North Kesteven Academy
Think Excellence



Safeguarding and Child Protection Policy



Introduction Date:	Autumn Term 2026
To be Reviewed:	Autumn Term 2027

North Kesteven Academy
Think Excellence

This policy must be read in conjunction with the policies listed below:

- Attendance and Absence Policy
- Children Missing Education Policy
- Anti-bullying and Conflict Resolution Policy
- Suspension and Exclusion Policy
- Data Protection Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment and Selections Policy
- Staff Code of Conduct
- Behaviour Policy
- Equality Policy
- Supporting Students with Medical Needs Policy
- Trips and Visits Policy
- Special Educational Needs Policy
- Device and Technology Acceptable Use Agreement
- Relationships and Sex Education Policy

Contacts

Welfare of students

If you have a concern about the welfare of a student, no matter how small, please contact the Designated Safeguarding Lead (DSL):

Designated Safeguarding Lead	Miss H Moore	01522 881010

If the DSL is unavailable, then please contact:

Who to contact:	**How to contact them:**
Mrs D Clarke (Deputy Designated Safeguarding Lead)	01522 881010
Mrs N Malia (Family Support Worker, Designated Safeguarding Officer)	01522 881010

If a child is in immediate danger or is at risk of harm a referral should be made to the police and/or children's social care immediately.

Who to contact:	**How to contact them:**
Lincolnshire Childrens' Services	01522 782111

If you have a concern about an adult then please contact the Headteacher:

Who to contact:	**How to contact them:**
Mrs H Spoors	01522 881010

Out of school and out of hours contact

The DSL or DSOs at each Academy are the staff to be contacted immediately in the event of any safeguarding issues, including any that arise during off-site activities, including PE fixtures and educational visits.

LADO (Local Authority Designated Officer)

Lincolnshire 01522 554674

Safeguarding procedures during exceptional circumstances

In the event of exceptional circumstances, e.g., academy closure, partial opening or in the absence of the safeguarding team, staff should adhere to the following procedure:

1. **If staff have any concerns with regards to the welfare of a pupil, no matter how small, please make contact with a member of the safeguarding team. Each academy will provide staff with the contact details for the safeguarding team.**

2. **If staff cannot reach a Designated Safeguarding Officer then they should contact a member of SLT.**

3. **If staff are unable to reach a Designated Safeguarding Officer or a member of SLT then they should contact the Academy Headteacher.**

   If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.

   Lincolnshire Children's Services 01522 782111

4. **If staff have concerns about an adult then this should be referred to the Academy Headteacher. If staff are unable to contact the Academy Headteacher then they should contact Mr J Sloan, the Chair of Governors.**

5. **Concerns cannot be left, referrals should not be made by e-mail and you should never leave a message.**

Contents

Section
Contacts
1. Policy Statement
2. Roles, Responsibilities and Implementation
3. Aims
4. Definitions
5. Procedures
6. The Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO)
7. Staff responsibilities if they have a concern
8. Concerns relating to a member of staff or other adults working with the Academy's children and young people
9. Records and monitoring
10. Training
11. Taking photographs/videos of children and young people
12. Safer Recruitment
13. Alternative Provision
14. Work Experience
15. Learning from experience
16. Professional Escalation
17. Whistleblowing Procedure
18. Pupil Awareness
19. Specific safeguarding issues
20. Bullying including cyberbullying
21. Child abduction
22. Child-on-child abuse (including harassment and violence)
23. Children and the court system
24. Child criminal exploitation (CCE): County Lines and Cybercrime
25. Child sexual exploitation (CSE)
26. Children missing education (CME)
27. Children missing from home or care
28. Children with family members in prison
29. Domestic Abuse and Operation Encompass
30. Drugs and Drug Abuse
31. Extremism and Radicalisation, including Hate
32. Gangs and youth violence
33. Gender-based violence/violence against women and girls (VAWG) including domestic abuse, relationship abuse, faith abuse, Female Genital Mutilation (FGM) and forced marriage
34. Homelessness

35. Inclusion and diversity
36. Mental Health
37. Missing children and adults
38. Private Fostering
39. Serious violence
40. Sexual harassment, sexual violence and harmful sexual behaviour
41. Sharing Nudes and Semi-Nudes
42. Trafficking and unaccompanied asylum-seeking children
43. Upskirting
44. Procedures for, and response to, specific safeguarding issues
45. Policy Change
Appendix 1 – Definitions and signs of abuse
Appendix 2 – Safeguarding during exceptional circumstances

1 Policy Statement

1.1 This policy shall apply to all members of staff and volunteers of North Kesteven Academy. Staff includes temporary, trainee, supply and visiting staff. It also applies to members of the Governing Body.

1.2 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

1.3 This policy sets out the manner in which The Academy carries out its statutory responsibility for safeguarding, including child protection and promoting the welfare of pupils and vulnerable adults, and will be addressed in accordance with DfE guidance. It is reviewed and updated regularly to take into account the latest DfE circulars and directives.

1.4 This policy has been written in accordance with *Section 157 of the Education Act 2002*, *Working Together to Safeguard Children 2026*, *Keeping Children Safe in Education 2026* and the *Counter-Terrorism and Security Act 2015*. This policy has also been written in accordance with the Trust's obligation under the Human Rights Act 1998, Equality Act 2010 (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements.

2 Roles, Responsibilities and Implementation

2.1 The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework.

2.2 This policy is approved by the Governing Body. Approval and ratification is minuted, with records kept by the Clerk to the Governors.

2.3 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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.

2.4 It is the responsibility of all staff and volunteers to adhere to this policy. All staff and volunteers should be prepared to identify children and vulnerable adults

who may benefit from Family Help. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any staff member who has a concern about a child's or vulnerable adult's welfare should follow the academy referral processes. Teachers, including Headteachers, should safeguard children's and vulnerable adults' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.5 The Academy recognises its responsibility to:

- protect and safeguard the welfare of the children, young people and vulnerable adults entrusted to its care by establishing safe environments where they feel secure, are encouraged to talk, and are listened to so they can learn and develop. The policy applies to all individuals whose care and education comes within the remit of the Academy;
- ensure that young people and vulnerable adults know that there are adults in the Academy who they can approach if they are worried about abuse (for definitions of abuse, see Appendix 1);
- to discuss with a relevant representative of the Local Authority any significant concerns about a young person which may indicate abuse in accordance with the Local Safeguarding Children Partnership's child protection procedures and support any child protection conferences, core group meetings and child in need conferences that may be called;
- ensure that safeguarding training for all staff is integrated, aligned and considered as part of the overarching safeguarding approach;
- work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Safeguarding Partners and other relevant agencies; and
- make this policy available to parents/carers on request and published on the website of the Academy.

