnerable pupils and families. The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is:

**Carrie Green** [c.green@bramleyparkacademy.co.uk](mailto:c.green@bramleyparkacademy.co.uk) **01469 572584**

The Deputy DSLs are:

**Lu Martin** [martinl@cbpacademy.org.uk](mailto:martinl@cbpacademy.org.uk) **01469 572584**

The school's approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Principal or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

To contact Multi Agency Support Hub to make a referral

Ring 01472 326292 option 2, option 2.

Email: [nelcchildrensfrontdoor@nelincs.gov.uk](mailto:nelcchildrensfrontdoor@nelincs.gov.uk)

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS.

Designated Safeguarding Leads:  
**Carrie Green**  
**Lu Martin**

Pastoral Welfare and Well Being Support:  
**Cathryn Judge**

Governors:  
**Christine Lacey**

The Local Authority Designated Officer (LADO) for raising concerns about adults:

**Jodie Turner**  
**Emma Horton**

**01472 326118**

CONCERN written on green concern form and handed directly to DSL by staff and then record on the child's individual CPOMS record and tag DSL Designated Safeguarding Lead  
 OR  
 Designated Safeguarding Leads contacted directly by phone to deal with an immediate issue.

Designated Safeguarding Lead reviews concern and makes an informed decision about next steps.

Decision made to refer the concern to Children's Social Care

Decision made to discuss the concern informally with parents / carers.

Decision made to monitor the concern.

Designated Safeguarding Lead discusses decision with Principal / Pastoral Team. Decision made to refer to Children's Social Care. Recorded on CPOMS

**If you feel that a child will be at risk of harm by informing parents / carers of your decision then contact FRONT DOOR first and follow their advice.**

**In all other cases parents / carers must be made aware of your decision to refer and share their information.**

Class teacher and relevant support staff asked to monitor child and feedback to Designated Safeguarding Lead within an agreed timescale. CPOMS records to be updated

Once discussed with parents/ carers DSL makes decision to discuss further with family and possibly signpost to support if needed OR to refer to children's social care OR to monitor the situation. CPOMS records updated by key staff.

**In exceptional circumstances anyone can make a referral directly to the front door 01472 326292 option 2**

Designated Safeguarding Lead ensures that all information is recorded accurately on to the child's individual CPOM record. Access to CPOM records is restricted to Designated Safeguarding Leads and Pastoral Team.

Contact Details:

