



Safeguarding and Child Protection Policy

North Kesteven Academy
2022-2023

Introduction Date:	Autumn Term 2022
To be Reviewed:	Autumn Term 2023

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Named personnel with responsibility for Safeguarding in our academy:

Head Teacher: Jo Tunncliffe

Chair of Governors: Jonathan Sloan

Designated Safeguarding Lead: Fiona McGrath

Deputy Designated Safeguarding Lead: Tracey Vidler

Safeguarding Governor: Jennifer Burt

SENDCo and Designated teacher for Looked After Children: Phillipa Calder

Local Authority Designated Officers (LADO):

Rachael Powis, Kim Murray, Idiko Kiss and Fiona Watters (01522 554674)

Lincolnshire Children Services Customer Service Centre (CSC):

01522 782111 (8am – 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line)

1. AIMS

This policy aims to be a framework of guidance and referral to all full time, temporary and supply staff working at North Kesteven Academy. Keeping Children Safe in Education (September 2021) clearly states that:

“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. In order to fulfil this responsibility effectively, all practitioners should 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.”

Therefore, this policy will clearly outline the mechanisms for staff and the academy to be able to effectively fulfil these responsibilities.

The academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

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
- [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

3. MISSION STATEMENT

North Kesteven Academy is resolutely committed to maintaining the highest standards of safeguarding and the promotion of the welfare of children, including meeting its Prevent Duty obligations. The academy recognises that every member of the academy community has a role to play in safeguarding children. Furthermore, we recognise that academy staff are particularly important as they are in a position to identify concerns early and provide help for children in order to prevent concerns from escalating. They have a role to play in promoting the welfare of young people. Therefore, it is of utmost importance that all staff are familiar with the academy's Safeguarding and Child Protection Policy and its related procedures and are confident in utilising them effectively. This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2022.

It is vital that we ensure that safeguarding permeates all activities and functions within the academy. This policy therefore complements and supports a range of other policies regarding:

- Attendance
- Anti-Bullying & Conflict Resolution
- Behaviour
- Confidentiality
- Drugs
- Racial Equality
- Restraints
- Safer Recruitment & Selection
- Sex Education
- Smoking
- Social Networking & Social Media
- Special Educational Needs
- Staff Professional Standards
- Visitors to School
- Visits

4. DEFINITIONS

'Safeguarding': Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's 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.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix A explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix A defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. EQUALITY STATEMENT

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 11)

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 13)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

6. 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 procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)

It is imperative that staff fully understand their responsibilities with regards to Child Protection and Safeguarding. Their responsibilities are as follows:

All Staff:

Keeping Children Safe in Education (September 2022) makes it explicitly clear that: "Safeguarding and promoting the welfare of children is everyone's responsibility... No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

All staff will:

- Read and understand at least Part 1 and Part 5 of Keeping Children Safe in Education on an annual basis, completing the Microsoft Quiz to show their understanding of the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit.)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff members have responsibility for identifying the signs of child abuse and, having done so, for informing the Designated Safeguarding Lead (or Second Designate) by logging their concern on Bromcom or, in the event of an issue with Bromcom, emailing the academy's DSL or Deputy DSL and if they have any concerns whatsoever regarding the immediate safety of any child within the very near future (e.g. next 24 hours) should speak to the Designated Safeguarding Lead as a matter of utmost immediate priority. Should a staff member have a safeguarding or child protection concern regarding a student outside of academy hours then they have a duty to contact Lincolnshire Children's Services immediately on 01522 782111 (8am - 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line) should they be unable to contact the Designated Safeguarding Lead.

As well as the academy's referral process, all staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

It is an expectation that all staff remain vigilant in their safeguarding and Prevent responsibilities, including for child-on-child and that they act in a timely and appropriate manner towards safeguarding concerns. It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.

- keep such concerns to themselves.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

All staff should maintain an attitude of 'it could happen here'. Staff members will be made aware of the academy's systems which support safeguarding & child protection and these are explained to them as part of the annual staff induction and supported via a range of resources (see 'Training & Support for Staff').