2.6 The Governing Body must ensure that policies, procedures and training are effective and comply with the law. They must ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include an effective child protection policy and a staff behaviour policy.

3 Aims

3.1 To ensure that the welfare of the child is paramount and that any adult working with the Academy's children and young people understand their statutory responsibilities.

4 Definitions

4.1 Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- 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.

Keeping children safe in education 2026

4.2 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

4.3 For definitions of abuse, please see Appendix 1.

5 Procedures

5.1 The Academy will ensure that:

- there is a Designated Safeguarding Lead (DSL) and at least one other Designated Safeguarding Officer, who have received training at the appropriate level and receive support for these roles. The DSL must be a member of the Academy senior leadership team.
- there is a named Governor with responsibility for Child Protection and Safeguarding;

- the Governing Body will receive annual updates from the DSL on safeguarding policies and procedures. All governors will receive safeguarding training every three years;
- all members of staff, supply staff, pupils and volunteers know the names of the DSL and other DSOs for child protection/safeguarding and their roles;
- all necessary internal and inter-agency child protection procedures are in place as required;
- guidance and training is given to staff to ensure best practice. The Academy is responsible for ensuring all staff receive the appropriate level of training at the required intervals, as governed by *Keeping children safe in education 2026*. See Section 10 for further information;
- this policy will be issued annually to all staff in September and will be issued to staff arriving mid-period as part of their induction;
- links are in place with other relevant policies to safeguard the general welfare of the children and young people;
- the policy provides a clear statement of responsibilities in the event of a concern about the conduct of a member of staff;
- all relevant guidance should be given to staff in a timely and appropriate manner. Where necessary, updated DfE guidance will be circulated to staff who will be asked to declare that they have read and understood these updates;
- internal audits will be carried out on an annual basis. An external body will be invited to conduct a safeguarding audit every two years;
- safeguarding information including Child Protection information is stored and handled in line with the principles of the *Data Protection Act 2018* and *Keeping children safe in education 2026*. A pupil's Child Protection files will be stored by the last educational establishment until the pupil turns 25. If a child moves to a different education establishment their Child Protection file will be sent to their chosen destination within the statutory timeframes. The Child Protection file will be sent separately from any other documentation and will be sent for the attention of the organisation's DSL only;
- to ensure all children and young people are safe the Academy should have effective safeguarding measures in place throughout. This will include procedures for educational visits, PE fixtures and visiting speakers;
- visitors to the Academy are asked to report to the reception every time they visit the site. Visitors can only be unsupervised on site if the necessary safeguarding checks have been performed and checked by the reception team. Visitors who require supervision will not be left unsupervised with any child, young person or vulnerable adult.
- the Academy works with an approved list of contractors who have undergone the required safeguarding checks. In the event that a contractor is used who is not on the approved list normal visitor procedures are applied.

6 The Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO)

6.1 The Academy has a DSL and at least one other DSO.

6.2 Names and contact details of the DSL and DSOs are displayed prominently. Where possible, these will be accompanied by photographs. All staff will be regularly made aware who the DSL and DSOs are, at staff briefings and as part of staff induction.

6.3 In the absence of the DSL or a DSO who can take on the safeguarding/child protection responsibility, the Headteacher will assume responsibility for any child protection/safeguarding matters that arise.

6.4 The DSL and DSOs will co-ordinate action on child protection within the academy. This includes ensuring that all staff, teaching and non-teaching (including supply staff), know who the DSL and DSOs are and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL or a DSO. The DSL will also ensure that staff are aware of what happens once a concern has been raised. The DSL and the DSOs will keep a record of any actions taken as a result of concerns raised.

6.5 The DSL will ensure all academy staff, governors and volunteers are given the appropriate safeguarding training. Through safeguarding awareness the DSL will signpost to staff those young people who are vulnerable to abuse and radicalisation.

6.6 The DSL will ensure that all staff members are aware of the specific safeguarding issues as categorised in the DfE document *Keeping children safe in education 2026*, as well as raising awareness of child-on-child abuse (including harassment and violence).

6.7 Where appropriate, the DSL and DSOs will liaise with the DSL of the academy/school attended by siblings of the child causing concern.

6.8 Frequency and types of child protection referrals will be reported to the Governing Body by the Academy's DSL. Personal details, including names, will not be disclosed.

6.9 The DSL will ensure that this child protection policy is put on the agenda for a Governor meeting annually for discussion, monitoring, review and renewal.

6.10 The Governing Body authorises the DSL for Child Protection to carry out their responsibilities, and to ensure that the DSOs carry out theirs, as outlined in *Keeping children safe in education 2026* and *Working Together to Safeguard Children 2026*.

6.11 The DSL will ensure appropriate procedures are in place for managing visitors on site.

6.12 The DSL and any deputies will liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children 2026*.

7 Staff responsibilities if they have a concern

7.1 Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the DSL or a DSO for Child Protection in that setting **immediately**. There must always be a written record to accompany or follow this by the end of the same day. See Appendix 1 for definitions and possible signs of abuse.

The DSL and DSOs can be spoken to in person or contacted by dedicated telephone numbers. **Referrals must not be left on answer machines or sent by email.**

7.2 However, if a member of staff is concerned that a child is in immediate danger or is at risk of immediate harm a referral should be made to Lincolnshire's children's social care and/or the police immediately.

- Lincolnshire Customer Service Centre (Children's Services) - 01522 782111 (or 'Out of Hours' number – 01522 782333).

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

In accordance with the Local Safeguarding Children Partnership procedures, the agreement of the family should be sought for an external referral where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Children's Services and their advice sought. This must not contribute to a delay in making a referral.

8 Concerns relating to a member of staff or other adults working with the Academy's children and young people

8.1 The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with any young person including 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or pupil by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age; and vulnerable adults. Grooming a child, a young person under 18 or a vulnerable adult with a view to a future sexual relationship may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation; neither heterosexual nor homosexual relationships are acceptable within a position of trust. Any concern raised by a parent/carer, child or young person about a member of staff will be listened to and referred to the Headteacher.

Reporting concerns – Academy staff

8.2 If staff have any concerns about an adult working with the Academy's children and young people, they must report this to the Headteacher without delay.

8.3 If the concern involves the Headteacher, or they are absent, concerns must be reported to the Chair of Governors.

8.4 The Headteacher will, where appropriate, inform the Local Authority Designated Officer (LADO). If the concern involved the Headteacher, the Chair of Governors will inform the Local Authority Designated Officer (LADO).

9 Records and monitoring

9.1 Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen (if this is a paper record than this should be signed).

9.2 The DSL is responsible for ensuring that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed.

9.3 The DSL is responsible for ensuring that the Academy keeps detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

9.4 All documents will be retained in an electronic 'Child Protection file', separate from the child's school file. All records will be stored securely, with appropriate levels of limited access.

