

Trust Safeguarding and Child Protection Policy Part A - Trust Policy

Version 1.2

Important: This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online. Name of Trust Safeguarding Lead :	Mrs Jo Everitt
Approval Responsibility	Trust Board of Directors
Safeguarding Lead Director	David Esmond
Review and Recommendation Committee	Safeguarding, Attendance and Wellbeing
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VERSION CONTROL

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Prepared: Sept 2025 Signature Jo Everitt	Approved: Signature Mike Adnitt	Released: Signature	

Trust Child Protection Overview

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1. Introduction

- 1.1** Our community of Schools fully recognise the contribution they can make to protect and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate.

Our Trust Vision of **"Stronger Together"** and our Mission Statement of **"Strength for Today and Bright Hope for Tomorrow"** are paramount in our work in keeping children safe and happy.

Our core values of **Community, Integrity, Hope and Aspiration** exemplify our expectations of the robust and caring approach that all staff in the Trust must adopt in their unrelenting high expectation for keeping children safe.

We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment is happening within our school communities. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and the school's behaviour policy will be followed.

- 1.2** Everyone in the St Lawrence Academies Trust shares an objective to help keep children and young people safe by contributing to:

- protecting children from maltreatment
- providing a safe environment for children and young people to learn in education settings
- preventing impairment of a child's health or development
- identifying children who are suffering, or likely to suffer, significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk)
- safeguarding children's wellbeing and maintaining public trust in the teaching profession

- 1.3** All education settings must have in place systems designed to:

- prevent unsuitable people working with, or coming into contact with, children and young people within the setting for regulated or unregulated activity
- promote safe practice and challenge poor or unsafe practice
- identify instances in which there are grounds for concern about a child's welfare and take appropriate action to keep children safe
- contribute to effective partnership working between all those involved with providing services for children

2. The Policy

2.1 This policy is part of the Trust Safeguarding Framework and is supported by the following guidance:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children 2023
- Section 175 of the Education Act 2002

2.2 It should also be read in conjunction with other trust and school related policies including:-

- School Safeguarding Policy
- School Behaviour Policy
- School Anti-Bullying Policy
- School Sex and Relationship Policy
- School Educational Visits Policy
- School SEND (Special Educational Needs and Disability) Procedure
- Trust SEND (Special Educational Needs and Disability) Policy
- Trust Health and Safety Policy
- Trust Recruitment and Selection Policy
- Trust Expectations and Code of Conduct
- Trust Whistleblowing Policy

(Policies are displayed on The St Lawrence Academies Trust website and individual school's websites)

2.3 The policy is written to comply with the following legislation and guidance:

- Working Together to Safeguard Children
- Dealing with allegations of abuse against teachers and other staff
- What to do if you are worried a child is being abused
- Reasonable force
- Safer working practice for adults who work with young people

2.4 The policy is consistent with the following legislation and guidance:

- Working Together to Safeguard Children 2023
- Safeguarding Children and Safer Recruitment in Education 2012
- Sexual Violence and sexual harassment between children in schools and colleges (DfE 2021)
- 'What to do if you are worried a child is being abused' (2015 - DCSF/DfES)
- Care & Control Guidelines (2006 - ER CFAS)
- Reasonable Force (2025 - DfE)
- Searching, screening and confiscation at school (2023 - DfE)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2012)
- UK General Data Protection Regulation (ICO 2018)

2.5 The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or

guideline.

3. Purpose of a Safeguarding Policy

- 3.1** An effective Safeguarding Policy and Procedure provides a clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues.
- 3.2** An effective policy also makes explicit the school's commitment to the development of good practice and sound internal services and procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.
- 3.3** The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The student's welfare is of paramount importance.
- 3.4** Our schools fully recognise the contribution we can make to protecting children and supporting learners in school.
- 3.5** There are four main elements to our Safeguarding Policy:
- **Prevention** - positive school atmosphere, pastoral support to students and safe and appropriate working practice by staff, and the staying safe and PSHE elements in the formal and informal curriculum. Educating children about areas for support and guidance and identifying 'at risk' children and families and intervening early
 - **Protection** - by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately and sensitively to safeguarding concerns and that there are clear systems of internal information sharing and record keeping. To ensure our students know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report it and that action will be taken, and they will be supported
 - If at any point there is a risk of immediate serious harm to a child a referral must be made to the relevant local authority safeguarding/children services point of contact immediately, Whilst usually this would be done by the Designated Safeguarding Lead, staff should have the confidence and knowledge that anyone can make a referral
 - **Support** - to students and school staff and to children who may have been abused or are in other ways vulnerable
 - **Collaboration** with children and young people, parents and other agencies to promote Safeguarding and Wellbeing for all of our children and young people
- 3.6** This policy applies to all staff (teaching and non-teaching), governors, trustees and visitors on our sites. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding

procedures as part of their initial induction process.

The policy will be reviewed by the Safeguarding, Attendance and Wellbeing Committee annually. The committee will make updates and make recommendations to the Full Board of Directors for approval

- The Trust staff and the Board of Directors will review this policy each year. The views of the children, parents, lunchtime staff, extended school staff and other support staff may be sought and taken into account in this review
- If at any time deficiencies or weaknesses in the Safeguarding policy and procedures are identified they will be addressed by the Trust and staff immediately and remedied

4. The St Lawrence Academies Trust Commitment

4.1 The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children, vulnerable adults and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties.

Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

4.2 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or who are suffering from, abuse.

4.3 Our partner schools will, therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities which equip children with the skills and knowledge they need to stay safe from abuse and which will help them develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour on-line
- ensure that all forms of bullying and harassment including allegations of child on child abuse including sexual violence and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter
- educate all students and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our schools or communities
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- ensure that staff have an understanding of when to make referrals to the Designated Safeguarding Leads when there are indicators or concerns of

possible neglect, sexual, physical or emotional harm and indicators of possible child sexual or criminal exploitation, female genital mutilation, radicalisation, school attendance concerns, child on child sexual violence and sexual harassment and forced marriage and that they have access to additional advice and support

- embed a restorative ethos across the organisation
- fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuous training and support as required by Keeping Children Safe in Education
- ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness.

5. Child Protection Procedure

5.1 The St Lawrence Academies Trust will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having a professional curiosity and speaking to a DSL if they have any concerns about a child
- Ensure that children know there are adults in the school whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times
- Ensure that all staff are updated on Keeping Children Safe in Education on an annual basis
- Support schools with safeguarding training, conduct safeguarding checks and support visits and offer advice and support on safeguarding concerns and cases of high concern.

5.2 Confidentiality

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.'

- We recognise that all matters relating to child protection are highly confidential and the Safeguarding Leads will share information on a 'need to know, what and when' basis
- Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media.

5.3 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Children Partnership Guidelines and Procedures for each local authority.

- New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures
- Child Protection information is given to all staff via staff training and/or updates. It is also available on our school websites with supporting materials easily available
- Basic principles of the Child Protection Policy are given to all staff as part of the September training provision (this includes e-safety and the schools' code of conduct)
- Training and inset days are organised throughout the academic year to increase the level of safeguarding expertise across teaching, pastoral and inclusion staff
- All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training
- Training needs of all staff and governors are audited annually
- Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies

5.4 Roles and responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school
- It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy
- There are key people within the school and the relevant local authority who have specific responsibilities

The Schools' Designated Safeguarding Leads (DSL) are designated to take the lead responsibility for Child Protection.

Responsibilities for each of these officers include:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies
- maintaining CP records for individual children
- ensuring the preparation of appropriate reports for and attendance at Case Conferences and other multi agency meetings
- arranging appropriate training for all staff
- liaising with the Headteacher, Deputy DSL and Safeguarding Officer
- **All concerns and referrals are to be recorded on the appropriate child protection systems used by each individual school**
- Pastoral staff are likely to be the first line of contact for CP issues identified for individual students. They will liaise with the DSL on all CP issues
- Management and leadership by the Headteacher and the Trustees/Governors ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher. If the allegation is against the Headteacher it should be referred to the Chair of the Local Governing Body, a senior member of staff or the Local Authority Designated Officer (LADO)
- The CEO/Deputy CEO must be informed of any referrals to the LADO as soon as they are made.
- The CP Governor acts as a 'Champion' of the safeguarding role of the school and liaises with the Headteacher and Designated Safeguarding Lead in order to report to and advise the Local Governing Body
- The Local Governing Body has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The DSL and CP Governor prepare a CP termly report to be discussed by the Local Governing Body.

5.5 Records and Monitoring

- Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head of School.
- Parents may request to read their child's file. School will seek advice from the relevant Local Authority Designated Officer (LADO) if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any third party information
- The DSL and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that the individual child is being monitored

The most appropriate member of staff will attend case conferences, core group meetings and other multi-agency meetings to ensure a coherent approach to promoting the welfare of children and protecting them from harm.

A Single Central Register (SCR) is maintained and updated as required by schools and monitored and reviewed at least termly by the DSL. The LGB designated safeguarding governors ensures that a school based review of the SCR takes place annually. This SCR is also reviewed at least annually by the trust safeguarding lead.

All DSLs and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required.

5.6 Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy
- Trust Expectations and Code of Conduct
- Trust ICT Acceptable Use Policy
- School E-safety Policy
- Keeping Children Safe in Education – statutory guidance for schools and colleges
- School Behaviour Policy
- School arrangements for Children Missing in Education

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the DSL.

6. Glossary and Guidance Sources

For the purpose of this policy:

- The term '**staff**' or '**member of staff**' refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school
- **Parent/s** - refers to adults with parental responsibility for a particular child
- **DSL** - Designated Safeguarding Lead
- **DDSL** - Deputy Designated Safeguarding Lead
- **LADO** – Local Authority Designated Officer (first contact for allegations against Staff and Volunteers)
- **DBS** – Disclosure and Barring Service (formerly CRB)
- **SCR** - Single Central Record
- **KCSIE** - Keeping children safe in education



Safeguarding and Child Protection Policy

[Please see SLA Trust Part A Safeguarding and Child Protection Policy](#)

