

**THE SOUTH LINCOLNSHIRE
ACADEMIES TRUST**

SLAT

**BOURNE ACADEMY
&
SPALDING ACADEMY
&
GILES ACADEMY**

**CHILD PROTECTION &
SAFEGUARDING POLICY**

SAFEGUARDING POLICY FOR THE SLAT

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SLAT SAFEGUARDING POLICY

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1. POLICY STATEMENT

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

1.2 The SLAT, which currently has two schools; Bourne Academy and Spalding Academy, is committed to providing an environment which safeguards and promotes the welfare, safety and health and guidance of our students. The SLAT recognises the importance of the contribution it can make to protecting and supporting students across the school.

1.3 Safeguarding is defined as:

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

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

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

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

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

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

1.7 This policy fully takes into account the guidance as outlined by **Keeping Children Safe in Education (latest update September 2020 - with changes included in this policy)**; **Working Together to Safeguard Children (latest update February 2019)** and **Positive Environments Where Children Can Flourish guidance March 2019**. In the broadest sense these two documents outline the following:

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

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

1.9 As identified by the Lord Laming report, the SLAT emphasises that safeguarding is **everybody's** responsibility - **the SLAT moto in all of the schools**

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within the Trust is that '***It Could Happen Here***'.

1.10 Key documents with which this policy is in accordance include:

- 2020 September Update - Keeping Children Safe in Education;
- 2019 March - Positive Environments Where Children Can Flourish;
- 2019 February Update - Working Together to Safeguard Children;
- Prevent Duty Legislation & Schools Counter Terrorism & Security Act 2015;
- The Children and Families Act 2014;
- The Teacher Standards Document 2012;
- 2012 Protection of Freedoms Act;
- The Education Act 2011;
- Dealing with allegations of abuse against teachers & staff (DFE 2011);
- 2011 Munro Review of Child Protection;
- Prevent Strategy 2011 (updated 2015);
- Education (England) Regulations 2010;
- Safeguarding on work related learning & work experience 2010;
- Information Sharing: Guidance for Practitioners and Managers 2009;
- Safeguarding Children and Safer Recruitment in Education 2007;
- 2007 Safeguarding Children and Safer Recruitment in Education;
- What to do if you are worried a Child is being Abused 2006;
- 2006 Safeguarding Vulnerable Groups Act;
- The Children Act 2004;
- 2003 Every Child Matters;
- 2003 Sexual Offences Act;
- Laming Report (2003)–Victoria Climbié & “Baby Peter” Review (2009);
- Bichard Inquiry (2003) following the Soham murders;
- S.175/157 Education Act 2002 (Lauren Wright);
- Education Act 2002;
- 2000 Framework for the Assessment of Children in Need & Families;
- 1999 Protection of Children Act;
- The Children Act 1989 and 2004.

1.11 In accordance with the principles outlined in ‘Safeguarding Children and Safer Recruitment’ (2007) the SLAT commits to work in partnership with the Lincolnshire **Safeguarding Children Partnership (LSCP)** and other agencies to help prevent, protect and support children at risk in each of the schools within the Trust. This co-operation includes a senior member of staff attending Child Protection conferences and other inter-agency meetings.

1.12 The SLAT will designate at least one senior member of staff to be the Designated Safeguarding Lead in each school within the Trust, known as the Senior Designated Safeguarding Manager (DSM) for Child Protection and ensure that this person receives appropriate training to undertake the role (see Appendix

1: Key Personnel).

1.13 The SLAT will work in conjunction with parents and carers and other external agencies whenever it is in the child's interests to do so.

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

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

2. Who does this policy apply to?

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

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

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

3. Who is responsible for carrying out this policy?

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

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

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

3.4 It is the responsibility of the Executive Head Teacher to ensure a designated

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senior person in each school within the Trust is appointed as the designated safeguarding lead, known as the Designated Safeguarding Manager (DSM) for Child Protection for the school and that a Deputy DSM is in place and that the name and the responsibilities of these people are known to all staff (see Appendix 1: Key Personnel & Appendix 10: Role of the DSM).

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

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

3.7 It is the responsibility of the Executive Head Teacher to respond to any safeguarding allegations or concerns about staff in any Trust school appropriately implementing the appropriate disciplinary and appeals procedures as required.

3.8 It is the responsibility of the DSM to ensure that all staff in each school within the Trust receive initial training and appropriate update training every year on an annual basis on safeguarding, including how to recognise the signs and symptoms of abuse.

3.9 If the DSM is unavailable or absent then a deputy DSM will act as the DSM.

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

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

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

3.13 It is the responsibility of the Trustees and LAB members to ensure that policies and procedures are implemented which provide a duty of care to young

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people, safeguard their wellbeing and protect them from abuse and to respect and promote the rights and feelings of young people, in accordance with the DFE guidance.

3.14 It is the responsibility of the Trustees to ensure that the Head Teacher and the DSM have the SLATs Safeguarding policy and procedures in place and that these are reviewed annually and to appoint a nominated Safeguarding Trustee and LAB member to monitor the implementation of the Safeguarding policy in each of the Trust Schools. It is also the responsibility of the Trustees to ensure that a staff code of conduct policy is in place (see Appendix 11: The Role of the Governing Body).

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

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

4. What are the core aims of this policy?

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

4.2 To give guidance to staff to ensure best practice.

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

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

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

5. What are the principles behind this policy?

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

5.2 The Executive Head Teacher and the Trustees recognise that all children

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regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation have the right to be protected from ill treatment and neglect and to experience a good standard of care.

5.3 The Executive Head Teacher and the Trustees recognise that all children have the right to be heard and that the wishes and feelings of the child should be sought and influence the decision making.

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

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

6. Procedures

6.1 SLAT Recruitment and Selection of Staff

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

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

6.1.3 The recruitment and selection of all employees will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2011, the School Staffing (England) Regulations 2009 and the statutory guidance, Safeguarding Children and Safer Recruitment in Education Settings and the school's equal opportunities policy (See appendix 2: Disqualification by Association).