10 Training

10.1 All staff, governors and volunteers will receive training appropriate to their role every three years to ensure that the Academy's safeguarding policy and associated procedures are followed consistently by all staff, as required. Staff arriving mid-period will receive training as part of their induction. This training should be in line with the requirements of *Keeping children safe in education 2026.*

In addition to this training, staff will receive safeguarding and child protection briefings at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

10.2 The Governing Body should ensure that all staff members and volunteers undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with the requirements of *Keeping children safe in education 2026* and advice from the local Safeguarding Children Partnership.

10.3 The DSL and DSOs in each academy should undergo face-to-face and online training to provide them with the knowledge and skills required to carry out the role, as outlined in the local LSCP's 6 Year Safeguarding Children Training Pathway. The DSLs and DSOs will undergo training that is specific to their role at least every two years. They will also update their knowledge and skills at least annually through briefings/bulletins and updates issued by the local Safeguarding Partnership.

The DSLs will undergo Prevent awareness training with correct regularity.

The DSLs should link with the LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

10.4 The Academy recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will, therefore, be provided for staff to contribute to, and shape, safeguarding and child protection arrangements as this policy is reviewed.

10.5 The Academy will ensure that, when recruiting staff, all interview panels have at least one member trained in Safer Recruitment.

11 Taking photographs/videos of children and young people

11.1 For the purpose of this policy, the term 'personal device' refers to any device that can be used to take photographs and/or videos. This includes, but is not limited to, cameras, mobile phones, smart phones, tablets, laptops, web-cams and smart watches. (If staff use a work SIM card and their own mobile phone this is a personal device, not a work device).

11.2 Personal devices must not be used for taking photographs and/or videos of pupils.

11.3 Personal devices must not be used by staff in pupil areas (e.g., classrooms/dining hall/common areas), unless in the event of an emergency, for example, to ring for an ambulance. In situations where a personal device may be being used to support the learning opportunities of children, any cameras built into or connected to the devices must be deactivated or obscured (e.g., with a sticker, or camera cover) to prevent the accidental taking or recording of any images.

11.4 Staff are prohibited from taking any personal or work device into an area where intimate care is carried out.

11.5 If a work device (an Academy owned and controlled device) is used to take pictures and/or record videos of children and young people then the following must be adhered to:

- the setting must have permission for the photograph and/or video to be taken, e.g., parents/carers have given permission for photographs to be uploaded to the website or shared with a 3rd party;
- once the photograph or video has been used for the purpose for which it was taken, e.g., uploaded to Twitter/the website, it must be removed from the device. Ideally any photographs or videos should be deleted from the device by the end of the day but at the absolute latest this must be done within 5 working days;
- if photographs or videos need to be stored, e.g., they are being used by a class to analyse, then explicit consent must be sought from pupils (if they are 13+; if they are under 13 then parents/carers must give consent) for the photograph/video to be taken and stored. The consent form must also state when the images/videos will be deleted.
  Photographs/videos should be stored on the Academy Q Drive but must not be stored on the device or on staff user accounts;
  E.g., 'I …… give consent for Mr X to take a photograph of me playing football and for this photograph to be stored on the Academy Q Drive. I understand that this photograph will be used by the Year 11 PE class for analysis and will be deleted by the end of the section of work (include date)'; and
- the work device must be kept securely when not in use.

12 Safer Recruitment

- 12.1 For information on recruitment of staff and Safer Recruitment practices employed by the Academy please see the Safer Recruitment and Selections Policy.

13 Alternative Provision (AP)

13.1 Before the Academy commissions a provider, a quality assurance process will be undertaken to determine suitability, in accordance with the DfE guidance documents *Arranging Alternative Provision* and *Keeping children safe in education 2026*. This will include safeguarding assurances. The Academy will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

13.2 If the Academy believes that an AP setting meets the needs of a pupil, the Academy is responsible for ensuring appropriate arrangements are in place with regards to provision for that child, including safeguarding arrangements, and remains responsible for the child whilst they attend the provision.

14 Work Experience

14.1 In line with Academy procedures safeguarding assurances will be sought to ensure that the placement provider has policies and procedures in place to protect children and young people from harm.

14.2 Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. Consideration will be given to the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any checks are necessary.

- 14.3 For instances where individuals request to undertake work experience within the Academy please see the Safer Recruitment and Selections Policy.

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15 Learning from experience

15.1 The Academy recognises the importance of acknowledging case reviews and 'lessons learned' reviews. The Academy will share lessons learned with staff as part of a regular review of practice and to ensure no child falls through the gap.

16 Professional Escalation

16.1 In the event that an individual is concerned about a decision or practice involving a child or young person they should raise the concern immediately with the safeguarding team.

16.2 In the event that the individual feels their concern has not been resolved appropriately they should follow the local Safeguarding Partnership's Professional Escalation and Resolution Policy (which can be found on the relevant Partnership's website). Staff are informed of this process in the annual safeguarding update.

17 Whistleblowing Procedure

17.1 Please refer to the Academy Whistleblowing Policy.

17.2 In addition to the Academy policy all staff, volunteers and contractors should be aware of the NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285). This number can be used for an incident that happened in the past, is happening now or is believed may happen in the future.

18 Pupil awareness

18.1 The Academy is committed to raising young persons' and vulnerable adults' awareness, and building their confidence and resilience so that they develop the skills to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme, one-to-one tutorial time, apprentice induction and apprentice workshops. Staff must contact their DSL or a DSO if they are given any cause for concern during pupil awareness sessions. The Academy should include parents/carers as much as possible in this process, ensuring they are aware of the risks facing children

and young people and they understand where to go for advice and guidance and to ensure their child's safety.

18.2 The Academy has a major responsibility to educate pupils, teaching them the appropriate knowledge, skills and behaviours, and the critical thinking skills to enable them to remain safe and well. Pupils should be appropriately equipped to recognise any dangers which may present themselves, both inside and outside of school. They should be adequately informed as to what they can do if they have any concerns.

19 Specific safeguarding issues – identification and response

19.1 All staff should have an awareness of safeguarding issues. *Keeping children safe in education 2026* lists specific safeguarding issues. In addition to this the academy should identify any local issues and work to promote awareness amongst all stakeholders.