It is not the responsibility of academy staff to investigate suspicions of child abuse but to pass on all relevant information to the Designated Safeguarding Lead. Any investigations conducted by the academy are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

Designated Safeguarding Lead and Deputies:

The Designated Safeguarding Lead (Fiona McGrath) is a member of the Senior Leadership Team and acts as the focal point for all matters concerning safeguarding children and young people within the academy. Additionally, the academy also has a second designate (Tracey Vidler) in cases where the Designated Safeguarding Lead is unavailable during the academy hours in term time. They will also facilitate effective and timely communication between the academy, family and other agencies and ensure consistently high standards of safeguarding through ongoing monitoring and record keeping. If there are welfare concerns for children or young people with additional needs that involve more than one other agency, the Children's Services Customer Service Centre (CSC) will be contacted in an appropriately timely manner and the academy may initiate an Early Help Assessment that may in turn lead to the establishment of a Team Around the Child (TAC). In certain cases, the CSC may initiate 'Child in Need' or subsequent 'Child Protection' procedures dependent on the assessment of risk. The academy will ensure, as far as practically possible, that it is represented at any subsequent meetings or reviews called by Children's Services as a result of a referral.

The Designated Safeguarding Lead will ensure that all staff are trained in the academy's Safeguarding and Child Protection procedures and will provide appropriate support and training materials. It is also their responsibility to ensure that members of staff and volunteers receive safeguarding training that is regularly updated and delivered on at least an annual basis and know how to respond appropriately to a student who may disclose abuse.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- keep the headteacher informed of any issues

- liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the academy's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Act as point of contact with safeguarding partners
- Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may face challenging circumstances
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

In addition to this they will ensure that all students understand:

- What 'Safeguarding' and 'Child Protection' refers to
- What constitutes a Child Protection or Safeguarding concern
- How to report a concern or make a disclosure

This information is delivered via assemblies and posters in all teaching rooms.

The Director of Operations will also ensure that safer recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (Safeguarding Children and Safer Recruitment in Education 2006). They will also ensure that a senior member of the academy staff with responsibility for recruitment has Safer Recruitment training certification and that this is refreshed as required.

The Designated Safeguarding Lead will provide information to governors when appropriate with regard to casework but without disclosing confidential information. Confidential information is held securely in the academy and will not be generally available.

The academy's Designated Safeguarding Lead and the deputy have undertaken the LSCB's statutory 2 day safeguarding course and must attend a refresher course every 2 years thereafter. It is also necessary for the Designated Safeguarding Lead and deputy to develop their safeguarding knowledge and skills in some way on an annual basis.

The Governing Body:

The governing body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our academy's local multi-agency safeguarding arrangements

- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-academy approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The academy has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the academy roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the academy about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the academy premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education 2022 in its entirety.

The Headteacher:

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the academy website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding low-level concerns, though they may wish to collaborate with the DSL on this

7. RECOGNISING ABUSE AND TAKING ACTION

In order to be able to effectively recognise potential child protection concerns, all staff must familiarise themselves with the indicators of abuse and neglect. As defined in 'Keeping Children Safe in Education' (September 2022) they are as follows:

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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

on peer abuse) in education and **all** staff should be aware of it and of the academy's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's 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.

Knowing what to look for is vital to the early identification of abuse and neglect. If a staff member is unsure then they should contact the Designated Safeguarding Lead as a matter of priority. However, it is important to note that all staff members may contact children's social care directly.

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Call Lincolnshire Children's Services: 01522 782111 (Monday to Friday 8am to 6pm) or 01522 782333 outside of office hours.

Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a student is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in the appendix of this policy.

Any teacher who either:

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, illustrates the procedure to follow if you have any concerns about a child’s welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children’s social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action as per the academy's process for safeguarding referrals.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action or complete a referral to the academy counsellor having discussed the situation with the relevant Head of Year.

Child Missing from Education

A child going missing is a potential indicator of abuse or neglect. All staff members must closely adhere to the procedures identified in the Attendance Policy for dealing with children who go missing, particularly on repeat occasions.

8. CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER OR CONTRACTOR

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The Head Teacher / Chair of Governors will then follow the procedures as set out in the Allegations against Staff Policy.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Local Authority Designated Officers (LADO):

Rachael Powis, Kim Murray, Idiko Kiss and Fiona Watters (01522 554674)

9. ALLEGATIONS OF ABUSE MADE AGAINST OTHER STUDENTS

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our academy’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the academy at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix A and Part 5 of KCSIE22 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will involve other external agencies as appropriate and signpost for further help

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and / or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support students who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and / or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from

coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Learning for Life programme. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Students also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our students

Where there is a safeguarding concern, we will take the young person's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

All students are encouraged (explicitly through safeguarding assemblies and Learning for Life Days) to report safeguarding concerns to a trusted adult or to the DSL or Deputy DSL. This can be in person or via Teams.

10. ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above 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 online bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including online bullying and the risks of online radicalisation. All staff members will receive refresher training 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 sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- 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 student 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 students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- 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

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our academy's ICT Acceptable Use Policy and useful resources, advice and links on Online Safety which can be found in the Parents' section of the website and selecting 'Keeping Your Children Safe.'

11. NOTIFYING PARENTS OR CARERS

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

12. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES OR HEALTH CONDITIONS

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENDCo.

13. STUDENTS WITH A SOCIAL WORKER

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

14. 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

We have appointed a designated teacher, Phillipa Calder, SENDCo, 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:

- Work closely with the DSL to 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

15. TRAINING & SUPPORT FOR STAFF

In addition to the Safeguarding & Child Protection Policy, the following additional training and support is put in place for all staff:

- Safeguarding, Child Protection & Prevent Duty training – delivered annually, on a Whole School Training Day by the Designated Safeguarding Lead.
- Safeguarding, Child Protection & Prevent Duty Induction training – additional Safeguarding & Prevent training session delivered to all new staff.
- Weekly safeguarding updates, advice and further reading and links shared with all staff via the Staff Bulletin

This training and updates will be regularly updated and will:

- Be integrated, aligned and considered as a part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have a regard to Teachers' Standards to support the expectation that all teachers: manage behaviour effectively to ensure a good and safe environment and have a clear understanding of the needs of all students.

All staff will be trained on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Further guidance and support is provided in the Staff Handbook and in greater detail within this policy. As well as this, safeguarding posters are placed in every teaching room around the academy, outlining the key contact details for both staff and students which supplement further information delivered via assemblies and tutor time activities for all students. A log of all staff training is kept via the academy's centralised Safeguarding Tracker.

Volunteers will receive appropriate training, if applicable.

The DSL and Deputy

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals. Attending LCSP safeguarding updates three times per year, through e-bulletins, and taking time to read and digest safeguarding development).

They will also undertake Prevent awareness training.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for any post at the academy will have undertaken safer recruitment training. This will cover, as a minimum, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

15. SAFEGUARDING THROUGH EDUCATION

The academy believes strongly that we have a responsibility to raise student awareness regarding high priority safeguarding issues at a global, national and local level. With this in mind, the academy will educate all students, on an annual basis, in Years 7 to 13 regarding the following key topics:

- Female Genital Mutilation
- Online safety
- 'Sexting' – the sharing of nudes or semi-nudes
- Maintaining positive mental health
- Minimizing harm of risky behaviours
- Relationships and sex education including sexual health, consent and healthy relationships
- Radicalisation and extremism
- Child Sexual Exploitation
- Signs of Abuse
- Self-harm & dealing with stress
- Child on Child Abuse including Sexual Violence and Harassment

These sessions will be delivered via the school's Learning for Life programme.

In addition to this, the academy actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs through the Learning for Life and Religion, Ethics and Philosophy (REP) curricula as well as via the

North Kesteven Academy values. These values underpin the whole academy Reward Strategy and will be referred to and celebrated in tutor time, assemblies and all lessons. Additional assemblies explicitly promote the academy values and their link with British values.

16.SITE SECURITY & DUTIES

Due to its open nature, the North Kesteven Academy site presents a particularly unique challenge and the academy strives to maintain an outstanding level of site security. Site staff open the academy at 6.00am, including gates to the bus bays. These gates are then locked, in order to aid security across the site at 9.15am. The gates are then re-opened at 2.00pm and closed at 3.30pm. The front car park is manned by a member of the site team at 8.30am until 8.45am and again at 3.00pm until 3.30pm. External securing of the academy site begins at 4.00pm.