6.1.4 The school will ensure that the Executive Head Teacher, **the four** Executive Deputy Head Teachers and a minimum of three Trustees; the staff with DSM responsibility; the Pastoral Manager in each Trust School and Personnel Manager within each Trust school have received training in Safer Recruitment and that all interview selection panels have a member of trained staff on them.

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

- An SLAT application form is completed for all applicants.
- Following up two professional references, including at least one who can

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comment on the applicant's suitability to work with children.

- Requesting copies of original qualifications.
- Ensuring appropriate police checks are made and enhanced DBS disclosures obtained, including those relevant teacher status checks for nationals of an (European Economic Area) EEA country teaching in the UK, such as relevant visa information.
- Reference to and awareness of safeguarding issues is addressed during the interview process.
- **Appropriate safeguarding training is delivered to all staff including temporary or supply staff.**

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

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

6.1.7 The SLAT will maintain a single central record (SCR) for each school within the Trust of all school employees and agency staff which will include:

- Disclosure and Barring Service (DBS) checks as appropriate to their role.
- Evidence of qualifications.
- Evidence of permission and suitability to work with children and young people for staff who are not nationals of an (European Economic Area) EEA country.
- All school contract details and information including; working hours, working weeks, salary information and any management or leadership responsibilities.
- A record of relevant personnel information given in respect of the school's code of conduct policy, disciplinary policy, social networking policy, whistle blowing policy and capability policy. Including records such as informal professional advice; coaching support guidance; verbal or written warnings.

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

6.1.9 When a member of staff joins any of the Trust schools school mid-year, they will receive the relevant introduction and safeguarding training from the DSM or Deputy DSM and the Personnel Manager (see Appendix 13).

6.1.10 NB: Any mid-year student joiners in any of the Trust schools will be given all relevant information on the safeguarding team, as part of the admission process by the DSM or Deputy DSM (see Appendix 14).

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

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

6.2 Safeguarding Children and Child Protection

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

- "Harm" means ill-treatment or the impairment of health or development.
- "Development" means physical, intellectual, emotional, social or behavioural development.
- "Health" means physical or mental health.
- "Ill-treatment" includes sexual abuse and forms of ill-treatment which are not physical.

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

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

- Physical
- Emotional
- Sexual
- Neglect

6.2.4 All SLAT staff should be concerned about a student if he/she presents with indicators of possible significant harm (Appendix 3 – Signs and Symptoms of Possible Significant Harm).

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

- Student's Health and Safety;
- Bullying-including cyber-bullying by text message, sexting, social

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- networking;
- Racist abuse;
- Harassment and discrimination;
- Use of physical intervention;
- Meeting the needs of students with medical conditions - outlined in The Child and Families Act 2014;
- Providing First Aid;
- Female Genital Mutilation (Appendix 4 describes this in more detail);
- Domestic Violence (Appendix 5 describes this in more detail);
- Drug and Substance misuse (Appendix 6 describes this in more detail);
- Educational visits (the school Trips & Visits policy outlines this in more detail);
- Intimate care;
- Issues specific to a particular area, for example gang activity;
- Child sexual exploitation (Appendix 7 describes this in more detail);
- Britishness (Appendix 8 describes this in more detail);
- Mental Health;
- Radicalisation (Appendix 9 describes this in more detail);
- Trafficking;
- Fabricated illness;
- Faith abuse;
- Gender based violence;
- Private fostering;
- Teenage relationship abuse;
- Force Marriage;
- Self-Harm;
- Youth Produced Sexual Imagery - Sexting;
- Peer on Peer Abuse;
- Breast Ironing;
- Knife Crime;
- Homelessness;
- Voyeurism (up skirting);
- Relationships & Sex Education (NB: see Trust RSE Policy based on DfE guidance April 2019, with RSE compulsory in secondary schools Sept 2020).
- Child Criminal Exploitation: County Lines & Cyber Crime – update Jan 2020

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

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services;
- Reassure him or her that what has happened is not his or her fault;

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- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify;
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record (see Record Keeping-see 6.4), informing the child that you are doing so;
- Pass the information on immediately to the DSM or a member of the Designated safeguarding Team (as outlined in Appendix 1-Key Personnel) without delay.

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

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

6.2.9 From this point on, the DSM in each of the Trust schools will keep a confidential record of all comments, actions and observations. These records will be recorded on My Concern or filed, kept securely and access will only be given to the DSM, the Designated Safeguarding Team and the Executive Head Teacher (as outlined in Appendix 1-Key Personnel).

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

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

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

6.2.13 If the DSM in one of the Trust schools believes that "a child is experiencing or may have already experienced abuse or neglect" or "is at risk of suffering

significant harm” either now or in the future then the school will comply with the procedures of the Local Safeguarding Children Partnership (LSCP).

6.2.14 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people’s emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

6.3 Responding and Referring

6.3.1 The SLAT schools will work in partnership with other agencies in the best interests of the children. The SLAT schools will, where necessary, liaise with the school nurse and make referrals to children’s social care.

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

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

6.3.4 All schools within the SLAT will co-operate with any child protection enquiries conducted by children’s social care: the Trust will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

6.3.5 All schools within the SLAT will provide reports as required for these

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

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

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

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

6.3.8 The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children. NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

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

6.3.10. SLAT has a pivotal role to play in multi-agency safeguarding arrangements. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role

the Trust will work together with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on agencies and organisations by the arrangements.

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

6.4 Record keeping

6.4.1 Any member of staff in one of the SLAT schools receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child’s own words, what was said or seen, putting the scene into context, and giving the time and location. This must be entered on to the My Concern system - if any staff member has a problem accessing or using the My Concern system they must seek out one of the safeguarding team, as identified in Appendix 1 - Key Personnel immediately, without delay. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

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

6.4.3 When a child in one of the Trust schools who has had a child protection plan leaves the school and/or transfers to another school, the DMS will inform the child’s new school immediately and discuss with the child’s social worker the

transfer of any confidential information the school may hold.