All staff should know how to identify and respond to:

Bullying, including cyberbullying

Child abduction and community safety incidents

Child-on-child abuse, including harassment and violence

Children and the court system

Child criminal exploitation (CCE), including county lines, cybercrime modern slavery and the National Referral Mechanism, and child sexual exploitation (CSE)

Children missing from education, including children absent from education, home or care

Children with family members in prison

Domestic abuse

Drugs

Gangs and youth violence

Gender-based violence/violence against women and girls (VAWG), including honour or faith-based abuse, Female Genital Mutilation (FGM) and Forced Marriage

Hate

Homelessness

Inclusion and diversity, including SEND, HIV, LGBT pupils

Mental health (health and wellbeing)

Missing children and adults

Private fostering

Preventing radicalisation, including the Prevent Duty and Channel

Relationship abuse

Serious violence

Sexual harassment and sexual violence, including harmful sexual behaviour (HSB)

Sharing nudes and semi-nudes

Trafficking

Unaccompanied asylum-seeking children

Upskirting

19.2 Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities, e.g., looked after children (LAC) or those with special educational needs and disabilities (SEND) (see Appendix 1 for further information).

The Academy will endeavour to support vulnerable pupils through:

- its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued;
- liaison with other appropriate agencies which support the pupil;
- developing supportive relationships;
- recognition that children living in difficult home environments are vulnerable and are in need of support and protection;
- monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary;
- effective staff training, in conjunction with external agencies;

- ensuring child protection information is transferred safely and securely when a pupil transfers to another school; and
- following the Local Authority's procedures for Child Exploitation including using the Multi-Agency Child Exploitation Screening Tool as necessary.

20 Bullying including cyberbullying

20.1 Please refer to the Anti-bullying and Conflict Resolution Policy

21 Child abduction

21.1 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.

21.2 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.

21.3 As children get older and are granted more independence, for example, walking to school on their own, it is important that they are given practical advice on how to keep themselves safe. The Academy will carry out this work with children and young people through the Personal Development curriculum.

22 Child-on-child abuse (including harassment and violence)

22.1 There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not always seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (for example age, size, ability, development) between the young people concerned, or the perpetrator has repeatedly tried to harm one or more other children, or there are concerns about the intention of the alleged perpetrator.

22.2 All staff should recognise that children are capable of abusing their peers, and that such abuse may be taking place even if it is not reported.

22.3 Child-on-child abuse can take many different forms including, but not limited to:

- bullying (including cyber-bullying, homophobic, biphobic and transphobic bullying) – please refer to the Anti-bullying and Conflict Resolution Policy;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- serious physical assault and harm, or the threat of harm with a weapon;
- abuse in intimate personal relationships between peers, where abusive behaviour can take the form of physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse;
- child sexual exploitation - this is a form of sexual abuse where children are sexually exploited for money, power or status. This abuse can be perpetrated by other children or by adults. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online;
- youth and serious youth violence - serious youth violence is any of the most serious offences where the victim is aged 19 or below, including murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. Youth violence also includes assault with injury offences. This can be linked to gang-related violence - criminal and non-political acts of violence committed by a group of people who regularly engage in criminal activity against innocent people. The term may also refer to physical hostile interactions between two or more gangs;
- sexual violence and sexual harassment.
- gender-based violence - this is violence that is directed against one gender as a result of their gender;
- consensual and non-consensual sharing of nudes and semi-nudes.
- upskirting.

22.4 Child-on-child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or sexual exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence. However, all forms of child-on-child abuse are unacceptable and will be taken seriously.

22.5 Staff should be aware of the potential uses of information technology and social media for bullying and abusive behaviour between young people.

22.6 Through regular awareness sessions, children and young people are informed about support systems within the academy, and what support is available should they need to talk, either about themselves or someone they are worried

about. The Academy is committed to ensuring that any report is taken seriously and handled appropriately, so as to prevent discouraging or undermining the confidence of future victims to report or come forward.

22.7 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Any concerns should be reported to the DSL or DSOs immediately. Any reports of child-on-child abuse will be recorded as a safeguarding incident using the normal reporting mechanisms.

22.8 If it is felt that a young person has abused another child or young person then the DSL or a DSO must refer this to children's social care immediately. The DSL or a DSO will consider the steps necessary to ensure that any issues relating to the safety of victims and potential victims is assessed and support is put in place in a timely manner. The needs of the alleged perpetrator must also be considered and support should be offered where appropriate. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

22.9 Child-on-child abuse rarely takes place in isolation and often indicate wider safeguarding concerns – whilst young people who abuse their peers have power over the young person they are harming they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused. Staff should resist the urge to apply rigid victim/perpetrator divides; while young people may appear to be making choices, if those choices are limited they are not consenting and any response must take this into account.

22.10 The Academy is committed to ensuring an environment that actively discourages abuse and challenges the attitudes which underlie it. There will be a clear ethos in all settings that abuse will never be tolerated or passed off as 'banter'.

22.11 The Academy will take steps to try to minimise or prevent child-on-child abuse. These will include, but are not limited to, the following:

- a strong preventative education programme;
- staff training;
- information and guidance provided to parents/carers; and
- pupil voice utilised to ensure education programmes are fit for purpose.

22.12 Staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

23 Children and the court system

23.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The government have produced age-appropriate guides (for 5-11 year olds and 12-17 year olds) to support children.

23.2 Making child arrangements via the family courts following separation can be stressful and entrench families in conflict. This can be stressful for children and, where necessary, staff will ensure the right support is in place for a child or young person in this situation.

24 Child criminal exploitation (CCE): County Lines and Cybercrime

24.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group.

24.2 Some of the following can be indicators of CCE:

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

24.3 County lines is a form of CCE and is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local

vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. Key to identifying potential involvement in county lines are missing episodes, and a referral to the National Referral Mechanism should be considered.

Children can be targeted and recruited into county lines in a number of locations, including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

24.4 Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve children who have been moved (commonly referred to as trafficking) for the purpose of exploitation – this may constitute modern slavery;
- can involve force and/or enticement-based methods of compliance and is often accompanied by serious violence or threats of serious violence and kidnap
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

- missing from education;
- show signs of other types of abuse/aggression towards others;
- have low self-esteem, and feelings of isolation, street or fear;
- lack trust in adults and appear fearful of authorities;
- have poor concentration or excessively tired;
- become anti-social;
- display symptoms of substance dependence;
- excessive time online computer/gaming forums;

- social Isolation in school with peers; and/or
- high-functioning with an interest in computing.

24.7 The above is not an exhaustive list and there may be other factors which may also impact on the child. Like with all other safeguarding concerns, if children are in this situation, support will be provided through the school and/or partner agency.

24.8 The Academy uses the Lincolnshire Safeguarding Children Partnership's Multi-Agency Child Exploitation Screening Tool if there is a concern that a child or young person may be at risk from, or experiencing. Staff should discuss any issues with the DSL.