**Integrated Front Door:**  
 (MASH) 01472 326292 Option 2  
 For all safeguarding referrals / enquiries.

**Professionals Consultation Line (Advice only Line) 01472 324296**

**Prevent / Channel:** Lee Ross  
 01472 204579

**Young Minds Matter:**  
 01472 626100 Duty Line

Monitor

Monitor

Discuss

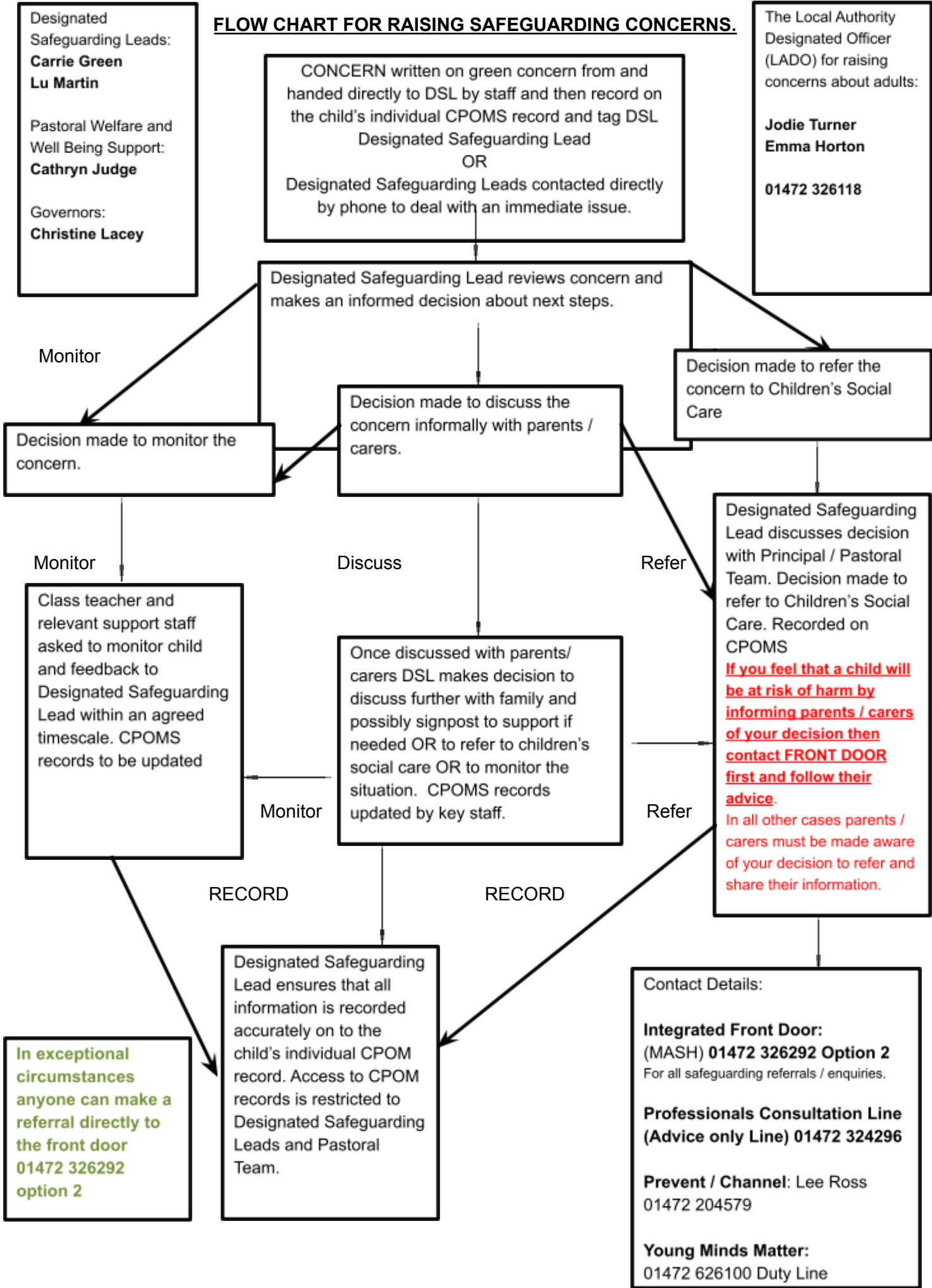
Refer

Monitor

Refer

RECORD

RECORD



Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here: [www.safernel.co.uk](http://www.safernel.co.uk) Information for school practitioners.

## Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children. As a small school we are very aware of our vulnerable children and families. Vulnerable pupil lists are updated each term. Children are added to the list for a number of reasons such as involvement from Children's Services, Working alongside other agencies, Attendance concerns, Parental Mental Health issues, Being a Looked After Child, Being a Young Carer, Having an Education Health Care Plan, Behavioural concerns within school or at home.

We have put in place specific arrangements in respect of the following groups:

- **Looked After Children**

All children who are looked after have been contacted by the Designated Teacher for Looked After Children (Lu Martin). All social workers and Independent Review Officers of LAC children have been contacted and made aware of the current status of the child(ren). Social Workers and IRO's are aware of whether the child is attending school or not. When the child is not attending school – as agreed by social worker and carer – the school will make contact with the carer at least twice a week as part of our safe and well checks (conducted by a member of the Senior Leadership Team.) All contact is recorded and any concerns will be raised following the schools Child Protection and Safeguarding Policy.

- **Children subject to a child protection plan**

There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

All children currently on a Child Protection Plan have been allocated a place in school. Not all of the children on a plan have chosen to attend school. Some are isolating due to being vulnerable or living with vulnerable people – as per advice from the government. Others have chosen to keep children at home due to their concerns around Covid-19. All social workers have been contacted by the Designated Safeguarding Lead and informed of the current status of the child. Social workers are aware that the school will be attempting to contact the family at least twice a week to perform Safe and Well checks. These will be through phone calls and email. All contact will be recorded. In the event that the school cannot make contact with the family, the social worker will be informed immediately. If there is no response from the social worker, our Educational Welfare Officer will be informed and a decision about the safest way to complete a home visit will be made. If there is still no response from children's services the DSL will follow the schools escalation procedure and also attempt to inform heads of services of our concerns.