Part B - School Based Policy

Policy publication date:	30.09.2025
Policy agreed by full governing body:	30.09.2025
Policy review date:	30.09.2026
Designated Safeguarding Lead (DSL)	Gabriella Pattinson and Helen West
Deputy Designated Safeguarding Lead (DDSL)	Eve Woolley
Mental Health Champion	Eve Woolley
Early Help Coordinator	Eve Woolley
Designated Teacher for Children in Our Care	Helen West
Named Governor Safeguarding	Dr Hilary Beverley

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School values

The St Lawrence Academy aims to provide all members of the school community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our inclusive Church of England Academy seeks to treasure everyone and transform community. We do this by encouraging all members of our school community to:

- seek good
- show resilience
- feel empowered
- be advocates of change
- work together effectively as a team
- show generosity, respect, justice, forgiveness and be truthful

The academy creates a learning environment, curriculum, experiences and relationships in which all individuals can flourish, find expression, be nourished, developed and strive for excellence. The academy commits itself to creating an environment for everyone that is characterised by our core values of truth, justice, forgiveness, generosity and respect. We help our students feel strong today so they can have bright hope for tomorrow.

Introduction

The purpose of this policy is:

- to clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- to have clear procedures that are followed when a child is identified as needing more than universal services can provide
- to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- to ensure that all staff are aware of their statutory responsibilities with respect to safeguarding and trained in recognising and reporting safeguarding issues.

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), [Working together to improve school attendance \(applies 19/08/24\)](#) and the [Maintained Schools Governance Guide](#), with particular reference to, [Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and School Attendance Compliance](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by CMARS <https://www.northlincscmars.co.uk/>

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by [Working together to Safeguard Children \(2023\)](#) and [Keeping Children Safe in Education \(2025\)](#) Families First Partnership programme - GOV.UK, Online Safety Act - GOV.UK and, the anticipated Children's Wellbeing and Schools Bill - Parliamentary Bills - UK Parliament

This policy also supports the July 2025 [Relationships Education, Relationships and Sex Education and Health Education guidance](#) and, the [Generative artificial intelligence \(AI\) in education - GOV.UK policy paper](#).

Our school will analyse any patterns of unauthorised absence, changes in behaviours, appearances, missing and late episodes etc. We will aim to safeguard and provide family help at the earliest opportunity, to remove in partnership any barriers to learning and education that may arise.

Section 1 School commitment

1.1 School commitment

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all staff will make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years.

This policy applies to all staff, volunteers, visitors, and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025. Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

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

The St Lawrence Academy is committed to safeguarding and promoting the well-being of all of our pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all our pupils.

We will establish an ethos and culture where: -

- children feel safe so that they can learn and develop
- children know there are adults they can talk to if they are worried
- children are equipped with the skills needed to stay safe, providing opportunities for PSHE throughout the curriculum
- staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

The St Lawrence Academy pays full regard to Keeping Children Safe in Education 2025. We ensure that all appropriate measures are applied in relation to everyone who works in the school. Safer recruitment practice includes at least one staff member on the interview panel who are trained in safer recruitment, scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional 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 all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc. Shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process

The St Lawrence Academy will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, including: -

- an identity check
- a standalone children's barred list check
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom

The details of an individual will be removed from the single central record once they no longer work or volunteer at the school..

1.2 Equality statement

We recognise our obligations under the Equality Act 2010; that we must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation.

Some children have an increased risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face. We are committed to anti-discriminatory practice and recognise children's diverse circumstances.

We give special consideration to children who:

- have special educational needs and/or disabilities (SEND) or health conditions
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- have English as an additional language (EAL)
- are known to be living in difficult situations – for example, temporary accommodation
- where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs or at risk of witnessing (see, hear or experience) domestic abuse and its effects.
- are looked after or previously looked after.
- are missing or absent from education, home or care for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

1.3 Supporting the child and partnership with parents

We recognise that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. All staff will use respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Section 2 Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the CMARS procedures. Our policy and procedures also apply to extended school and off-site activities.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences are harmful. Eg children may feel embarrassed, humiliated, or threatened this could be due to their vulnerability, disability and or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

2.1 Providing Help, Support and Protection (Early Help)

The definition of early help has been updated to *'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'* (Working Together 2023)

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child or young person who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, missing from home/care or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Assessments for early help will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. When supporting assessments, our staff will take into consideration specific needs, such as disabilities, those whose first language isn't English, fathers or male carers, and parents who identify as LGBTQ. Our ambition is to empower parents and carers to participate in decision making by

equipping them with information, keeping them updated and directing them to further resources.

We will work with safeguarding professionals and childcare settings to share information, identify and understand risks of harm, and ensure children and families receive timely support. We have a duty to support a multi-agency response to all forms of abuse and exploitation in all children's social care assessments and support practitioners understanding of the response to online harm.