24.9 The Academy is committed to ensuring that staff receive appropriate training that enables them to identify vulnerable individuals who may be at risk from exploitation. If any member of staff is concerned about a vulnerable person who may be at risk of child criminal exploitation, then this should be shared with the DSL without delay. Staff should also be aware that children who are criminally exploited should have their vulnerabilities recognised by adults and professionals and should be treated as victims.

24.10 In line with guidance set out in *Keeping children safe in education 2026*, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE is identified.

25 Child sexual exploitation (CSE)

25.1 CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage of increased status of the perpetrator or facilitator. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge, e.g., through others copying videos or images they have created and posted on social media). This can be committed by an individual or an organised network and most sexual abuse is

committed by those previously known to the victim. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion.

25.2 Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

25.3 The Academy uses the Lincolnshire Safeguarding Children Partnership's Multi-Agency Child Exploitation Screening Tool if there is a concern that a child or young person may be at risk from, or experiencing, sexual exploitation. Staff should discuss any issues with the DSL.

26 Children missing education (CME)

26.1 All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, engaging in serious violence, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Any reports of children who are not apparently being educated should be referred to the DSL.

The Academy adheres to *Children missing education; Statutory guidance for local authorities 2016* to ensure that there are effective procedures for unauthorised, unexplainable and/or persistent absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in the future.

26.2 Children missing education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child exploitation. The DSL will follow the Local Authority's procedures for reporting children missing from education. However, in order to support young people and reduce the risk of them going missing in the future the following strategies may be used:

- where reasonably possible, the Academy will hold more than one emergency contact number for each pupil;
- return interviews carried out with the child (and parents/carers where necessary) to identify the reasons for the missing episode and look at support moving forward;
- mentoring and support for the young person, using external agencies where necessary;
- multi-agency meetings to ensure contextual risks are considered and responded to where appropriate; and/or
- referral to children's social care and/or the police if necessary.

26.3 Staff will be informed of the procedures for CME through the annual safeguarding update, and information will be readily available for all staff at all times.

26.4 To prevent the risk of a child becoming a child missing education, the Academy has robust attendance procedures in place to respond to children who are considered to be 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. Where necessary, staff will work with external agencies, e.g., Children's social care, to ensure risks are highlighted and responded to.

27 Children missing from home or care

27.1 In accordance with *Statutory guidance on children who run away or go missing from home or care* the following definitions are used:

- young runaway: a child who has run away from their home or care placement, or feels they have been forced or lured to leave;
- missing child: a child reported as missing to the police by their family or carers;
- missing from care: a looked after child who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known; and
- away from placement without authorisation: a looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

27.2 Since April 2013 police forces have used the following definitions:

- missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another; and
- absent: a person not at a place where they are expected or required to be.

27.3 The Academy recognises the importance of partnership working to prevent children from going missing and to act when they do go missing. The Academy works in accordance with the local Safeguarding Children Partnership's protocol. Any reports of children missing from home must be referred to the DSL.

28 Children with family members in prison

28.1 The Academy understands that children with a parent (or parents) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and staff 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.

28.2 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.

29 Domestic Abuse and Operation Encompass

29.1 The UK government's definition of domestic violence 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, emotional.'

29.2 Domestic abuse can take different forms, including:

- physical abuse;
- sexual abuse;
- financial abuse;
- coercive and controlling behaviour, and gaslighting/emotional abuse;
- digital/online abuse;
- 'honour'-based abuse;
- forced marriage; and
- female genital mutilation (FGM).

29.3 The Domestic Abuse Act 2021 recognises children as victims of domestic abuse if they "see, hear or otherwise experience the effects of abuse".

29.4 If staff identify children for whom Domestic Abuse may be a concern, they should follow the safeguarding procedures. The DSL can then refer cases, where relevant, to the Childrens' Services.

29.5 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/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.

29.6 Relationship abuse: is a **pattern** of **abusive and coercive behaviours used to maintain power and control over a former or current partner.** Abuse can be **emotional, financial, sexual or physical and** can include **threats, isolation, and intimidation.** Abuse tends to escalate over time. The sexual orientation of the couple does not make the abuse more or less likely to occur and it is not just an issue which affects females. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse – including physical, sexual, emotional abuse, and stalking),

criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

29.7 Particularly at risk are teenage girls but it can affect all pupils and all ages. Staff should be vigilant for any indications that a pupil of any age may be affected by any threats or coercion, or shows any unexplained or suspicious injuries.

29.8 Where DA Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

29.9 Operation Encompass is a national police-led initiative to notify schools, prior to the start of the next school day, when a child or young person has experienced any domestic abuse. An officer attending a domestic abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification to our school in readiness for the start of the next school day. This information sharing will enable us to take any appropriate action we see fit.

29.10 If the DSL is unsure whether any concerns need to be reported to Children's Services, they will contact 01522 782111 and request a consultation with a social worker, which will be arranged for the following working day. If the Academy notifies the parents that they wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the social worker can review any relevant history beforehand. If the setting does not notify the parents, a hypothetical consultation can be held, though the social worker will only have the information available during the discussion.

29.11 If the child referred to in the email does not attend the Academy and the notification has been sent in error, this will be reported as appropriate.

30 Drugs and drug abuse

30.1 Please refer to Misuse of Drugs Policy

31 Extremism and Radicalisation, including Hate

31.1 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.

31.2 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. This exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will be carried out through various methods, including the curriculum, pastoral time, assemblies and the Personal Development Programme. The Academy is committed to promoting the fundamental British Values.

The Academy will work in accordance with the *Prevent Duty Guidance.*

31.4 The Academy will work with local police to assess the risk facing children and young people.

31.5 The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. If required, an academy representative will contribute to the Prevent steering board and/or form part of the multi-agency representation on the Channel panel.

31.6 If there are serious concerns about the vulnerability of a young person in relation to extremist behaviour the Academy should contact the police on 999.

31.7 The Academy will ensure that staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. Staff should know how to refer children and young people for further help.

31.8 The Academy will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. The Academy will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

- 31.9 The Academy will ensure that children are safe from online terrorist and extremist material via appropriate levels of filtering. For further information see the Device and Technology Acceptable Use Agreement

32 Gangs and youth violence

32.1 The Academy has a responsibility to protect its pupils and to ensure that each child feels safe, understands what unsafe situations are and knows how to stay safe. The Personal Development programme will include online safety, substance misuse, knives and gangs, and relationships (including sexual relationships and healthy relationships).

32.2 All staff should be aware of the associated risks of gangs and youth violence and understand the measures in place to manage these.

32.3 Bringing and carrying a knife/offensive weapon onto Academy premises is a criminal offence and immediate action will be taken by calling the police and informing all relevant personnel. The guidance on *Searching, Screening and Confiscation for Head teachers, schools and Governors 2022*, will be consulted and the setting will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL, who will seek advice from agencies and professionals.