6.4.4 When a child in one of the Trust schools transfers between schools/colleges or moves school part way through an academic year, all information about any past or current concerns will, if possible, be passed on to the DMS of the receiving school/college. Any records that cannot be passed on will be retained confidentially until the child's 25th birthday.

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

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

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

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR

FAQs and guidance from the department

- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

6.5 The Curriculum

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

6.5.2 There should be opportunities within the curriculum in any one of the Trust schools for students to develop the skills they need to recognise and stay safe from abuse. All students, through the curriculum, should be encouraged to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. There should also be opportunities for students to learn about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

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

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

6.6 Training and Development

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

6.6.2 The Executive Head Teacher will ensure that the DSM and Deputy DSM in each of the Trust schools receive specialised training on safeguarding and child

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protection which is updated every two years. In addition, the Trust schools follow the procedures established by the Local Safeguarding Children Partnership (LSCP) 6-year training pathway and receive a safeguarding update at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.

6.6.3 The annual training induction programme for school staff in each of the Trust schools will include training on safeguarding and child protection and familiarisation with this policy, including identification of any Child Protection training needs. The DSM in each of the SLAT schools will ensure that there are additional opportunities for such training throughout the academic year for mid-year starters (Appendix 13). **Appropriate safeguarding training is delivered to all staff including temporary or supply staff.**

6.6.4 All SLAT staff will receive refresher training on safeguarding and child protection every year on an annual basis, it is recommended good practice for the DSM in each of the SLAT schools to deliver an annual update. Therefore, all SLAT staff will receive appropriate safeguarding training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse and neglect and of the appropriate procedures to follow. Temporary SLAT staff and volunteers will be made aware of the safeguarding policies and procedures by the DSM or Deputy DSM in each of the SLAT schools (Appendix 13).

6.6.5 The Executive Head Teacher, the **four** Executive Deputy Head Teachers and a minimum of three Trustees; the staff with DSM responsibility; the Pastoral Manager in each Trust School and Personnel Manager within each Trust school will be trained in Safer Recruitment

6.6.6 The Executive Head Teacher will ensure that the DSM and the Designated Safeguarding Team in each of the SLAT schools (as outlined in Appendix 1-Key Personnel) will undertake any online safeguarding training modules, as identified as necessary by the DSM; such as the Virtual College (VCTMS) Awareness of Child Abuse module that is required to be undertaken by all of the school pastoral team and disadvantaged student mentors. A training log is held by the Deputy DSM in each Trust school as a record of all training.

6.6.7 Unfortunately there may be an extreme case where it is necessary to restrain a student for their own protection or for the protection of others in one of the SLAT schools. Any restraint will only be carried out by those staff trained in 'Team Teach', such as the DSM; Deputy DSM; Pastoral Manager in each of the SLAT schools. The DSM will identify relevant pastoral staff to undertake the 'Team Teach' training, which will be renewed every three years. If it has been necessary

to restrain a child this must be recorded by the DSM and the relevant next steps identified. Parents / carers will always be informed if it has been necessary to use Team Teach (NB: See Policy Update Appendix 20 for further details).

6.6.8 The use of 'reasonable force' in schools: (NB: See Policy Update Appendix 20 for further details). There are circumstances when it is appropriate for staff in both of the SLAT schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight. 'Reasonable' in SLAT schools and in such circumstances means 'using no more force than is needed'. The use of force should involve passive physical contact where possible, such as standing between pupils or blocking a pupil's path. When necessary staff may deem it necessary to use 'active physical contact' such as leading a pupil out of the classroom by the arm. The SLAT believes that the adoption of a 'no contact' policy can leave staff unable to fully support and protect their pupils. **When it is deemed necessary to use 'reasonable force', this must be reported immediately to the DSM; Deputy DSM or Pastoral Manager in each Trust school.**

7. Abuse of Trust & Allegations Against Staff (including supply), Volunteers and Contractors

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

7.2 Sexual activity does not only relate to an act of penetration; it includes kissing; rubbing; touching outside of clothing; etc. It may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

7.3 Concerns about a SLAT colleague, supply, volunteer and contractor: SLAT staff who are concerned about the conduct of a colleague / volunteer towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague's career. **All SLAT staff must**

remember that the welfare of the child is paramount. Any person who suspects that there may be inappropriate behaviour by SLAT staff (including volunteers) towards students must report your concerns, suspicions or uneasiness as soon as possible to the Executive Head Teacher, the DSM or Deputy DSM. **This includes any behaviours inside and outside of school that indicate they may not be suitable to work with children. Don't think "What if I'm wrong?", instead think "What if I'm right?"**, pinpoint what practice is causing you concern and why. The school's whistleblowing safeguarding policy - (section 23 of this policy) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

7.4 All concerns of poor practice or possible child abuse by SLAT colleagues, **supply**, volunteers or **contractors** should be reported to the Executive Head Teacher; the DSM or Deputy DSM without delay.

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

- **Local Authority Designated Officer (LADO) directly on 01522 554674** (Appendix 12)

7.6 All school SLAT staff, Trustees and the Chair of each LAB within the Trust should be aware of the indicators of sexual grooming that include:

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

7.7 No member of SLAT staff (including supply**), volunteers and **contractors****

must be in contact with any child at any one of the Trust schools via any form of social networking at all, this includes accepting a child at the school to be a 'friend' by using any form of social networking such as Facebook, snap chat, etc. (see the SLAT's social networking policy for more detail).

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

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

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

8. Dealing with Allegations of Abuse Against Staff (including supply**), Volunteers and **Contractors****

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

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

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

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

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

8.4 The Executive Head Teacher, Chair of Governors / Deputy Chair of Governors or the DSM will contact the LADO to discuss whether:

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

8.4 Where a person has reason to suspect that another member of SLAT staff may have abused a child, **whether in the school or elsewhere** they should immediately inform the Executive Head Teacher or DSM.