2.2 Our Governing Body

Our Governing body has strategic leadership responsibility for our school's safeguarding arrangements, ensuring we comply with our duties under legislation. We have regard to [Keeping children safe in education 2025](#), ensuring policies, procedures and training in our school is effective and comply with the law at all times.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

The Governing body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check
- there is a named Safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2025;
- the school has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis or earlier if required
- the school attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings.
- all senior leaders and the DSL/DDSLs have read [Annex B KCSIE 2025](#)
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with CMARS Standards of Safer recruitment; [CMARS](#)
- that shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process

- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (See Appendix 5: Allegations against staff – reporting procedures).
- the school is doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems are in place and regularly review their effectiveness.
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training;
- the governing board will review the DfE's [filtering and monitoring standards](#) and will discuss with IT staff and service provider what needs to be done to meet the standard
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- online safety policy and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media
- two senior members of the school's leadership team are appointed to the role of DSL and will take lead responsibility for safeguarding and child protection. This is Helen West, Deputy Headteacher and Gabriella Pattinson, Deputy Headteacher.
- the school has a Deputy DSL who is trained to the same standard as the lead DSLs, this is Eve Woolley.

2.3 Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for safeguarding supervision for the DSL and the Deputy DSL(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. The NSPCC's 'What you can do to report abuse' dedicated 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 school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the DSL completes the serious child safeguarding incident notification, where the criteria is reached Notification-Of-Serious-Child-Safeguarding-Incident-to-Safeguarding-Partners.
- the DSL requests safeguarding partners to consider a case for a local child safeguarding practice review

Request-to-Safeguarding-Partners-for-case-to-be-considered-for-a-CSPR, where the criteria is reached.

- the DSL and DDSL are supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure and reported to the CEO or Deputy CEO of the trust.
- staff undertake appropriate safeguarding training
- individuals are referred to the Disclosure and Barring Service and Teacher Regulation Authority (cases where a person is dismissed or left due to risk/harm to a child and serious misconduct)
- there is always adequate DSL /DDSL cover during the school day and arrangements are made for holiday time cover, in accordance with KCSIE 2025.

2.4 Our DSL (as stated in KCSIE 2025) is a member of the SLT and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place).

and is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – [PACE Code C 2019](#)
- as required, liaise with the "case manager" (as per Part four KCSIE 2025) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs)) on matters of safety and safeguarding and welfare (including online and digital safety) and

when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

This includes:

- 1) ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- 2) supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcome.
- 3) Work alongside Alternative providers, if a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The DSL alongside school leaders needs to satisfy that the placement meets the pupil's needs

Alternative Provision

The setting complies with KCSIE 2025 updated guidance and will:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the should be immediately reviewed and ended if necessary.

Liaise with the Local Authority – Lead School Improvement Officer for AP/IP Provision and, the LADO (where professional practice concerns are raised).

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand emerging themes. This will be done by attending the termly DSL Safeguarding Briefings and attending appropriate CMARS training/ external training and/or conference opportunities so they:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the local authority conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Are alert to the specific needs of children in need, those with SEND and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff.

Raise awareness

The designated safeguarding lead will:

- Ensure each member of staff, especially new and part time staff, has access to and understands the safeguarding and child protection policy and procedure; (See Appendix 1 for procedure)
- Ensure the safeguarding and child protection policy is reviewed annually, with any procedural changes implemented and reviewed regularly
- Ensure the child protection and safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the DSL/DDSL
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm. (See Appendix 3- Safeguarding concerns)

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely.

Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice

as set out in Part one and Part two of KCSIE 2025. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads - to have further oversight of attendance, attainment and progress of children with a social worker.

We have appointed a designated teacher, Helen West (Deputy Headteacher), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

2.5 Staff and volunteers

Our staff and volunteers are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All our staff have a responsibility to provide a safe environment in which children can learn.

All staff and volunteers know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the designated safeguarding lead (or a deputy) and local authority children's social care. Our staff and volunteers will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child but will be able to reassure victims that they are being taken seriously 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 any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.

All staff and volunteers are aware of policies and processes which support safeguarding, which includes the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

All staff and volunteers receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training is regularly updated.

In addition, all our staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff are aware of the process for making a referral to local authority children's social care and for statutory assessments under the Children Act 1989 (2004), especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should: -

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and sign to say that they understand parts 1 and Annex A of 'Keeping Children Safe in Education' (2025)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm

- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the school day at the latest and follow up by recording on CPOMs
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Headteacher at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Headteacher/Chair of Governors
- ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- will speak to the DSL (or deputy) if they are in any doubt about sharing information

2.6 Organisations or individuals using school premises

If an organisation/service/activity use our school premises, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and ensure that there are arrangements in place for the provider to liaise with us on these matters where appropriate. This will apply regardless of the children attending being on our school roll. We will follow the guidance in [Keeping children safe in out-of-school settings](#) within our expectations of providers.

The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law, received Royal Assent on Thursday 3 April 2025. [Martyn's Law Factsheet – Home Office in the media](#). If we receive an allegation relating to an incident that happens when an individual or organisation is using our school premises for the purpose of running activities for children (i.e community groups, sports associations, service providers that run extra-curricular activities), we will follow our emergency, critical incident plan, and safeguarding policies and procedures, including informing the LADO (where appropriate)

The school reviews emergency plans on a regular basis and we ensure that risk assessments are in place, considering the latest DfE guidance. This may include, responding to on-site emergency responses, evacuation practices and lock down procedures, in line with DfE guidance [DfE emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](#)

Adequate checks will be made for regular visitors, in line with [KCSIE 2025, Paragraph 292-295 and 305-310](#). Our site and security policy, includes signing in procedures, risk assessments and expected conduct of visitors.