32.4 The Academy is committed to fostering environments that promote mutual respect, tolerance and freedom from bullying, harassment and discrimination.

33 Gender-based violence/violence against women and girls (VAWG) including domestic abuse, relationship abuse, honour or faith-based abuse, Female Genital Mutilation (FGM) and forced marriage

33.1 Violence against women is one of the most persistent and widespread human rights violations. It is defined by the United Nations as "any act of gender-based

violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

The term "violence against women" includes, but is not limited to:

- domestic and intimate partner violence;
- sexual violence;
- sexual harassment;
- emotional/psychological violence;
- economic abuse (one partner has control over the other partner's access to economic resources);
- sexual exploitation and trafficking;
- honour-related abuse (So-called 'honour-based' abuse (HBA)) or faith-based abuse encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such;
- dowry murder (deaths of women who are murdered or driven to suicide by continuous harassment and torture by husbands and in-laws in an effort to extort an increased dowry);
- femicide (sex-based hate crime – the killing of females by males because they're females);
- female infanticide (the deliberate killing of female babies).
- female genital mutilation; and/or
- forced and child marriage (a marriage conducted without the valid consent of one or both parties and where duress is a factor).

33.2 Female Genital Mutilation (FGM) is child abuse and illegal. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

33.3 Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers (persons employed or engaged to carry out teaching work at schools and other institutions). If a teacher, in the course of their work in the profession, suspects or discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police. This is a personal duty and cannot be transferred to anyone else. Other staff should speak to the DSL immediately and ensure that the DSL makes a report to the police. The new mandatory reporting duty relates to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a female discloses information that identifies her as at risk of FGM, the normal safeguarding procedures should be followed.

33.4 Staff must be aware that forcing a person into marriage is a crime in England and Wales. 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'.

34 Homelessness

34.1 Being homeless or being at risk of homelessness presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes into the Local Authority Housing Authority so they can raise/progress concerns at the earliest opportunity (this does not, and should not, replace a referral into children's' social care where a child has been harmed or is at risk of harm).

34.2 Indicators that a family may be at risk of homelessness include:

- household debt;
- rent arrears;
- domestic abuse and anti-social behaviour; and/or
- the family being asked to leave the property.

34.3 In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 or 17 year olds (and vulnerable adults) could be living independently and will require a different level of intervention and support. The DSL should ensure appropriate referrals are made based on the child's circumstances.

35 Inclusion and diversity

35.1 Equality is about ensuring individuals are treated fairly and equally, no matter their race, gender, age, disability, religion or sexual orientation. Diversity is about recognising and respecting these differences to create an all-inclusive atmosphere. The Academy is committed to promoting an environment which is inclusive for all, ensuring all pupils can thrive together and understand that individual characteristics make people unique and not different in a negative way.

35.2 Inclusion and diversity are promoted throughout the curriculum, encouraging an all-inclusive culture and challenging negative attitudes. The Academy is committed to embedding the British Values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

35.3 All Academy policies and procedures promote inclusion. Please refer to the

Special Educational Needs Policy and the Equality Policy for further information.

35.4 Specifically in relation to Lesbian, Gay, Bisexual and Transgender (LGBT) issues, the Academy aims to:

- provide an inclusive environment in which LGBT pupils and staff are valued and respected;
- promote understanding of and support the needs of LGBT pupils and staff;
- normalise LGBT awareness and issues through the provision of an inclusive curriculum; and
- monitor and tackle homophobic, biphobic and transphobic (HBT) language and bullying.

It seeks to achieve these aims by:

- ensuring Academy policies and practices are inclusive and supportive of LGBT people, and explicitly state that HBT language and bullying are unacceptable;
- providing training to staff in supporting LGBT pupils, developing an LGBT-inclusive curriculum and tackling HBT language and bullying;
- providing support structures and information/resources to LGBT pupils on LGBT issues and support services;
- providing pupils with LGBT-inclusive Sex and Relationship Education, opportunities to discuss gender identity and sexuality, and including LGBT people and themes in the Personal Development curriculum and wider curriculum where relevant;
- providing multiple ways for pupils to report HBT language and bullying, monitoring (including through staff and pupil surveys) and recording HBT language; and
- working with organisations to provide training and resources for staff and pupils.

35.5 It is in the interest of all pupils that the curriculum provides accurate (and age-appropriate) information about HIV, including how to avoid acquiring infection, as part of Sex and Relationship Education. Staff must be equipped with accurate knowledge and understanding about HIV and routes of transmission. Children living with or affected by HIV may be among those being taught about HIV and HIV prevention and there is a duty of care to ensure that information is provided without perpetuating stigma and prejudice against those living with HIV. A supportive approach to HIV can benefit all pupils, staff and wider community.

35.6 Any disclosure of a diagnosis, by a pupil or a member of staff, will be supported in a non-judgemental way and confidentiality will be respected and maintained.

35.7 Please refer to the Relationships and Sex Education Policy

36 Mental health

36.1 In order to help pupils succeed, the Academy has a role to play in supporting them to be resilient and mentally healthy. Promoting good mental health is the responsibility of all members of the Academy community and staff should be trained to ensure they can spot the early signs of mental health problems, and what to do if they think they have spotted a developing problem. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

36.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are, however, 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. If a child is struggling with their mental health, self-harming or has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These are likely to include:

- significant changes in behaviour;
- ongoing difficulty sleeping;
- withdrawing from social situations;
- not wanting to do things they usually like; and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling and offer support and vital early intervention.

36.3 Concerns about mental health should be reported to the safeguarding team, in line with safeguarding procedures. Where necessary, staff will work with externals, e.g., CAMHS, and/or seek medical advice/intervention to ensure appropriate support for the child.

36.4 It is important that the child and their parents/carers participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the child and their parents/carers should always be considered.

36.5 Where children have suffered abuse, neglect, exploitation 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. The Academy will address this through staff training.

36.6 The Academy is committed to promoting the health and wellbeing of all pupils, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

37 Missing children and adults

37.1 Every year an estimated 200,000 people go missing in the UK. Whilst in some cases, missing adults may make a life choice to leave and 'start their lives over again' the majority of missing people, children and adults, are vulnerable. Many go missing as a result of problems they want to leave behind (for example domestic abuse, job loss or problems with a care placement) or because they have been encouraged to leave (for example as a result of grooming). Many vulnerable children and adults go missing as a result of factors over which they have no control, for example, in the case of an older person suffering from dementia (who may forget where they live) or, in some of the worst cases, a child who may be abducted.

37.2 Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

37.3 The Academy is committed to prevention – through the work done on early help there will be procedures and systems in place to reduce the risk of children going missing, e.g., effective attendance procedures.