In order to ensure that the academy fulfils its duty of care, all teaching staff are required to undertake duties around the academy site at key times throughout the day. The aim of these duties is for staff to monitor the safety and wellbeing of students around the school and to intervene as appropriate (following the procedures of the academy's Safeguarding and/or Behaviour policies as required) in order to maintain excellent levels of student safety and wellbeing. Full time teachers must undertake 3 of these duties every week. Part time teachers' number of duties is calculated on a pro rata basis.

These times are as follows:

- 8.30am – 8.45am – ensuring the safety of students as they arrive at academy and make their way to registration – these duties are covered by members of the Senior Leadership Team
- 11.05am – 11.25am – ensuring the safety of students at morning break
- 12:25-1:05 – ensuring the safety of students at lunchtime
- 3.15pm – 3.35pm – ensuring the safety of students as they make their way off the academy site.

The school is therefore responsible for safeguarding children on school site from 8.30am until 3.25pm (or until the last school bus departs) from Monday to Friday.

Students should not be on site before 8:30am and the school does not bear responsibility for students outside of 8.30am – 3.35pm unless they are under the specific duty of care of a particular member of staff for an arranged activity. Students are requested to arrive and depart the site as directed, namely the school's main entrance (in front of reception) for Years 9 to 13 who are arriving by foot, on bicycle or by car; the side gate next to the drama studio (leading towards the OneNK car park) for Years 7 and 8. All departures are via the main gate at 3:15pm.

In order to ensure that these duties are done effectively and correctly and to provide additional support where required, there is a different SLT member that oversees all duties for each day of the week.

It is an expectation that all staff are punctual and diligent in fulfilling their duties at all times. Should a staff member be unable to fulfil a given duty for any reason then it is their responsibility to inform their duty day SLT member and the academy's Cover Supervisor and to arrange cover of their duty for planned absences.

17.SINGLE CENTRAL RECORD:

The single central record is maintained via the Bromcom software package. This registers personnel details of all staff working within the academy and allows the academy to keep a log of any relevant checks (e.g. DBS) that are carried out on those staff members.

The academy retains DBS numbers for all staff employed by the academy (including supply staff, trainees, regular volunteers and visitors). In addition to the single central record, details of all individual checks are kept centrally within a secure location. The Director of Operations has oversight of this.

18.CONFIDENTIALITY

We recognise that all matters relating to child protection are highly confidential and the Designated Safeguarding Lead will share that information on a 'need to know, what and when' basis. These concerns should never be discussed elsewhere, inside or outside the academy unless in confidential meetings organised expressly for that purpose. Where knowledge or suspicion of abuse is an issue, professionals must never promise confidentiality and neither should they promise to keep secrets. The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

19.ACADEMY CHILD PROTECTION & SAFEGUARDING PROCEDURE:

If a member of staff should have any safeguarding concern relating to a child or it is believed that a child may be suffering, or is likely to suffer, significant harm (including extremism or being subjected to radicalisation), even in the absence of any physical evidence, staff must log a safeguarding concern on Bromcom and if there is an immediate risk to the young person, inform the DSL or Deputy DSL in person as soon as is practicably possible.

The Designated Safeguarding Lead (or Second Designate) will then identify whether or not they believe the matter to be urgent or non-urgent and act in accordance with the academy's existing safeguarding procedures (see Figure 1) It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. However, there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances a referral may be made without agreement from the family.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Issues of staff safety.
- The risk of destroying evidence.
- The likelihood of children or other family members being intimidated.
- The possibility of an increased risk of domestic abuse.
- The possibility of the family moving to avoid professional scrutiny.

Academy staff must not themselves take any further action unless specifically directed to do so by the Designated Safeguarding Lead as the DSL (or Second Designate) is most likely to have the complete safeguarding picture regarding a particular student. If, in exceptional circumstances, both the DSL and

Second Designate are not available then staff must seek out another member of the Senior Leadership Team and appropriate action must be taken. This may involve seeking further advice from Children's Services on 01522 782111 (8am – 6pm Monday to Friday) or 01522 782333 (Out of Hours Emergency line). However, if a parent, guardian or other individual volunteers information this should be recorded and passed on.

When making a referral to Children's Services the Academy will need to:

- provide any information that they have on the child's developmental needs, the capacity of the child's parents or carers to meet those needs and any external factors that may be undermining their capacity to parent.
- Should there be concerns that a child may be a potential victim of modern slavery or human trafficking, they need to make a referral to the National Referral Mechanism as soon as possible.
- Follow up their concerns if they are not satisfied with the response, and escalate their concerns should they remain dissatisfied.