Section 3

Information sharing and managing the child protection file, transfer and storage, filtering and monitoring

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. The (insert school name) has clear powers to share, hold and use information for these purposes. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Arrangements are in place that set out clearly the processes and principles for sharing information within The (insert school name) and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

Full information sharing guidance can be found on the DfE website, [gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice). This advice outlines the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance [Working together to safeguard children 2023](#).

3.1 Pupil information

In order to keep children safe and provide appropriate care for them, we require accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those with affect any person's access to the child (eg Residence Order, Contact Order, Care Order, Injunctions etc)
- If the child is or has been supported on a Child Protection Plan

- If the child is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process
- If the child is Looked After Child (LAC) or previously looked after
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child
- If the child is a young carer
- If the child is supported through private fostering or kinship arrangements

The St Lawrence Academy will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements.

3.2 Confidentiality

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in part one and part two of KCSIE 2025..

Where children leave the school (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding and child protection records are saved in accordance with retention guidelines

3.3 Transfer of files

When a child leaves the school, the pupil record, including the child protection file which is separated from the main pupil record, is transferred to the new school as soon as possible. The child protection file is clearly marked Child Protection, confidential, for the attention of the DSL and a receipt of this transfer will be retained.

This information should be added to a record of transfer which the sending school keep until the child reaches their 25th birthday and must contain:

- Name and DOB of child
- Name and address of receiving school
- Date file(s) transferred with name and role of person who received it
- Date sending school received confirmation of receipt of files from receiving school

- Summary of case at the time of transfer eg Child Protection Plan: Neglect

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive, until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years). The Admissions Officer is responsible for sending such files.

The school can access further support from:

- [Data protection: toolkit for schools](#)
- [WTG 2023](#)
- [Information Sharing](#)
- [Data protection; toolkit for schools](#)

3.5 Filtering and monitoring

The governing body will consider our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn. We will be doing all that we reasonably can to limit children's exposure to the risks from the school's or college's IT system.

The St Lawrence Academy will ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing body and proprietors will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The staff members responsible for meeting the [Filtering and monitoring standards](#) are Gabriella Pattinson, Helen West and Garry Drinkall. They will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs.

The St Lawrence Academy has a clear policy on the use of mobile and smart technology, which also reflects that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The St Lawrence Academy enforces a "no mobile phone" policy for all students to minimise risks during the school day.

All staff are clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens.
- How to report safeguarding and technical concerns, such as if:
They witness or suspect unsuitable material has been accessed
- They are able to access unsuitable material
- They are teaching topics that could create unusual activity on the filtering logs
- There is failure in the software or abuse of the system
- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- They notice abbreviations or misspellings that allow access to restricted material

3.5 On-line Safety and the use of mobile technology

Our governing body ensure that, as part of the KCSIE 2025 requirement, all staff undergo regular updated safeguarding training, including in relation to online safety and, for children to be taught about safeguarding, including in relation to online safety that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Our policy is amended on a regular basis to reflect any new terminology. For example:

The KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)

The DSL will consider completing the NLC local spreadsheet, where a concern raised constitutes as reportable and, therefore, requires reporting into the Home Office. To ensure local co-ordination – all completed forms will be completed and forwarded to the Resettlement team for oversight and reporting from a central point–
asylum@northlincs.gov.uk

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online.

Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will ask to access
- who from the school or college (if anyone) their child is going to be interacting with online

All staff know how to escalate concerns when they arise.

In relation to On-line safety and the use of mobile technology, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online

How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

Section 4 – Child protection procedures

4.1 Definitions (Working Together 2023 and Keeping Children Safe in Education 2025)

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In schools, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to school confidently and feel safe and secure.

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

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

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

Extra -Familial harm – risks to the welfare of children that arise within the community or peer group

Providing Help, Support and Protection (Early Help) means the 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

Disinformation - is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation - is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)

Unexplainable and/or persistent absences from education - has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2025, paragraph 29)

Looked after children (LAC) - KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we should use the term children in care or care experienced in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.

Nudification tools, cyberflashing, and epilepsy trolling is new terminology contained within [gov.uk](https://www.gov.uk) departmental guidance.

4.2 Concerns staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation (CE)
- any potential indicators of Female Genital Mutilation (FGM)
- any potential indicators of radicalisation
- any potential indicators of living in a household with domestic abuse
- a referral to Children's Services and/or police must be made immediately if a child is suffering or likely to suffer harm or in immediate danger
- any suspicions of modern day slavery and/or trafficking

In addition, all staff will notify the DSL/DDSL, where a child has experienced:

- multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
- is frequently missing/goes missing from education, home or care

For categories of abuse see Appendix 1 and further information on how to respond to disclosure.

All staff follow the school's child protection procedures which are consistent with 'Working Together to Safeguard Children 2023', Keeping Children Safe in Education 2025 and the North Lincolnshire CMARS guidance.

<https://www.northlincscmars.co.uk/policies-procedures-and-guidance/>

All staff will also have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Risk of Abuse Outside The Home (ROTH). (See Section 5 for full information).

Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment and sexting. Staff are clear as to the school policy and procedures with regards to peer on peer abuse.