38 Private Fostering

38.1 A private fostering arrangement is one that is made privately (that is to say, without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer.

38.2 In the event that a professional believes a child or young person may be subject to a private fostering arrangement this should be communicated to Children's Services through the safeguarding team.

39 Serious violence

39.1 Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can be associated with criminal exploitation.

39.2 Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL (or Deputy if applicable), in line with the safeguarding procedures.

39.3 There are a number of indicators which may signal children are at risk from, or are involved in committing serious violence. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in educational performance;
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries; and
- 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 and may be at risk of criminal exploitation.

39.4 The likelihood of involvement in serious violence may be increased by factors such as:

- being male;
- having been suspended, spent time in Alternative Provision or permanently excluded from school;
- having experienced child maltreatment;
- having been involved in offending, such as theft or robbery;
- having used drugs or alcohol in early adolescence; and
- having previously been a victim or previously perpetrated violence.

39.5 Staff should be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. Sites will try to understand where these places are, with a view to working with partners to promote safety for children.

Staff will listen to children to help establish when and where they feel unsafe. The Academy will work with wider partners to help build an understanding of the local context beyond the settings to help co-ordinate a collective safeguarding response around the school day. Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support and, where available, targeted interventions such as mentoring or therapeutic support.

39.6 In line with the Serious Violence Duty, the Academy will, where required, co-operate with core duty holders, e.g., Police, Youth Offending Teams, when asked.

40 Sexual harassment and sexual violence, including harmful sexual behaviour

40.1 The umbrella term 'harmful sexual behaviour' (HSB) applies to behaviour occurring online, face-to-face, or both. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause development damage.

40.2 When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them, e.g., due to a disability or physical size.

40.3 HSB can, in some cases, progress on a continuum. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence.

40.4 Children who display HSB have often experienced their own abuse and trauma, and so it is important that they are offered appropriate support.

40.5 Sexual violence and/or sexual harassment can occur between two children of any age and sex. It can also occur through more than one child or a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online (verbal and/or with images) and face to face (both physical and verbal) and are never acceptable.

Children who are victims of sexual violence and/or sexual harassment will almost certainly find the experience stressful and distressing and the effects may be long-term. This will, in all likelihood, adversely affect their educational attainment. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greatest risk.

40.6 Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- recognising, acknowledging and understanding the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported;
- recognising the escalatory nature of misogyny and the benefits of early identification to support the approach to minimising the risk of HSB, sexual harassment and sexual violence;
- challenging sexual behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- taking a safeguarding approach in response to all incidents involving the sharing of nudes and semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response.

40.7 Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and face to face. 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;
- upskirting; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
  It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting.

40.8 Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence refers to sexual 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.

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.

What consent is: 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:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16; and
- sexual intercourse without consent is rape.

40.9 In responding to a report of sexual violence and/or sexual harassment the Academy will act in accordance with the guidance set out in *Keeping children safe in education 2026*.

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.

In the event of a report of sexual violence and/or sexual harassment staff must follow the safeguarding procedures and report any concerns to the DSL immediately.

40.10 When responding to a report, effective safeguarding practice includes:

- do not promise confidentiality. However, staff should only share the report with those people who are necessary in order to progress it, e.g. the DSL;

- where possible, manage reports with two members of staff present (preferably one of them being the DSL or Deputy DSL);
- ensure the victim understands the next steps and who the report will be passed to;
- the child has placed you (the individual to whom they have made the disclosure) in a position of trust - be supportive and respectful of them;
- be non-judgemental;
- maintain clear boundaries;
- do not ask leading questions, e.g. 'Was it X who did this to you?'. Use the TED method (Tell me…; Explain…; Describe…);
- it is essential a written report is made – this can be done by writing it up immediately afterwards or it can be done at the time (but ensure to remain engaged with the victim). A second member of staff can be used to make notes where possible;
- record only facts (as the child presents them), never opinion. Use the language of the child;
- inform the DSL (or Deputy DSL) as soon as practically possible, if they are not involved in the initial report; and
- if in doubt, seek advice from the DSL.

40.11 In the event that a report is made, the DSL will be responsible for coordinating immediate and ongoing (including long term) support for both the victim and the alleged perpetrator (and where necessary, other children and staff involved/impacted). Any support offered will be tailored to the particular case, will be provided in line with the wishes and needs of the individuals involved and will be in line with the guidance set out in *Keeping children safe in education 2026*.

40.12 When responding to an incident involving sexual harassment and/or sexual violence, the DSL, and any other staff who are involved, will take great care to only engage staff and agencies who are required to support the child(ren) and be involved in any investigation. Where the decision is made to share information against the victim's wishes, the reasons should be explained to the victim and appropriate specialist support will be offered. The Academy will do all it reasonably can to protect the anonymity of any children involved in any report.

41 Sharing nudes and semi-nudes

41.1 The term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams *(collectively referred to as images)* by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young

people to refer to digitally manipulated and AI-generated nudes and semi-nudes.

Sharing nudes and semi-nudes: advice for education settings working with children and young people.

41.2 Images may be taken by the child themselves (self-generated) or taken or created by another person.

41.3 Any situations involving pupils and nudes and semi-nudes are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing nudes and semi-nudes is likely to be influenced by the age and ability of the children involved. In some cases, children under 13 (and indeed older) may create nudes and semi-nudes as a result of age-appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent. Children under the age of 10 may also be involved; the fact that they are below the age of criminal responsibility is not relevant to the seriousness with which safeguarding concerns are considered. The age at which children are becoming involved in this issue is lowering all the time and professionals should be mindful of this.

41.4 The term 'indecent images' (in law) also include pseudo-images which are computer-generated images that otherwise appear to be a photograph or video. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to-image generators. The Academy will deal with any incident involving an AI-generated or digitally manipulated image will be treated in the same way as any other incident.

41.5 When an incident involving nudes and semi-nudes comes to the attention of the Academy community:

- the incident must be referred to the DSL/safeguarding team as soon as possible and recorded using the usual safeguarding recording system;
- the DSL should hold an initial review meeting with appropriate school staff;
- there should be subsequent interviews/discussions with the young people involved (if appropriate);
- parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm; and

- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

41.6 An immediate referral to police and/or children's social care should be made if:

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed (including cases of sextortion) or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under the age of 13; and/or
- there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

41.7 If any devices may need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and locked away until the police are able to come and retrieve it. The Academy will act in accordance with the DfE guidance *Searching, screening and confiscation 2022.*

41.8 Staff will adhere to the guidance documents produced by the UK Council for Internet Safety: *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

42 Trafficking and unaccompanied asylum-seeking children

42.1 Trafficking of persons: the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

42.2 The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set out above. It is known that child trafficking occurs within the UK - a number of serious cases involving organised child sexual exploitation and trafficking have raised this issue.