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

8.6 Where the allegation or concerns are about the Executive Head Teacher or the DSM the person receiving the allegation or concern should refer 7.5 - contacting the LADO.

9. Use of physical interventions

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

humiliation.

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

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

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

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

9.4 All SLAT staff are not empowered to carry out physical searches for weapons (such as knives), illegal drugs, pornography, sexting, etc. Actions by SLAT staff must at all times be in accordance with guidance and procedures - i.e. by immediately informing the DSM / Deputy DSM or Pastoral Manager in the relevant SLAT school or a member of the Executive Deputy Headteacher team if there are concerns over safety. In the event of searches being needed, parents will be informed the same day by the Pastoral Manager in the relevant SLAT school.

10. E-Safety

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

10.2 The Trust classifies three main areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for

example, commercial advertising as well as adults posing as children or young adults; and

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

10.3 SLAT staff across the Trust have a major responsibility to educate our students; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process.

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

10.5 **SLAT staff should not communicate with students through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. SLAT staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site** (see points 7.6 / 7.7 / 7.8 for further details).

11. Filming, photography and images

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

11.2 The Trust will protect students by:

- Seeking their consent for filming, photographs to be taken or published (for example, on our website or in newspapers or publications) where the student is capable of providing consent;
- Seeking parental consent for filming or photographs to be taken or published;
- Using only the student's first name with an image and only using full names in exceptional circumstances.
- Ensuring students are appropriately dressed in line with the Student Uniform Policy;

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- Encouraging students to tell us if they are worried about any film footage or photographs that are taken of them;
- Requesting that no filming or photography is allowed at school public events other than that of the school official nominated photographer.

12. Youth Produced Sexual Imagery - Sexting

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

12.2 There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as images and videos generated:

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

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

12.4 Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected by sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

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

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

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

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

- The incident is referred to the DSM or Deputy DSM within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system;
- The DSM / Deputy DSM should hold an initial review meeting with appropriate school staff;

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

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

12.10 Securing and handing over devices to the police:

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

13. Peer on Peer Abuse

13.1 Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

13.2 Types of abuse: There are many forms of abuse that may occur between peers and this list is not exhaustive;

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

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

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

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

13.6 Expected action taken from all SLAT staff:

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

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

13.8 The SLAT staff must not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters, when dealing with peer on peer abuse.

13.9 All incidents of peer on peer abuse are recorded and shared with the DSM / Deputy DSM, by using My Concern.

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

13.11 Where necessary the DSM / Deputy DSM will refer incidents of peer on peer abuse to children services for further investigation.

14. Safeguarding Students Who Are Vulnerable to Radicalisation

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

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

14.3 The current threat from terrorism in the United Kingdom may include the exploitation of 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. The Lincolnshire Safeguarding Children Partnership (LSCP) is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the SLAT's safeguarding duty.

14.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 9.

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

14.6 Please refer to the Trust Prevent Policy 2019, which supports the whole school PSHE / SMSC programme, outlining education provision for our young people.

15. Prevent Risk Reduction

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

16. Prevent Response

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

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

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

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

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

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

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

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

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

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

16.10 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty website: WWW.GOV.UK

16:11 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) 28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

17. Safeguarding Students Who Are Vulnerable to Exploitation; Forced Marriage; Female Genital Mutilation, Honour Based Abuse or Trafficking

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

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

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

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

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

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

18. Reporting of Female Genital Mutilation (FGM)

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

18.2 When a teacher at one of the SLAT schools has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation with the DSM or Deputy DSM in each of the Trust schools, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

19. Children Who Go Missing from Education

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

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

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

20. Children With Additional Needs

20.1 The SLAT recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

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

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

21. Children in Specific Circumstances-Private Fostering:

21.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

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

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

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

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

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

22. Children potentially at greater risk of harm:

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

22.2 Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and

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educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

22.3 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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

23. Pre-Birth Protocol

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

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

A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment including timetable and learning environment adjustments. It is important that the provision participate in the Team Around the Child (see Team Around the Child Supporting Documentation,) in order for them to fully support the continued education of the young parent. Education establishments should have a clear strategy for engaging with the young person while they are away from the provision so as to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral to the pupil reintegration team on 01522 554525 who will assess and consider alternative arrangements if appropriate.

24. What We Do When We Are Concerned

23.1 Where risk factors are present but there is no evidence of a particular risk then the DSM/SPOC / Deputy DSM in the relevant SLAT school will advise on

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preventative work that can be done within the school to engage the pupil into mainstream activities and social groups.

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

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

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

24.4 The DSM/SPOC / Deputy DSM in the relevant SLAT school will also offer and seek advice about undertaking an early help assessment and/or will make a referral to children's services social care.

25.5 The local family support and Lincolnshire safeguarding Children Partnership can assist in this process.

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

25. Whistle Blowing

23.1 All SLAT schools will follow the SLAT Whistle Blowing - section 23 of this policy.

23.2 If any member of the SLAT staff have a safeguarding concern they should report this to the Executive Head Teacher, the Deputy Executive Head Teacher or the LAB Chair for one of the SLAT schools.

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

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

- The people in and outside the school that staff members should report concerns to - as shared in 23.2;

- All SLAT staff and contractors / visitors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals:**
 - **Email: help@nspcc.org.uk**
 - **Telephone: 0800 028 0285 - the line is available from 08.00-20.00 Monday to Friday**
- All SLAT staff and contractors / visitors must be aware that they can use this line if:
 - They believe their concerns won't be dealt with properly or may be covered-up;
 - They have raised a concern but it hasn't been acted upon;
 - They are worried about being treated unfairly.

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

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

- **01522 554674**

The LADO details can be found in Appendix 12

23.7 Where the allegation or concerns are about the Executive Head Teacher or the DSM the person receiving the allegation or concern should refer 7.5 - contacting the LADO / Governors.