20. EARLY HELP ASSESSMENT (EHA) AND TEAM AROUND THE CHILD (TAC)

It is important that all staff are aware of the Lincolnshire 'Early Help' procedures. Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation through to teenage years.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

Lincolnshire's Early Help offer puts the responsibility on all professionals to identify emerging problems and potential unmet needs for individual children and families, irrespective of whether they are providing services to children or adults. The professionals working mainly in universal services are best placed to identify children or their families, who are at risk of poor outcomes. These will be in health services, such as health visitors, GPs, children and young people's nurses or in Children's Centres, or in education provision at any age from early years onwards.

Lincolnshire's Early Help offer recognises the crucial role that all family members – not just mothers and fathers, but step parents, grandparents, siblings and other extended family members and carers – play in influencing what children experience and achieve as well as the consequences when families are in difficulty.

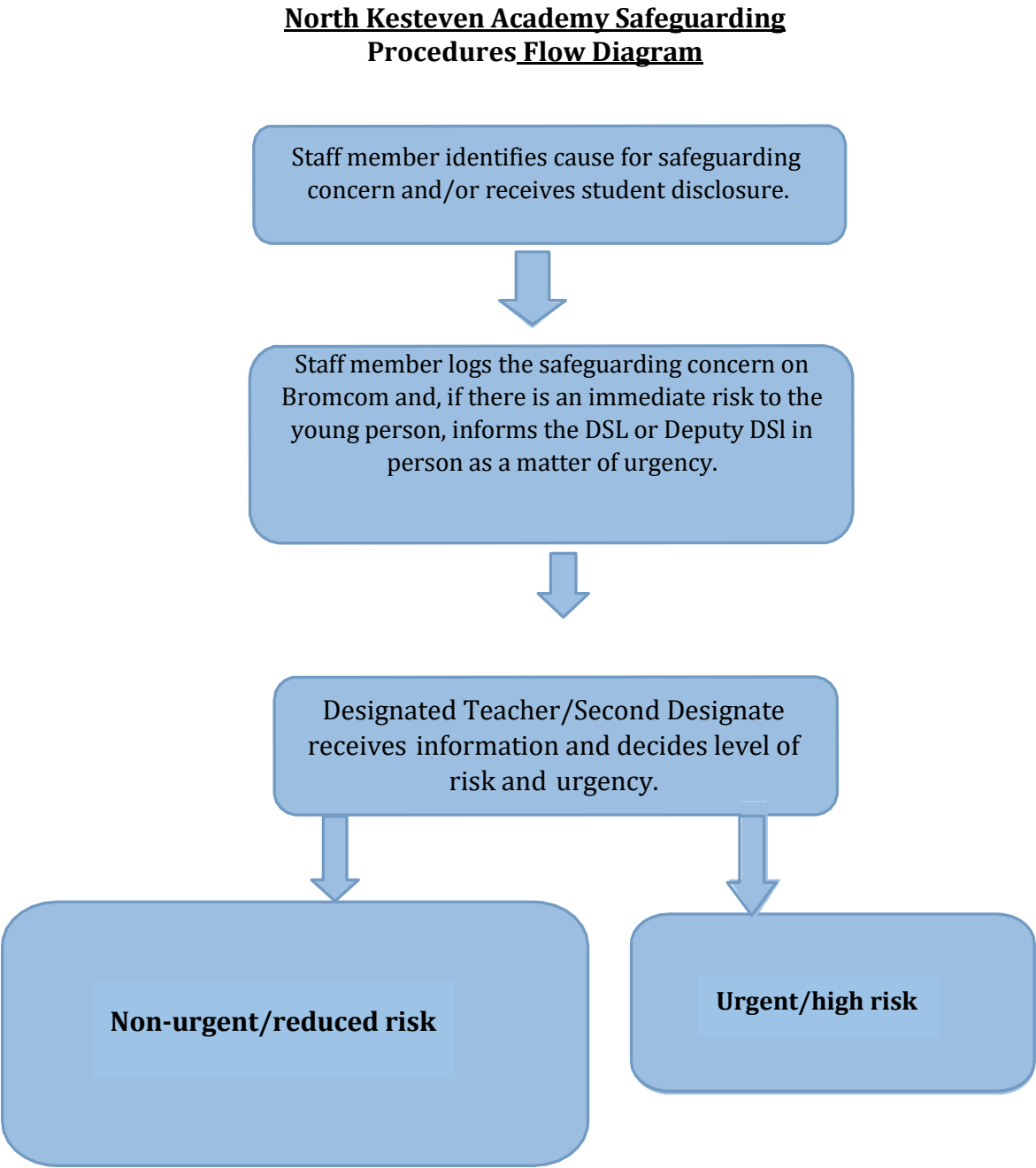
Should any member of staff feel that a student might benefit from an Early Help Assessment (EHA) or possible Team Around the Child (TAC) then they should discuss this with the Designated Safeguarding Lead (or Second Designate).