42.3 Unaccompanied children may come to the UK seeking asylum (unaccompanied asylum-seeking children – UASC), or they may be here to attend school or join their family. A child may be the subject of a private fostering arrangement. Significant numbers of children are referred to local authority children's social care after applying for asylum and some will register at school for up to a term before disappearing again. This could be an indicator that they are a child trafficking victim. Staff should be vigilant and refer any concerns to the DSL.

42.4 In order to ensure effective procedures are in place the Academy adheres to *Children missing education; Statutory guidance for local authorities 2016*.

43 Upskirting

43.1 The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

43.2 '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 gender, can be a victim.

43.3 Any reports made about upskirting should be dealt with as a safeguarding issue and the safeguarding procedures should be adhered to.

44 Procedures for, and response to, specific safeguarding issues

44.1 The Academy recognises the importance of educating all shareholders about these specific safeguarding issues. Members of staff and volunteers, governors, parents/carers and visitors should be educated to spot the signs of abuse and know what to do if they have a concern about a child or young person. It is important that the long-term impacts of suffering such abuse are known so that the response can be tailored to meet the needs of the child.

Pupil awareness sessions are essential if children and young people are to develop the skills necessary to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme in order to build pupils' resilience and confidence.

44.2 Any concerns about the wellbeing of a child should be dealt with as a safeguarding issue and the safeguarding procedures should be adhered to.

44.3 Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy. All staff (especially the safeguarding teams) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

45 Policy change

45.1 This policy may only be amended or withdrawn by North Kesteven Academy.

APPENDIX 1

(A) Definitions of Abuse

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 the 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 setting 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. They may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

The following should be taken as accepted definitions of the four types of abuse:

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.

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.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation,

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

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 verbal abuse, such as persistent criticism, belittling or name-calling, as well as 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 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.

(B) Possible signs of abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

Possible signs of Neglect

- Constant hunger
- Pupil looks extra thin
- Poor personal hygiene (repeatedly unwashed, smelly)
- Constant tiredness
- Poor state of clothing
- Frequent lateness and non-attendance
- Has repeated accidents, especially burns

- Is left alone at home inappropriately
- Untreated medical problems
- Kept away from medicals
- Low self esteem
- Neurotic behaviour
- Poor social relationships (unable to make friends)
- Deterioration in school performance
- Is unusually ‘hard’ or ‘detached’ when told off
- Running away/reluctant to go home (particularly at the weekend)
- May appear distressed with no explanation when asked

Possible Signs of Emotional Abuse:

- Domestic violence
- Disclosure of punishment which appears excessive
- Over -reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviour
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Told they are useless, stupid, wicked, unlovable, clumsy, unattractive, weak

Possible Signs of Physical Abuse:

- Unexplained injuries, bites, bruises or burns, particularly if they recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- History of accidents and bruising
- Injuries getting progressively worse, or occurring in a time pattern (every Monday morning)
- Untreated injuries
- Disclosure of punishment which appears excessive
- ‘Grip’ marks on arms or ‘slap’ marks on cheeks, arms, legs
- Long marks which could be from a belt or cane
- Stub marks from a cigarette
- Bruising on both sides of the ear
- Teeth marks
- Withdrawal from physical contact/aggressive behaviour

- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- May appear distressed with no explanation when asked
- Eating disorders
- Self-destructive tendency
- Running away

Possible Signs of Sexual Abuse:

- **Sudden change in behaviour**
- **Displays of affection that are inappropriate**
- **Alleged promiscuity of sexualised behaviour**
- **Acting in a sexually provocative way**
- **Openly masturbating**
- **Fear of undressing**
- **Regression to younger behaviour**
- **May appear unhappy or isolated**
- **May have aggressive eruptions**
- **May be reluctant to go home**
- **Inappropriate internet use and possible grooming concerns**
- **Genital itching or genital pain**
- **Distrust of familiar adults**
- **May be kept away from medicals**
- **Unexplained gifts**
- **Depression and withdrawal**
- **Wetting or soiling**
- **Sleep disturbance, nightmares, bedwetting**
- **May present eating disorders (anorexia, bulimia, or excessive 'comfort eating'**
- **Chronic illness, especially throat infections and sexually transmitted diseases**

(C) Identifying a vulnerable child - Who are the most vulnerable?

Children or young people:

- who are disabled or have certain health conditions and have specific additional needs;
- with special educational needs;
- with a mental health need;

- who are young carers;
- who are pregnant and/or are a parent themselves;
- who have exhibited early signs of abusive, violent and/or harmful behaviours;
- who are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- who frequently go missing from education, home or care;
- who has been repeatedly removed from the classroom, experienced multiple suspensions, on a part-time timetable, who is at risk of permanent exclusion from schools, colleges and who is in Alternative Provision or a Pupil Referral Unit;
- who are at risk of exploitation, modern slavery, trafficking, including criminal sexual exploitation;
- who are at risk of being radicalised into terrorism;
- who have a parent or carer in custody, or are affected by parental offending;
- who are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- who are misusing alcohol and other drugs themselves;
- who are at risk of honour-based faith abuse such as Female Genital Mutilation or Forced Marriage;
- who are a privately fostered child;
- who are underachieving in education;
- who have been rejected by peer, faith or social group or family;
- who have been a victim or witness to crime or traumatic event;
- who have experienced conflict with family over religious beliefs and/or lifestyle choices/extreme political views;
- with identity confusion;
- who experience poverty, disadvantage or social exclusion;
- classified as LAC or post-LAC;
- who have recently returned home to their family from care; and/or
- who need a social worker.

(D) Children with special educational needs and disabilities (SEND)

Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.

- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

APPENDIX 2

Safeguarding during exceptional circumstances

Local Safeguarding Children Partnership (SCP)

In the event of exceptional circumstances, the Academy will work in accordance with Lincolnshire Partnerships' procedures, taking into account any amended procedures, which will be outlined within their SCP Policy and Procedures Manuals.

Safeguarding pupils during exceptional circumstances

The Academy will have safeguarding procedures in place to safeguard pupils as required during exceptional circumstances. The response of the Academy will reflect the needs of their children and young people.

Any amended safeguarding procedures introduced during exceptional circumstances will be communicated to staff, pupils and parents/carers to ensure all are aware of the reporting procedures.

The Academy will issue safeguarding guidance to staff to support pupils with online learning, where required. Guidance will also be issued to parents/carers to help them support their child(ren).

Personal Development

Where necessary, in order to respond to challenges faced during exceptional circumstances, the personal development programme will be amended to reflect the needs of children and young people.