- **Children who have, or have previously had, a social worker or who have previously been looked after.**

As above all children have been allocated a place in school but not all have taken this up. Any social worker or external workers involved with the families have been informed of the current status of the child and the fact that an offer of a school place remains open for them. All children are on our safe and well checklist and will be contacted at least twice a week by a member of SLT. All contact will be recorded. If no contact can be made we will follow our procedure of contacting all professionals working with the family, our EWO and then following our escalation procedure should we feel that there is a safeguarding risk that is not being addressed.

- **Children with an EHCP.**

Where it is possible to keep the child safe and well in school, on a reduced staffing level, children with an EHCP are offered a place in school. This will ensure that there is a continuation of the educational provision at this time. SENDCO and Senior Leaders have completed risk assessments for children with EHCP's as per the Local Authorities Directive. All parents and carers are aware of these risk assessments and the contents within them. A member of the SLT will contact all families of all children with an EHCP, who do not attend school, at least twice a week.

- **Children on the edge of social care involvement or pending allocation of a social worker**

Any social worker or external professionals involved with the families have been informed of the current status of the child and whether they are currently attending school or not. All children are on our safe and well checklist and will be contacted up to twice a week by a member of SLT. All contact will be recorded. If no contact can be made we will follow our procedure of contacting all professionals working with the family, our EWO and then follow our escalation procedure should we feel that there is a safeguarding risk that is not being addressed.

- **Other children the school considers vulnerable.**

These children are contacted regularly by a member of the SLT as part of our Pastoral and Well Being Checks. This list is under constant review and more children may be added to this group in response to concerns raised with the DSL during this time. These children can be offered care at school if required.

Each of these children has an individual plan which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- **Children at home**

All children at home have regular access to their teachers and support staff through Google Classroom.

All children have been provided with exercise books, pencils and other resources.

For children whose parents do not have internet access they have been given additional paper based activities and are also added to our vulnerable children list meaning that the families are contacted regularly – as they will not have the virtual support of our online community.

The plans in respect of each child in these groups should state how often they are to be reviewed. These arrangements will be reviewed in line with government guidance and parental working patterns.

## **Attendance**

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent, if necessary arrange a home visit by the school or another appropriate agency.

The school will also follow the attendance procedure if contact proves impossible with children at home.

- Telephone contact / Message Left
- Telephone contact repeated
- DSL informed of inability to make contact
- Attendance Champions informed
- Discussion with Attendance Champions, DSL and any external agencies about safest way to complete home visit checks.
- Referral to Safeguarding to be made if staff feel it is appropriate.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns.

## **Child on Child abuse**

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

We also address the issue of peer-on-peer abuse in our remote learning curriculum.

## Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure [appropriate filters and monitors are in place](#)
- Our governing body will [review arrangements](#) to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will ask to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
  - [Internet matters](#) - for support for parents and carers to keep their children safe online
  - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
  - [Net-aware](#) - for support for parents and careers from the NSPCC
  - [Parent info](#) - for support for parents and carers to keep their children safe online
  - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
  - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

## Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged:

The Local Authority Designated Officer  
(LADO) for raising concerns about adults:

**Jodie Turner**

**Emma Horton**

**01472 326118**

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

### **New staff or volunteers**

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a [written risk assessment](#) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

New starters will complete the [Keeping Children Safe in Education Knowledge Check](#) and the [Introduction to Safeguarding Children](#) online courses with Safeguarding Network within their first week.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.

- The school will update the Single Central Record
- of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by Senior Leader on site / Designated Safeguarding Lead of who is working in the school each day.

### **New children at the school**

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call is made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the **facts**. After completing the form, pass it immediately to the Designated Safeguarding Lead.

Name of child..... Year group.....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....  
(of observed behaviour / discussion / report of abuse)

**Nature of incident / concern including relevant background** (Record child's word verbatim and any wishes and feelings expressed)

Signed: \_\_\_\_\_

Action/passed to: \_\_\_\_\_

For: Designated Safeguarding Lead Officer Use

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time \_\_\_\_\_

Action Taken	By whom	Outcome
<p>Discuss with child</p> <p>Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.</p>		
<p>Monitoring sheet</p>		
<p>Check behaviour database, for recent incidents, that might be significant to inform assessment</p>		
<p>Contact parents Please tick</p> <p>Telephone Call: ____ Meeting: ____ Email : ____</p>		
<p>Refer as appropriate (i.e., CSWS, cluster, family support etc.)</p>		
<p>Other (Please specify)</p>		