21. INFORMATION SHARING:

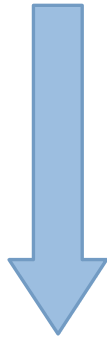
It is important that all staff are confident of the processing conditions which allow them to store and share information for safeguarding purposes. In cases involving possible child protection issues the academy has a duty to share information and the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share such information. The Designated Safeguarding Lead will ensure that:

- only factual information is shared
- the information is shared appropriately and confidentially with the appropriate professionals
- that the information is maintained within the academy's Safeguarding and Child Protection database
- that accurate records are made of any signs of abuse, neglect or any other injury and of any action within the academy's Safeguarding and Child Protection database.
- that an accurate record be kept of the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the police and/or Social care if appropriate.
- that any explanation or comments made by the child or their carer should be recorded in their exact words where possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken under the guidance of the Designated Safeguarding Lead.
- appropriate contact, where necessary, be made with outside agencies and that the academy has checked with them to see if they have any concerns. These comments may be noted and passed on with the referral to Social Care.
- The Academy securely transfers child protection files, separately from the main student file, as soon as possible to a child's school/college where they leave the school (and where the Academy has been informed of their ongoing destination). The Academy will also take appropriate steps to obtain confirmation of receipt of this and this information will be sent via a recorded delivery service.
- The Academy will also consider whether or not it will share Safeguarding information with a new school in advance of the student joining that school so that immediate safeguarding measures can be put in place should this be required.

Figure 1



Designated Safeguarding Lead identifies actions and directs allocated staff, to implement and feedback.



Designated Safeguarding Lead/Second

Designate identifies immediate actions (within first 24 hours) and implements/directs allocated staff to implement. Relevant staff, including Heads of Year will be updated regarding steps taken.



Designated Safeguarding Lead or Deputy updates Brocom with actions and / or outcomes.



Monitoring & QA

Designated safeguarding Lead and Deputy to meet on a regular basis to provide regular Quality Assurance and tracking of Lead Professionals, identifying areas for development, additional training and support.



Allocated staff actions next steps and provides regular updates to relevant staff including Head of Year as appropriate. Logging steps taken on Brocom.

Designated Safeguarding Lead monitors to ensure that actions have been completed in a timely manner and supports where necessary.

Allocated staff contacts Designated Safeguarding Lead or Deputy for further help if required.

APPENDIX A – Specific Safeguarding Issues

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

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

Female Genital Mutilation (FGM):

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Should staff have any concerns whatsoever in relation to FGM then they must follow the Safeguarding procedure as detailed in section 12.

Radicalisation & Extremism:

As well as this all staff have a responsibility to safeguard all students from potential Radicalisation and Extremist behaviour or materials. Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include as below:

- Changing their style of dress or personal appearance to accord with the group.
- Self-segregation
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.

- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

See below for further details on procedures related to Prevent.

Child on Child Abuse

Children are capable of abusing their peers and it is imperative that any behaviour of this sort is not allowed to continue. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse and that this must be treated with the same level of concern as any other form of abuse. Child on child abuse should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. This may include (but is not limited to) online bullying, physical abuse, sexual violence, sexual harassment, sexting, upskirting and initiation/hazing type violence and rituals. Whilst it is statistically more likely that girls will be victims and boys perpetrators, any and all forms of child on child abuse absolutely cannot be tolerated. Any of these behaviours must be reported by staff as per the academy’s safeguarding procedures (see section 6 and Figure 1). See Section 8 for further details on procedures that will be put in place for instances of Sexual Violence or Harassment.