26. Confidentiality and Sharing Information

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

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

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

24.3 Every effort will be made to prevent unauthorised access, and sensitive

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information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

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

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

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

27. Complaints

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

25.2 Complaints are managed by senior staff, i.e. the Executive Head Teacher, the Executive Deputy Headteacher team and the Trustees.

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

25.2 Complaints about the Executive Head Teacher should be reported to the DSM or the Chair of Governors / Deputy Chair of Governors or refer to section 7.5 - reporting to the LADO.

25.3 Complaints about the DSM should be reported to the Executive Head Teacher or the Chair of Governors / Deputy Chair of Governors or refer to section 7.5 - reporting to the LADO.

25.4 Complaints about a SLAT Trustee or a LAB member should be reported to the Executive Head Teacher; DSM or refer to section 7.5 - reporting to the LADO.

28. Policy Review

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

APPENDIX 1:

KEY SLAT SAFEGUARDING STAFF

MRS LUCY CONLEY:

Executive Head Teacher

Email: ConleyL@bourneacademy.org

Lucy.Conley@spaldingacademy.org.uk

Tel: **07931 300510**

MR WILL HAWKINS:

Chair of Governors & Safeguarding Governor

Email: HawkinsW@bourneacademy.org

MR DUNCAN PICKERING:

Deputy Chair of Governors & Safeguarding Governor

Email: PickeringD@bourneacademy.org

The Main SLAT Designated Safeguarding Team:

MR BRETT SINCLAIR:

Executive Deputy Headteacher & Designated Safeguarding Manager (DSM)
Single Point of Contact (SPOC) for both of the SLAT schools

Email: SinclairB@bourneacademy.org

Brett.Sinclair@spaldingacademy.org.uk

Tel: **07548 914300** (Mobile 24 hr number - including for residential's)

MRS JULIA KETTLE:

Safeguarding Manager & Deputy DSM / Deputy SPOC **Bourne Academy**

Email: KettleJ@bourneacademy.org

Tel: **01778 391209** (Direct School Land Line - School Hours Only)

MRS JO CARVER:

Email: CarverJ@bourneacademy.org

Tel: Ext 218

MISS MICHELLE RYAN:

Safeguarding Manager & Deputy DSM / Deputy SPOC **Spalding Academy**

Email: Michelle.Ryan@spaldingacademy.org.uk

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

MRS MAXINE SHARPE:

Email: Maxine.sharpe@spaldingacademy.org.uk

Tel: Ext 207

Mrs SAM PELL

Email: Spell@gilesacademy.co.uk

Tel: 01205 870693

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Mrs JO WHITEHEAD

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Other Key SLAT Safeguarding Team Contacts:

MR MARK BRYAN:

Pastoral Manager-BOURNE ACADEMY

Email: BryanM@bourneacademy.org

Tel: 07808 738620

MR IAN BILLINGHURST:

Pastoral Manager-SPALDING ACADEMY

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Tel: 07916 268865

APPENDIX 2:

DISQUALIFICATION BY ASSOCIATION INFORMATION

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

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

What offences are covered?

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

- Ofsted: Disqualifications (February 2013);
- DBS: Relevant Offences (September 2014);
- Summary list of offences;
- Disqualification 'by association';
- School staff are disqualified from working in a school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified;
- The 'disqualification by association' criteria dates back to the Childcare (Disqualification) Regulations 2009. When the criteria is met the staff member must inform the headteacher and provide him/her with the relevant details. The school must inform Ofsted within 14 days.

Waiver of disqualification

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

Head Teachers must ensure that they:

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

APPENDIX 3:

SIGNS AND SYMPTOMS OF POSSIBLE SIGNIFICANT HARM

PHYSICAL ABUSE

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

Indicators in the child:

a) Bruising:

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

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

b) Fractures:

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

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

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

c) Mouth Injuries:

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

d) Poisoning:

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

e) Fabricated or Induced Illness:

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

Possible concerns are:

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

f) Bite Marks;

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

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

g) Burns and Scalds:

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

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

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

The following points are also worth remembering:

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

h) Scars:

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

Emotional / Behavioural presentation:

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

Indicators in the parent:

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;

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- Tries to draw the child into their own illness;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties may (or may not) be associated with this form of abuse;
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

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

EMOTIONAL ABUSE

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

Indicators in the child:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' - difficulty relating to others;
- Over-reaction to mistakes;

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- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-harm;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away;
- Compulsive stealing;
- Air of detachment – ‘don’t care’ attitude;
- Social isolation – does not join in and has few friends;
- Depression, withdrawal;
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- Fearful, distressed, anxious;
- Poor peer relationships including withdrawn or isolated behavior Indicators in the parent;
- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- Abnormal attachment to child e.g. overly anxious or disinterest in the child;
- Scapegoats one child in the family;
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection;
- Wider parenting difficulties may (or may not) be associated with this form of abuse Indicators of in the family/environment;
- Lack of support from family or social network;
- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

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

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

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

Indicators in the child:

a) Physical presentation:

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

b) Development;

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

c) Emotional / Behavioural presentation:

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

Indicators in the parent:

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialization;
- Abnormal attachment to the child e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration;

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failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;

- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators in the family/environment:

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

SEXUAL ABUSE

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

Indicators in the child:

a) Physical presentation:

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

b) Emotional / Behavioural presentation:

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

c) Indicators in the parents:

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

d) Indicators in the family/environment:

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

APPENDIX 4

MENTAL HEALTH

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

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

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

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

APPENDIX 5:

FEMALE GENITAL MUTILATION

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

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

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

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

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

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

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

APPENDIX 6:

DOMESTIC VIOLENCE

What is domestic violence?

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

Any incident or pattern of incidents of controlling, coercive or threatening 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.

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation

and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship. The Trust will offer support and signpost to the appropriate agencies.

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

Who is at risk?