4.3 Responding to disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate
- record details including date and what the child has said in the child's words and pass to the DSL, or the Child Protection Online Management System (CPOMS) and record any visible signs, injuries or bruises on a Body Map. (see Appendix3)
- record the context and content of their involvement, and will distinguish between fact opinion and hearsay.

4.4 Action by the DSL (or Deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan/Child In Need/Early Help
- information sharing guidance
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Single Point of Contact/PREVENT/Police
- the child's wishes.

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/ or place the member of staff or others at risk
- whether to make a child protection referral to Children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- Complete body maps (where applicable).

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. The St Lawrence Academy has clear powers to share, hold and use information for these purposes. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk,

Arrangements are in place that set out clearly the processes and principles for sharing information within The St Lawrence Academy and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

Full information sharing guidance can be found at [Keeping children safe in education 2025](#) and [Information Sharing: Advice for practitioners providing safeguarding services to Children, young people, parents and carers](#) [Data protection: toolkit for schools](#)

4.5 Action following a child protection referral

The DSL or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns still remain will follow the CMARS escalation and professional resolution policy [Escalation and Resolution Policy and Procedure](#)

Appendix 1

Abuse: a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

KCSIE 2025 definition:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not

physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on

children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Types of abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

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

The following may be indicators of emotional abuse:

- Developmental delay.

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a "loner" – difficulty relating to others.

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

Some behavioural indicators associated with this form of sexual abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from the home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for an excessive period.

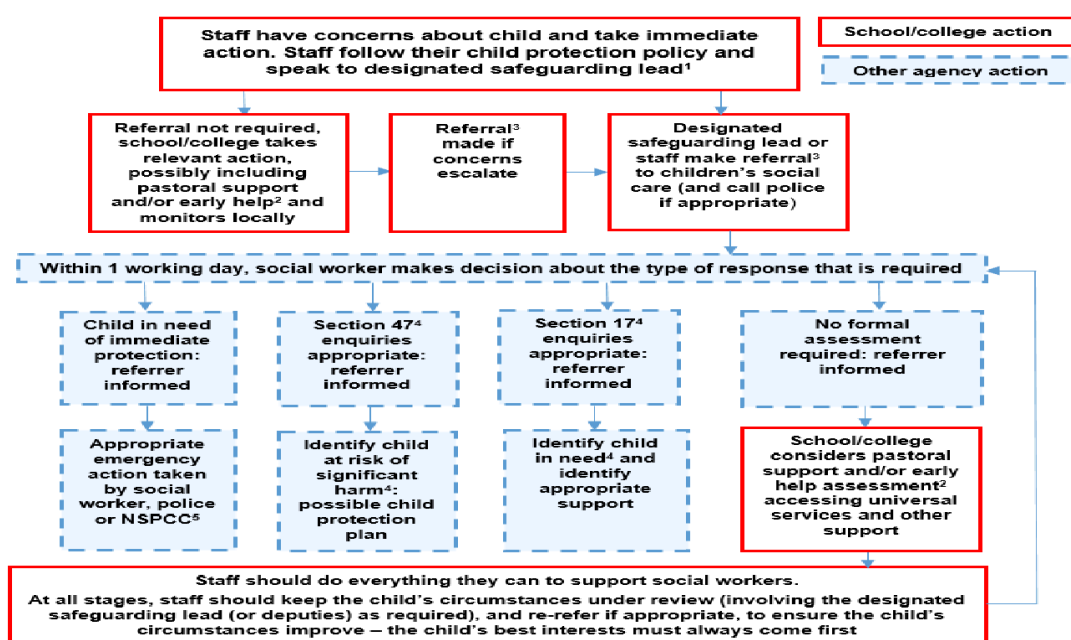
Appendix 2

Allegation of Abuse

Our staff maintain an attitude of "it could happen here" where safeguarding is concerned. When we are concerned about the welfare of a child, we will always act in the best interests of the child.

When a member of staff suspects that any student may have been subject to abuse, or a student has disclosed that abuse has taken place, either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site. The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on immediately, in accordance with the locally agreed Children's MARS procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Actions when there are concerns about a child.



Further guidance :[What to do if you're worried a child is being abused](#)

Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

1. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe)

- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the DSL initially verbally.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.
- If the child agrees, take them with you to the DSL.

With the DSL, prepare a detailed report itemising:

- the information revealed by the student with absolutely no **opinion**.
- actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the Academy.
- date and sign any written record of events and action taken and keep confidential and secure.
- you must keep, in absolute confidence, a copy of the report, as will the DSL.
- The DSL keeps Child Protection records centrally and securely, and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the DSL.
- The DSL is responsible for passing on these concerns to Children's Services.
- Accurate records are essential in the event of further investigations.

III. If you see or hear something that concerns you:

- Don't ignore it.
- Write up on the Academy chronology sheet and seek advice immediately from your DSL
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader.
- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day.
- All staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff.

- Concerns about adults in the Academy should be made directly to the Head Teacher..