Examples of Child on Child abuse:

- bullying (including online bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes, online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery), and our school’s approach to it;

- Initiation/hazing type violence and rituals ((humiliating ‘challenges’ that students are pressured into
- taking part in in order to part of a social group).

See also Section 8 of this policy for academy procedures related to child on child abuse.

Serious Violence:

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime, These may include:

- Increased absence form school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in well-being;
- Signs of assault to unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs, including as a part of so-called ‘county lines’.

Mental Health:

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Both the Designated Safeguarding Lead and the Deputy are Youth Mental Health First Aiders and can support and signpost students to support. As of September 2021, the academy has appointed a counsellor and all staff can make a referral for a young person.

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

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

Self-harm is defined as any deliberate, non-suicidal behaviour that inflicts physical harm on someone’s own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging, bruising, poisoning (without suicidal intent) and deliberate bone breaking/spraining.

Self-harm may be brought on by a range of factors including: negative thought patterns and low self-esteem, a history of abuse, mental health disorders, recent trauma, bullying, lack of parental supervision, a lack of extracurricular stimulus, a young person keeping

themselves in isolation.

Self-harm often comes from one or more of the following: Guilt and self-hatred, attention seeking, need for control, affection seeking and once started it can also become a biological addiction. People who self-harm often become trapped in a negative cycle which is hard to break.

Signs of a student potentially at risk of self-harming:

- A change in behaviour so the student may become more withdrawn and depressed or short tempered and aggressive.
- A student isolating themselves away from friends.
- A loss of interest in appearance and/or slipping standards of hygiene.
- Cuts and bruises that are accompanied by excuses that don't seem to fit.
- Long sleeves under shirts or jumpers with the sleeves down in warm weather.
- Avoiding lessons where students have to get changed.

Process for supporting students who self-harm:

All staff who have been made aware that a student has self-harmed or is likely to self-harm must inform the Designated Safeguarding Lead in person and by logging the concern on Bromcom. If a staff member has any concerns whatsoever regarding the immediate safety of any child within the very near future (e.g. next 24 hours) should speak to them in person as a matter of utmost priority.

The Designated Safeguarding Lead will then action and allocate according to the existing whole academy Safeguarding protocols (see Safeguarding flow diagram). Actions will include the informing of parents (unless this raises a further high-risk safeguarding issue) and an allocated staff member speaking to that student in order to assess their current state of mind, the level of potential risk and potential methods of support for that student.

Support for students who self-harm:

The academy offers a number of interventions in order to support students that self-harm but it should be noted that in many cases this will require outside agency support from trained mental health professionals for that particular student. Because of this, parents will be advised to utilise CAMHS support (accessible via a GP or hospital referral). In-academy interventions will usually end if a student is receiving support from another agency such as CAMHS or if the academy feels that that student is significantly less likely to self-harm due to successful intervention. However, interventions may be revisited if this is deemed to be necessary by the academy.

Domestic abuse:

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to 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.

Operation Encompass: operates in the majority of police forces across England, including Lincolnshire Police. 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 designated safeguarding lead 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 support to be given to the child according to their needs. As a form tutor or Head of Year, you may be informed of an Operation Encompass notification and will be asked to monitor the student in question and report any concerns to the Designated Safeguarding Lead or Deputy.

RADICALISATION/EXTREMISM REFERRAL PROCEDURES (INCLUDING PREVENT DUTY)

All academies must have regard to the statutory guidance with regards to the Prevent Duty. All secondary academies, including North Kesteven Academy, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 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.

Any teacher who suspects radicalisation of a student or a student is displaying potentially extremist behaviour needs to inform the Designated Safeguarding Lead in person (or Second Designate) and by logging the concern on Bromcom and speaking with the DSL or Deputy as per all other safeguarding concerns.

Extremism is defined, in Keeping Children Safe in Education (September 2022) as "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 deaths 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 Designated Safeguarding Lead may then, where appropriate in consultation with the student's family, make a 'Channel referral' should there be concerns regarding to potential radicalisation of student. Channel is a multi-agency approach to protect

people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

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

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity and is about early intervention to protect and divert people away from the risk they face before illegality occurs.

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