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

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

Why does it happen?

All forms of domestic violence, psychological, economic, emotional and physical, come from the abuser's desire for power and control over other family members or intimate partners. Although every situation is unique, there are common factors.

What are the signs of domestic violence?

- Destructive criticism and verbal abuse: shouting/mockng/accusing/name calling/verbally threatening;
- Pressure tactics: sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report you to welfare agencies unless you comply with his demands regarding bringing up the children, lying to your friends and family about you, telling you that you have no choice in any decisions;
- Disrespect: persistently putting you down in front of other people, not listening or responding when you talk, interrupting your telephone calls, taking money from your purse without asking, refusing to help with childcare or housework;
- Breaking trust: lying to you, withholding information from you, being jealous, having other relationships, breaking promises and shared agreements;
- Isolation: monitoring or blocking your telephone calls, telling you where you can and cannot go, preventing you from seeing friends and relatives;
- Harassment: following you, checking up on you, opening your mail, repeatedly checking to see who has telephoned you, embarrassing you in public;

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- Threats: making angry gestures, using physical size to intimidate, shouting you down, destroying your possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm you and the children;
- Sexual violence: using force, threats or intimidation to make you perform sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation;
- Physical violence: punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling;
- Denial: saying the abuse doesn't happen, saying you caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Is it a crime?

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

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

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

Domestic Violence & Operation Encompass

Operation Encompass is a national police-led initiative to notify schools, 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.

Further guidance on what to do and the resources we may require are located via <https://www.lincolnshire.gov.uk/domestic-abuse>. If we are unsure whether our concerns need to be reported to Children's Services, we will contact 01522 782111 and request a consultation with a social worker, which will be arranged for the following working day. If we notify the parents that we 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 we do not notify the parents, a hypothetical consultation can be held, though the social worker will only have the information available during the discussion.

If the child referred to in the email does not attend our school and we have been sent a notification in error, we will report this to: OperationEncompass@lincs.pnn.police.uk

APPENDIX 7:

DRUGS /SUBSTANCE ABUSE

What is drug / substance abuse?

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

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

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

APPENDIX 8:

WHAT IS CHILD SEXUAL EXPLOITATION?

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

What are the signs?

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

These include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;

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- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behavior;
- Changes in eating pattern

Risks faced by children?

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

Who can offer additional support?

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

- **Telephone: 0808 800 5000**

The LADO (Lincolnshire Designated Officer): 01522 554674

APPENDIX 9:

BRITISHNESS

The SLAT is committed to ensuring that 'British' values underpin all aspects of the education and curriculum offered to its students. Britishness can be taken as 'referring to a sense of national identity of the British people.'

However, it is difficult to create or devise a definition that is agreeable by all.

In many respects, Britishness has a fluidity to it, given the ever changing nature of the multi-cultural mix of people who occupy the British Isles.

Therefore, the SLAT strongly adheres to a view that irrespective of faith, gender, ethnicity or colour, all students are given the same equal opportunity to education.

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

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The following aspects of Britishness are promoted:

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

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

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

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

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

The provider prepares learners for life in modern Britain by:

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

APPENDIX 10

INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

‘The demonstration of unacceptable behaviour by using any means or medium to express views which:

- **Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;**
- **Seek to provoke others to terrorist acts;**
- **Encourage other serious criminal activity or seek to provoke others to serious criminal acts;**
- **Foster hatred which might lead to inter-community violence in the UK.’**

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self- esteem; they may have dissociated from

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their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

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

PREVENTING VIOLENT EXTREMISM

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SLAT is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for the SLAT is the DSM - as identified in Appendix 1 - Key Personnel.

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The responsibility of the SPOC is to:

- Ensure that staff of the SLAT are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintain and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raise awareness about the role and responsibilities of Bourne Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitor the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raise awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Act as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information from in relation to referrals of vulnerable students / pupils into the Channel process;
- Attend Channel meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the Channel* Co-ordinator;
- Share any relevant additional information in a timely manner.

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

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

Any adult working for the South Lincolnshire Academies Trust (including visiting staff, supply staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak immediately with the SPOC, who is also the DSM - as identified in Appendix 1 - Key Personnel.

APPENDIX 11:

THE ROLE OF THE DESIGNATED SAFEGUARDING MANAGER

Our Designated Safeguarding Manager (DSM) of the SLAT is an Executive Deputy Head Teacher - as identified in Appendix 1 - Key Personnel.

The Designated Safeguarding Manager will take lead responsibility for safeguarding and child protection (including online safety). The Designated Safeguarding Manager will help to promote educational outcomes but sharing information about the welfare, safeguarding and child protection issues that children are experiencing or have experienced with teachers and school leadership staff. This is explicit in the role holder's job description. This person has the appropriate status and authority within the school to carry out the duties of the post. They are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and contribute to the assessment of children.

The DSM has lead responsibility and management oversight and accountability for child protection and, with the Executive Head Teacher will be responsible for coordinating all child protection activity.

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

When a school within the Trust has concerns about a child, the DSM will decide what steps should be taken and should advise the Executive Head Teacher.

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

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

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

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

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

If a child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

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

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

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

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

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

APPENDIX 12:

THE ROLE OF THE GOVERNING BODY

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

The Governing Body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Lincolnshire Safeguarding Children Partnership (LSCP);
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at annual intervals;
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

The Governing Body reviews its policies/procedures annually.

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

The Nominated Trustee is responsible for liaising with the Executive Head Teacher and DSM over all matters regarding child protection issues.