Appendix 3

Body map guidance

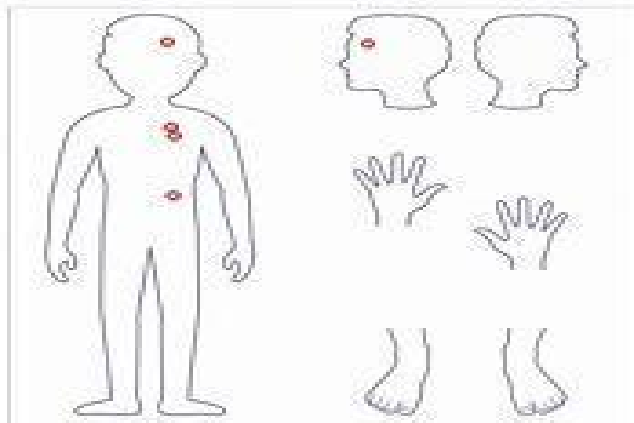
Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person. The body map below should be used. Any concerns should be reported and recorded without delay to Single Point of contact or the child's social worker if already an open case to social care.

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

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. Ensure First Aid is provided where required and then recorded appropriately.

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



Appendix 4

Child-on-child abuse

All our staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

If there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. It is essential that all staff have a role in preventing it and responding where they believe a child may be at risk from it.

Further guidance can be found here:

[Addressing child-on-child abuse: a resource for schools and colleges](#)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

It is essential that all victims are 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. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The DSL/DDSL will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed

assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the school risk assessment.

The DSL response will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- 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. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- 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 peers
- are there ongoing risks to the victim, other children, adult students or school or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

There are four likely scenarios for The St Lawrence Academy to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour being identified. Where a pattern is identified, The St Lawrence Academy decides on a course of action, considering whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:-

- Manage internally
- Early help
- Referrals to children's social care
- Reporting to the Police

[Addressing child on child abuse : a resource for schools and colleges](#)

The St Lawrence Academy will follow the statutory guidance in [Keeping children safe in education 2025](#) Part 5, where full details can be found.

Appendix 5

Allegations against Staff that may meet the harms threshold - Referral within 24 hours

We will manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) 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
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children
- behaved in a way that indicates they may not be suitable to work with children.

We will follow guidance in Keeping children safe in education 2025 and Children's MARS guidance see Children's MARS procedures "Managing Allegations Against People Who Work With Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

Where it is identified that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

We will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently and
- provide effective protection for the child and support the person subject to the allegation.

Concerns that do not meet the harm threshold

The St Lawrence Academy will promote an open and transparent culture in which all concerns about all adults working in or on behalf of school are dealt with promptly and appropriately. Low level concerns does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold but that an adult working in or on behalf of the school may have acted in a way that:

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

To access full procedures and supporting documents [Keeping children safe in education 2025 \(Part 4\), Staff code of conduct](#)

Appendix 6: Wider Safeguarding Considerations

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

[Action Against Abduction](#) and [Clever Never Goes](#)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Further information is available at [Get help with child arrangements](#)

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can

act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and

child criminal exploitation - particularly county lines. Our response to persistently absent pupils

and children missing education supports identifying such abuse, and in the case of absent

pupils, helps prevent the risk of them becoming a child missing education in the future. This

includes when problems are first emerging but also where children are already known to local

authority children's social care and need a social worker (such as a child who is a child in need

or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Children Missing from Education (CME)

All staff are aware that, when children go missing, particularly repeatedly, it can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

CHILDREN MISSING FROM EDUCATION POLICY AND PROCEDURES

Children with family members in prison

School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. This may take the form of early help assessment and/or a referral to Student Welfare. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

The St Lawrence Academy is aware that CSE is a form of child sexual abuse. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or do not take part in education

Please visit [Child sexual exploitation: definition and guide and CSE-procedure-October-2022.pdf](#) for the full guidance.

Child-on-child abuse

All staff recognise that children are capable of abusing other children (including online). All staff are clear about the policy and procedures with regard to child-on-child abuse. Child-on-child abuse can take different forms, such as:-

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

It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Please refer to [Keeping children safe in education 2025](#) (Part 5) for full guidance.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a

case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and • The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information can be accessed at [Sexual-consent](#).

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

Further information is available at [Sharing-nudes](#).

- sharing of unwanted explicit content
- upskirting (is a criminal offence)
- sexualised online bullying

- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats.

Refer to [Keeping children safe in education 2025](#) (Part 5) for full statutory guidance.

Children potentially at greater risk of harm

Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). They could be:

- children who need a social worker (CIN or CP plans)
- children who are absent from education
- electively home educated children
- children requiring mental health support
- looked after children and previously looked after children
- care leavers
- children with special educational needs, disabilities or health issues
- children who are lesbian, gay, bi or trans (LGBT)

Please refer to [Keeping children safe in education 2025](#) (para 170- 205)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

Cybercrime

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. [Cyber Choices](#)

Domestic abuse

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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Please visit [Young people and domestic abuse](#) for further support.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

The St Lawrence Academy will follow the guidelines from the Forced Marriage Unit (FMU) which has created: Multi-agency practice guidelines: handling cases of forced

marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#).

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. More information can be found at [FGM- information and resources](#) and [FGM: multi-agency statutory guidance](#).

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

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

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support, this includes working with external agencies. More information can be found at [Mental health and behaviour in schools](#).

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. More information can be found at [Modern slavery](#).

Online Safety

We ensure that children are taught about safeguarding, including online safety as part of a broad and balanced curriculum. Online abuse is any type of abuse that happens on the internet, facilitated through technology. It can include:

- bullying
- emotional abuse
- sexual abuse
- sexual exploitation
- sexting (request for nudes)

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information can be found at [Operation Encompass](#).

Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The DSL is aware of the local procedures for making a Prevent referral. Further information can be accessed at [Prevent Duty guidance](#) and [Channel and Prevent Multi-Agency Panel guidance](#), which is a voluntary, confidential support programme which focuses on providing support at an early stage to children who are identified as being vulnerable to being drawn into terrorism.

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty is part of schools' wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at [Prevent duty guidance](#).

Prevent contacts in the Local Authority:-

NLC designated officer for Prevent Stuart Minto (07717 588137)

The named officer for schools Sarah Stokoe (07385005271) 01724 298165

The named officer for safeguarding individual children Matthew Clayton 01724 296500

Additional support will be accessed from

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

Private fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

When the arrangements come to the attention of the school or college we will notify the local authority to allow the local authority to check if the arrangement is suitable and safe for the child. More information can be found at [Private Fostering \(CA 1989\)](#).

Risk outside the home (ROTH)

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- child sexual exploitation (CSE)
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE)
- trafficking
- online abuse
- teenage relationship abuse (peer on peer abuse)
- influences of extremism leading to radicalisation

The Humberside Police Partnership Intelligence form (PIF) allows professionals to share information that is putting a child at risk of ROTH.

<https://www.reportingcrime.uk/HPPPartnershipIntelligence/>

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Appendix 7

Useful contact numbers

School Designated Safeguarding Lead (DSL)	Helen West 01724 842447 hwest@tsla.co.uk Gabriella Pattinson 01724 842447 gpattinson@tsla.co.uk
School Deputy Safeguarding Lead (DDSL)	Eve Woolley 01724 842447 ewoolley@tsla.co.uk
North Lincolnshire's Children's Services Point of Contact (SPOC)	01724 296500 (office hours) 01724 296555 (out of hours)
Allegations against/concerns about adult(s) working with children	Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293
Police (emergency)	999
Police (non emergency)	101
North Lincolnshire School Improvement officer (Safeguarding)	Sarah Stokoe 0738500527 sarah.stokoe@northlincs.gov.uk
North Lincolnshire Safeguarding Education officer	Vacant Post
NSPCC Whistleblowing helpline	0800 028 0285
Prevent contact	Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Sarah Stokoe (07385005271) 01724 298165 Matthew Clayton 01724 296500

Before contacting SPOC consider the following:

- Make sure the information you are sharing is clear
- Make sure you have consent to contact us
- Make sure you have explored the concerns with parents
- Share your contact details including email at the point of referral
- Contact details up to date
- Address up to date
- Give all the information to reception that they are asking
- Only contact SPOC to make a referral
 - What are the precise concerns being raised? What is the impact on the child? What the referrer is worried about.
- What has happened / is happening? How does the referrer know?
- What is the impact of this on the child?
- What are the precise needs/concerns?
- What has the referrer or others done to provide help to meet the child's needs / reduce the risk?

- Give details of caller's discussions with the child/young person and family about what are their views and concerns?

All language used on referral forms will be in line with the good record keeping guidance.

Good record guidance may include [Solutions: Top tips for inclusive trauma-informed language](#), [Child Exploitation Language Guide | The Children's Society](#) and [Writing good records in social work](#)

Useful links:-

- [CMARS](#)
- [Keeping children safe in education 2025](#)
- [Working Together to Safeguard Children 2023](#)
- [What to do if you're worried a child is being abused](#)
- [Information sharing: advice for practitioners](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Teachers' Standards \(update June 2013\)](#)
- [Welcome | Family Information Directory \(northlincs.gov.uk\)](#)
- • [Gender Questioning Children - non-statutory guidance](#) (currently guidance consultation)
- • [Young witness booklet for 5- to 11-year-olds - GOV.UK](#)
- • [Young witness booklet for 12- to 17-year-olds - GOV.UK](#)
- • [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(March 2025\)](#)

Appendix 8: Links with other policies

This child protection and safeguarding policy links to the following policies and procedures:

 Behaviour Policy September 2025

 CODE OF CONDUCT FOR EMPLOYEES AND VOLUNTEERS WORKING WITH STUDE...

☰ Complaints Procedures - Parental

☰ HEALTH AND SAFETY - POLICY 2023

☰ RSHE Policy

☰ FIRST AID

☰ Anti-Bullying Policy

📄 SLA Trust Whistle Blowing Policy .pdf

☰ ICT Acceptable Use Policy (Students)

Appendix 9: Safeguarding and Child Protection Policy - Legislation References

Statutory framework

The legislation relevant to safeguarding and promoting the welfare of children is set out below.

It is valuable information in its own right and should also be read alongside the statutory guidance, Working Together to Safeguard Children 2023.

Summary of all safeguarding legislation can be found here: CMARS Statutory-framework-Feb-2025

.pdf

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This policy is also based on the following legislation:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school