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

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

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

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

NB: Re: reporting on the Executive Headteacher / DSM - refer to 7.5 regarding referrals to the LADO

APPENDIX 13:

THE LOCAL AUTHORITY DESIGNATED OFFICER - LADO

- **What is a LADO?**

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

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

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

If you need to contact the LADO, please contact:

- **01522 554674**



Lincolnshire
Safeguarding
Children Board

APPENDIX 14:

STAFF MID-YEAR JOINERS EXPECTATIONS FOR MEETINGS

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST

Employee name:

Job Title:

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

- Helen Lewis (BA & SA & GILES) for Health & Safety
- Julia Kettle (BA) / Michelle Ryan (SA)/Jo Whitehead (GILES) for Safeguarding
- Liz Dyer (BA & SA & GILES) for NQTs and staff induction
- Karen Joel (BA & SA & GILES) for SEN
- Mark Bryan (BA) / Ian Billingham (SA)/ Sam Pell (GILES) for Pastoral
- Liz Dyer (BA & SA & GILES) for Performance Management

Employee signature:

Date:

APPENDIX 15:

STUDENT MID-YEAR JOINERS EXPECTATIONS

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST SLAT

TITLE

INFORMATION FOR MID TERM ADMISSION STUDENTS

APPLIES TO

NEW STUDENTS – Student Name:

1.

What to do if I am worried about anything in school

As a student in a new school you may have worries that you need to talk to a member of staff about or information that you need to find out. Below is a list of people that you can talk to if you need to:

- Form Teacher:
- Head of House:
- Head of Year:
- Mr Bryan, Pastoral Support Manager (BA) / Mr Ian Billinghamurst, Pastoral Manager (SA)/ Mrs Sam Pell (GILES)

2.

What to do if I am worried about anything outside school

If you are worried or unhappy about something that is happening or has happened outside school that you need to talk to a member of staff about, below is a list of people that you can speak to:

- Mr Brett Sinclair Safeguarding Lead (DSM) (BA & SA & Giles)
- Mrs Julia Kettle Safeguarding Manager (BA)
- Miss Michelle Ryan Safeguarding Manager (SA)
- Mrs Jo whitehead Safeguarding Manager (Giles)
- Mrs Sam Pell Safeguarding Lead (Giles)
- Mr Mark Bryan Pastoral Support Manager (BA)
- Mr Ian Billinghamurst Pastoral Manager (SA)

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- You can also speak to: Your Form Tutor

Your Head of Year (HOY)

APPENDIX 16:

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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

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

APPENDIX 17:

RELATIONSHIPS & SEX EDUCATION - RSE

- The Secretary of State for Education has confirmed the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships and Sex Education (RSE) statutory in all schools.
- Supporting Policies:
 - Trust RSE Policy: See the Trust RSE Policy 2020 - based on DfE guidance April 2019, with RSE being compulsory in secondary schools Sept 2020.
 - Trust PSHE & SMSC Policy: See the Trust PSHE & SMSC Policy 2020.

APPENDIX 18:

VOYEURISM

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

What is Voyeurism?

- The Voyeurism (Offences) Act 2019 now criminalises the act of 'Up Skirting'.
- The Criminal Prosecution Service (CPS) defines the act of up skirting as a colloquial term referring to the action of placing equipment, such as a mobile phone, beneath a person's clothing to take a voyeuristic photograph without their permission.
- It is not only confined to victim's skirts or dresses and equally applies when men or women are wearing kilts, cassocks; shorts or trousers.
- It is often performed in public places, for example on public transport; at music events; in crowded halls. 'Upskirting' is where someone takes a picture under a 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.
- All incidents involving voyeurism / up skirting will be responded to in line with this policy.
- When an incident involving voyeurism / up skirting comes to the attention of the school:

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

APPENDIX 19:

BREAST IRONING

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

What is Breast Ironing?

- It is important that all staff in our SLAT schools are aware of the issue of breast ironing ... 'It Could Happen Here!'
- The practice involves ironing, either by pounding or massaging, a girl's breasts with a hard, hot object to stop them growing.
- It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage.
- It is mostly practiced in parts of Cameroon, where the culture dictates that boys and men may think that girls whose breasts have begun to grow are ready for sex.
- Now the practice is being seen used in the UK on girls who develop at a younger age for their alleged safety.
- When an incident involving breast ironing comes to the attention of the school:
 - The incident is referred to the DSM or Deputy DSM within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system.
 - The DSM / Deputy DSM will take advice from children services.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
 - If evidence of breast ironing is found, the person / persons responsible must not investigate any further, any device is to be held and all information passed immediately on to the police /children services.
- Any direct disclosure by a young person should be taken very seriously and the appropriate support offered for the young person.
- A young person who discloses they are the subject of breast ironing is likely to be worried. It is likely that disclosure in school is a last resort.

APPENDIX 20:

KNIFE CRIME

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

- It is important that all staff in our SLAT schools are aware of the issue of knife crime and the need to keep children safe from serious violence both in and out of school ... 'It Could Happen Here!'
- NB: See the Trust Behaviour Policy for sanctions.
- A study released by the Ministry of Justice 2018 found that young people caught carrying a knife were more likely to be failing at school or be persistently absent. It is also known that gang members and those carrying knives and weapons are 95 per cent more likely to have social, emotional and mental health issues than others who were assessed by children's services.
- There is evidence that young people carrying knives is a growing issue. But while there's plenty of research showing an increase in the involvement of knife crime, there's little evidence to show how to reduce this crime.
- The SLAT takes a hard line on this issue and we see education as the way forward and have built this topic into the Trust PSHE programme.
- All incidents involving knife crime or other 'weapon crime' will be responded to in line with this policy.
- When an incident involving knife / weapon crime comes to the attention of the school:
 - The incident is referred to the Pastoral Manager; DSM or Deputy DSM within the relevant SLAT school **immediately** and recorded using the usual safeguarding recording system.
 - There should be interviews with the young person / people involved, if deemed appropriate by the DSM / Deputy DSM.
 - The Executive Headteacher and parents / carers should be informed at an early stage and kept involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
 - If evidence of knife / weapon crime is found, the person / persons responsible for dealing with the incident must not investigate any further, and all information must be passed immediately on to the police.

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- The DSM / Deputy DSM or Pastoral Manager in each of the Trust schools will decide whether a young person should be detained in the relevant schools student referral unit (SRU) or off site (fixed term temporary exclusion) until advice & guidance from the police and / or children services has been sought.
 - Once advice and guidance has been sought from the police and / or children services, the length of time in SRU or off site (fixed term temporary exclusion) can be determined by the DSM / Deputy DSM or Pastoral Manager.
 - Any decision made regarding using the SRU or off site (fixed term temporary exclusion) will be done so for the safety of the student/s and the good running order of the school.
- Any direct disclosure by a young person regarding knife / weapon crime should be taken very seriously. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.
 - Securing and handing over any items to the police:
 - If any items need to be seized and passed onto the police then the item(s) should be confiscated and the police should be called. The item should be turned off and placed under lock and key until the police are able to come and retrieve it. The SLAT follows the guidance as laid out in the government guidance, 'Searching and confiscation at school'.

APPENDIX 21:

POSITIVE ENVIRONMENTS WHERE CHILDREN CAN FLOURISH

Physical intervention and restrictions of liberty policy & procedures - March 2018

Introduction

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

Our Trust Approach

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

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

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

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

Reasonable restraint is permissible by staff

NB: Please see section 6.6.7 and 6.6.8.

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

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

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

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

- Was this action legal and necessary – for example, was this action taken to prevent a child injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?
- Could this action be considered as 'reasonable' in this particular circumstance?
- Was it the minimum force necessary? Was it proportionate?

Restraint that deliberately inflicts pain should not be used.

It is always unlawful to use force as a punishment.

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

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

There are different ways to approach the same situation.

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

Physical Restraint

Reasonable restraint is permissible by staff.

NB: Please see section 6.6.7 and 6.6.8

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

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

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

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

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

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

Restrictions on children's liberty

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

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

Recording

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

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

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

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

Use of isolation and seclusion in schools

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

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

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

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

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

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

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

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

Summary

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

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

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

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

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

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

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

The Human Rights Act

The Human Rights Act 1998 sets out the fundamental rights and freedoms which belong to everyone in Britain and under its protection. It incorporates the rights from the European Convention on Human Rights (ECHR) into domestic law. Some rights are absolute, but

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most are qualified, which means the state may 'interfere' with them in specified circumstances, provided that it has good reason and abides by strict safeguards.

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

- **Article 3** (prohibition against torture, or inhuman or degrading treatment)
- **Article 5** (right to liberty)
- **Article 8** (right to private and family life, including personal autonomy and respect for physical and mental integrity)
- **Article 14** (non-discrimination in the enjoyment of ECHR rights).

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

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

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

APPENDIX 22:

Child Criminal Exploitation: County Lines & Cyber Crime

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

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

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

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

- 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
- High-functioning with an interest in computing

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

APPENDIX 23:

Child Protection and Safeguarding: Emergency Plan for School Closure

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IMPORTANT CONTACTS

| ROLE | NAME | CONTACT DETAILS |
|--|---|---|
| Designated safeguarding lead (DSL) | Brett Sinclair | 07548914300 |
| Deputy DSL | Julia Kettle Michelle Ryan Jo Whitehead | 07710631159 07538721197 |
| Other contactable DSLs and/or deputy DSLs: | Maxine Sharp Jo Carver | 07886029767 07962 177431 |
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Mark Bryan Ian Billinghamurst Sam Pell | 07808738620 07916268865 07557988592 |
| Headteacher | Lucy Conley | 07931300510 |
| Local authority designated officer (LADO) | | 01522 554672 |
| Chair of governors | Will Hawkins | 07725003675 |

1. SCOPE AND DEFINITIONS

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

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

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

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

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. CORE SAFEGUARDING PRINCIPLES

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

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

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

3. REPORTING CONCERNS

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

MyConcern should be used as normal.

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

4. DSL (AND DEPUTY) ARRANGEMENTS

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

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

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

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

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

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

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

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Complete all registers and the follow up calls for any non-attending (first day calling procedure)

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- Liaise with the pastoral lead regarding weekly communication of all vulnerable students

5. WORKING WITH OTHER AGENCIES

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

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

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

6. MONITORING ATTENDANCE

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

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

- Follow up on their absence with their parents or carers, by completing the first day calling
- Notify their social worker, where they have one

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

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

7. PEER-ON-PEER ABUSE

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

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

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

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

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

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

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

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

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

10. SAFEGUARDING FOR CHILDREN NOT ATTENDING SCHOOL

10.1 CONTACT PLANS

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

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

These plans set out:

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

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

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

10.2 SAFEGUARDING ALL CHILDREN

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

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

11. ONLINE SAFETY

11.1 IN SCHOOL

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

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

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

11.2 OUTSIDE SCHOOL

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

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

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

11.3 WORKING WITH PARENTS AND CARERS

We will make sure parents and carers:

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

12. MENTAL HEALTH

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

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

13. STAFF RECRUITMENT, TRAINING AND INDUCTION

13.1 RECRUITING NEW STAFF AND VOLUNTEERS

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

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

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

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

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

13.2 STAFF 'ON LOAN' FROM OTHER SCHOOLS

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

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

13.3 SAFEGUARDING INDUCTION AND TRAINING

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our child protection policy (and this addendum)
- Keeping Children Safe in Education part 1

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

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

13.4 KEEPING RECORDS OF WHO IS ON SITE

We will keep records in accordance with the DFE guidance to ensure that student and staff attending school is controlled and monitored. Every staff member and student attending school will be subject to the recommended medical check – temperature taken, cleaning of hand and check on any symptoms.

We will continue to keep our single central record up to date. We will use a daily register system that is then recorded centrally for all schools. Access to the school

The South Lincolnshire Academies Trust (SLAT) Safeguarding Policy

site will be monitored and staff will need permission to access the site and follow the assigned rota.

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. CHILDREN ATTENDING OTHER SETTINGS

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

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

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

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

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

15. MONITORING ARRANGEMENTS

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

16. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy