

# Safeguarding and Promoting the Welfare of Children Child Protection Policy *(Revised September 2024)*



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This Child Protection and Promoting the Welfare of Children Safeguarding Policy will be revised in line with any legislative changes. The Appendices will remain “live” and can change on a regular basis, with new local offers and agency programmes.

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At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

*“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)  
We are all proud to be united in faith, vision and ambition.*

## **Introduction**

The purpose of this policy is:

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

This policy is based on the Department for Education’s (DfE’s) statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), [Working together to improve school attendance \(applies 19/08/24\)](#) and the [Maintained Schools Governance Guide](#), with particular reference to, [Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and School Attendance Compliance](#). We comply with this guidance and the arrangements agreed and published by CMARS <https://www.northlincscomars.co.uk/>

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by [Working together to Safeguard Children \(2023\)](#) and [Keeping Children Safe in Education \(2024\)](#).

## **Policy Definitions**

Working Together 2023 and Keeping Children Safe in Education 2024.

**A child** is any person under the age of 18 years.

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

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

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

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

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

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

## **Section 1 - Federation Commitment**

### **Federation values and commitment**

The Winterton Federation aims to provide all members of the federation community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all pupils are known, valued and can achieve.

Our Code of Conduct and core values are:

- Be polite and respectful and full of hope;
- Be a hard worker and a good friend;
- Be truthful and trustworthy;
- Be kind, helpful and forgiving;
- Live peacefully with yourself and others;
- Be your best self all day, every day.

Our federation values incorporate our Church School Values of **Trust, Peace, Friendship, Hope, Truthfulness, Forgiveness.**

### **Federation commitment**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our federation who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is child-centred meaning at all times we consider what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Safeguarding and promoting the welfare of children means:

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

Safeguarding is a "Shared Responsibility", as defined in Chapter 1 of Working Together 2023. We wish to create a safeguarding ethos where staff:

- share the same goals;
- learn with and from each other;
- have what they need to help families;
- acknowledge and appreciate difference;
- challenge each other.

We establish a child centred ethos where:

- children feel safe so that they can learn and develop;
- children know there are adults they can talk to if they are worried;
- children are equipped with the skills needed to stay safe, providing opportunities for PSHE throughout the curriculum.

This policy applies to all staff, volunteers, visitors, contractors, supply staff and governors in the federation and is consistent with the procedures of the three safeguarding partners. The Children's Multi-Agency Resilience and Safeguarding (MARS) [CMARS policies-procedures-and-guidance](#) sets out the arrangements for safeguarding partners to work together with other agencies, to identify and respond to the needs of children in North Lincolnshire. This policy does not replace CMARS policy and procedures.

Our policy and procedures also apply to extended school and off-site activities.

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

The Winterton Federation pays full regard to Keeping Children Safe in Education 2024. We ensure that all appropriate measures are applied in relation to everyone who works in the federation. Safer recruitment practice includes at least one staff member on the interview panel trained in safer recruitment, scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g., Disclosure and Barring Service and right to work in the UK checks etc.

The Winterton Federation maintains a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, the Executive Headteacher checks the SCR is maintained in line with [Keeping Children Safe in Education 2024 Part 3 - Safer Recruitment](#).

The details of an individual are removed from the SCR once they no longer work or volunteer at The Winterton Federation.

### **1.1 Equality statement**

We recognise our obligations under the Equality Act 2010; that we must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs and/or disabilities (SEND) or health conditions (see section 10);
- are young carers;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language (EAL);
- are known to be living in difficult situations, for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation;
- are asylum seekers;
- are at risk due to either their own or a family member's mental health needs or at risk of witnessing or experiencing domestic abuse;
- children who struggle with transitions;
- are children in care or care experienced;
- are missing or absent from education, home or care for prolonged periods and/or repeat occasions;
- whose parent/carer has expressed an intention to remove them from school to be home educated.

We recognise the use of **Interpreters** and will always seek professional advice. Where we have adult or children and young people welfare, safeguarding and child protection concerns, we always use a recommended interpreter and service. For example, language line or ONGO housing. In all cases, we work to the Bell Foundation guidelines <https://www.bell-foundation.org.uk/resources/detail/guidance-for-probation-service-staff-and-interpreters/>

## **1.2 Supporting the child and partnership with parents**

The Winterton Federation recognises that the child's welfare is paramount, however, good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

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

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

## **Section 2 Providing Help, Support and Protection - Roles and Responsibilities**

### **Providing Help, Support and Protection (Early Help)**

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

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

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

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

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

## **2.1 Our Governing Board**

Our Governing board has strategic leadership responsibility for the federation's safeguarding arrangements, ensuring we comply with our duties under legislation (Page 4). We have regard to KCSIE 2024 and DfE statutory compliance, ensuring policies, procedures and training in our federation are effective and complies with the law at all times. Our Executive Headteacher ensures that the policies and procedures, adopted by the governing board (particularly those concerning referrals of cases of suspected abuse and exploitation), are understood, and followed by all staff.

The Governing Board ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place across the

federation are effective and support the delivery of a robust whole federation approach to safeguarding. This training is regularly updated. All governors read Keeping Children Safe in Education in its entirety.

The Governing board ensure that:

- governors hold an enhanced DBS check and have been subject to a Section 128 check;
- there is a named Safeguarding Governor who is identified on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2024;
- the federation has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the federation website or other means. The policy is reviewed and updated on an annual basis or earlier if required;
- the federation attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings;
- all senior leaders and the DSL/DDSs have read [Annex B KCSIE 2024](#);
- the federation has a staff code of conduct. This aligns with the [CMARS Guidance-on-Code-of-Conduct-for-working-with-Children-May-23.pdf](#) and this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media;
- the federation operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with Children's MARS Standards of Safer recruitment. [Standards-for-Safer-Recruitment-May-23](#);
- that shortlisted candidates are informed that we may conduct an online search as part of due diligence checks in the recruitment process;
- the federation has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures ([Appendix 5: Allegations against staff - reporting procedures](#));
- the federation is doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems are in place and regularly review their effectiveness;
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training;
- the governing board review the DfE's [filtering and monitoring standards](#) and discuss with IT staff and service provider what needs to be done to meet the standard;
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified;
- online safety policy and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- a senior member of the federation's leadership team is appointed to the role of DSL who takes lead responsibility for safeguarding and child protection;
- the federation has DDSs trained at the same level.



## 2.2 Executive Headteacher

Our Executive Headteacher ensures that:

- the policies and procedures adopted by the Governing board are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- there are arrangements in place for safeguarding supervision for the DSL and the Deputy DSL(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. [Escalation-and-Resolution-Policy-and-Procedure](#);
- the DSL completes the serious child safeguarding incident notification, where the criteria is reached [Notification-Of-Serious-Child-Safeguarding-Incident-to-Safeguarding-Partners](#);
- the DSL requests safeguarding partners to consider a case for a local child safeguarding practice review [Request-to-Safeguarding-Partners-for-case-to-be-considered-for-a-CSPR](#), where the criteria is reached;
- the NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the federation. Staff can call 0800 028 0285 - line is available from 8am-8pm Mon-Fri and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk);
- the DSL and DDSL are supported in providing a contact for the federation to provide a report and attend Initial Child Protection Case Conferences, reviews and Child in Care Reviews out of school term time when needed;
- allegations regarding staff or any other adults in the federation are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. [Managing-allegations-against-people-who-work-with-children](#);
- staff undertake appropriate safeguarding training;
- individuals are referred to the Disclosure and Barring Service and Teacher Regulation Authority (cases where a person is dismissed or left due to risk/harm to a child and serious misconduct);
- there is always adequate DSL/DDSL cover during the school day and arrangements are made for holiday time cover, in accordance with KCSIE 2024.

Both DSLs, as defined in KCSIE 2024, are senior members of staff, from the federation leadership team and take lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This is explicit in the role holder's job description and aligned to [KCSIE 2024 \(Annex C\)](#). Deputy DSLs are trained to the same level.

During Term time the DSL is available during school hours, out of school hours the DSL can be contacted via email: [adminwis@thewintertonfederation.co.uk](mailto:adminwis@thewintertonfederation.co.uk) or [adminwjs@thewintertonfederation.co.uk](mailto:adminwjs@thewintertonfederation.co.uk). When the DSL is absent, the DDSLs act as cover.

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- read Annex B - KCSIE 2024;
- act as a point of contact with the safeguarding partners;
- liaise with the Executive Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (at our federation the Executive Headteacher is also a DSL). This includes being aware of the requirement for children to have an appropriate adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#);
- adhere to the CMARS quality standards for child protection conferences [Quality-Standards-for-Child-Protection-conferences](#) and support the agenda and complete the child protection conference report template, [MARS-Multiagency-Report template](#);
- share information (when required) to support safeguarding reviews, or domestic homicide reviews, [Principles-DHR-SAR-Dec-21](#);
- as required, liaise with IMAP/SPOC/Police/Health (PREVENT) and other professionals for child protection concerns;
- where delegated by the Executive Headteacher (as per Part four KCSIE 2024) liaise with the local authority designated officer (LADO), in cases which concern a staff member ([Appendix 5](#));
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), and Senior Mental Health Leads, on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Executive Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
  - i. ensuring that the federation knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
  - ii. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes;
  - iii. working alongside alternative providers, if the federation places a pupil with an alternative provision provider, the federation continues to be responsible for the safeguarding of that pupil. The DSL alongside federation leaders needs to satisfy that the placement meets the pupil's needs.

### **Undertake training**

The DSL (and deputies) undergo training to provide them with the knowledge and skills required to carry out their role. They also undertake Prevent awareness training. In addition to the formal training, their knowledge and skills are refreshed at regular intervals, as required, but at least annually, to allow them to understand emerging themes. This is done by attending the termly DSL Safeguarding Briefings and attending appropriate CMARS training/external training and/or conference opportunities so they:

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

### **Raise awareness**

The designated safeguarding lead:

- ensures the safeguarding and child protection policy is reviewed annually, with any procedural changes implemented and reviewed regularly;
- ensures the child protection and safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the DSL/DDSL;
- ensures all staff have an awareness of safeguarding issues that can put children at risk of harm.

### **Children in Care or Care Experienced**

We ensure that staff have the skills, knowledge and understanding to keep children in care or care experienced children safe. In particular, we ensure that:

- appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements;
- the DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, Ms Rachel Whitley, who is responsible for promoting the educational achievement of children in care or care experienced children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher:

- works closely with the DSL to ensure that any safeguarding concerns regarding children in care or care experienced are quickly and effectively responded to;
- works with virtual school heads to promote the educational achievement of children in care or care experienced, including discussing how pupil premium plus funding can be best used to support these children and meet the needs identified in their personal education plans.

### **2.3 All staff and Volunteers**

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

Our staff and volunteers are prepared to identify children who may benefit from early help, which means providing support as soon as a problem emerges at any point in a child's life and understand their role in it, from the foundation years to the teenage years.

Working Together 2023 guidance sets out four principles that professionals should follow when working with parents and carers. All staff at The Winterton Federation work to the following principles:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationship;
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers;
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources;
- involving parents and carers in the design of processes and services that affect them.

All our staff are aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They challenge inappropriate behaviours between children, that are abusive in nature and do not down play certain behaviours as "just banter", "having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. [Appendix 4](#) sets out our federation action and support arrangements.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the designated safeguarding lead (or a deputy) and local authority children's social care.

All staff understand that there are rare forms of child abuse. Although rare, all staff can identify when parents/carers are fabricating or inducing illness in children. This may be defined as, Medically Unexplained Symptoms, Perplexing Presentations and Fabricated or Induced Illness respectively as defined in the CMARS Protocol [Protocol-on-Perplexing-Presentations-and-Fabricated-Induced-Illness-August-2022.pdf](#).

Our staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child, but do reassure them that they are being taken seriously and that they will be supported and kept safe. A victim is never given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor is a victim ever made to feel ashamed for making a report.

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

This does not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate communication. The Teachers' Standards 2021 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

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

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

All staff understand how to ask for help and safeguarding knowledge is checked on a regular basis against, "*What all staff must know*", [KCSIE 2024, Page 6-24](#).

All staff are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations, family hubs [people-health-and-care/our-family-hubs](#), the NLC One Family Approach [NL-OFA-Practice-Model](#) to better support our families/carers. Staff have access to [Helping-Children-Families](#), information when supporting children, young people, families and carers and promote local family information, advice and signposting [people-health-and-care/family-information-service](#).

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

All safeguarding training meets the minimum standards as defined on Page 15-17 of the [Standards-for-Safer-Recruitment](#) policy and procedures. Our training clarifies the multi-agency response to all forms of abuse and exploitation from outside the home, consideration of children at risk of experiencing extra-familial harm in all children's social care assessments and includes resources to support practitioners understanding of the response to online harm.

Our curriculum supports local CMARS, "*Shine a light areas*", with a particular focus on supporting children living in households where domestic abuse may be present, raising awareness of the impact of domestic abuse, engaging with voluntary agencies, encouraging NSPCC and Blue Door assemblies, whilst supporting our federation staff to implement trauma informed approaches into practice.

All staff recognise the importance of transitions and working on a trauma informed way to support a child throughout their educational journey. In addition, all our staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

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

All staff and volunteers:

- read and sign to say that they understand and will fully comply with the federation's policies and procedures;
- read and sign to say that they understand [parts 1 and Annex A](#) (where applicable) of 'Keeping Children Safe in Education' (2024);
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- attend annual whole federation safeguarding training and other appropriate training identified;
- provide a safe environment in which children can learn;
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the school day at the latest, and always follow up by recording concerns, as per the federation reporting procedure;
- inform the Executive Headteacher of any concerns regarding an adult within the federation at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the Executive Headteacher at the earliest opportunity;
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Executive Headteacher/Chair of Governors;
- ensure that timely information sharing is essential to effective safeguarding;
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;
- ensure that the Data Protection Act (DPA) 2018 and UK-GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests;
- speak to the DSL (or deputy) if they are in any doubt about sharing information;
- understand and comply with the federation vision, values and code of conduct.

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

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

All staff support the CMARS policy Statement - Protecting Disabled Children from Harm [CMARS-Protecting-Disabled-Children-from-Harm-August-23.pdf](#).

### Section 3 - Child protection procedures

All staff follow the federation's child protection procedures which are consistent with 'Working Together to Safeguard Children 2023', Keeping Children Safe in Education 2024 and the North Lincolnshire Children's MARS guidance <https://www.northlincscmars.co.uk/policies-procedures-and-guidance/>

All staff have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME), home or care and understand, extra familial harm, contextualised safeguarding and Risks of Abuse Outside the Home (ROTH). (Appendix 6)

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

For categories of abuse and further information on how to respond to a disclosure see [Appendix 1 and 2](#)

#### 3.1 Concerns staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present);
- any potential indicators of Child Exploitation (CE) and Child Sexual Exploitation (CSE);
- any potential harms outside the home, risks of experiencing extra-familial harm;
- any potential indicators of Female Genital Mutilation (FGM);
- any potential indicators of radicalisation;
- any potential indicators of living in a household with domestic abuse;
- a referral to Children's Services and/or police is made immediately if a child is suffering or likely to suffer harm or in immediate danger;
- any suspicions of modern-day slavery and/or trafficking.

### 3.2 Responding to disclosure

Our staff do not investigate but do, wherever possible, elicit enough information to pass on to the DSL in order that she can make an informed decision of what to do next. For more information, access, [Appendix 2](#).

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

Staff:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of federation staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g., using TED technique - 'Tell me, explain to me, describe to me...';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including date and what the child has said in the child's words and pass to the DSL, or on an electronic system e.g., Child Protection Online Management System (CPOMS) and record any visible signs, injuries or bruises on a Body Map. (see Appendix 3);
- record the context and content of their involvement, and distinguish between fact, opinion and hearsay.

### 3.3 Action by the DSL (or Deputy DSL) in their absence

Following any information raising concern, the DSL considers:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan/Child In Need/Early Help;
- information sharing guidance [CMARS-Information-Sharing-Guidance-Aug-22.pdf](#);
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g., Single Point of Contact/PREVENT/Police;
- the child's wishes.

Then:

- decide whether to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to Children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- complete body maps (where applicable). [Appendix 3](#)



### **3.4 Action following a child protection referral**

The DSL or other appropriate member of staff:

- makes regular contact with the social worker involved to stay informed;
- wherever possible, contributes to the strategy discussion;
- provides a report for, attends and contributes to any subsequent child protection conference and notify the LA Education Safeguarding Officer, School Improvement Officer - Safeguarding or Head of Education Standards, where schools are unable to attend to arrange cover, for example, in the school holidays;
- if the child or children are made the subject of a child protection plan, contributes to the child protection plan and attends core group meetings and review conferences;
- where possible, shares all reports with parents prior to meetings;
- where in disagreement with a decision and concerns remain, follows the Children's MARS escalation and resolution procedure.

### **Section 4 - Information sharing and managing the child protection file, transfer and storage, filtering and monitoring**

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

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

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

#### **4.1 Pupil information - Reporting systems for our pupils**

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

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

To achieve this, we:

- put systems in place for pupils to confidently report abuse;
- ensure our reporting systems are well promoted, easily understood and easily accessible for all pupils;
- make it clear to pupils that their concerns are taken seriously, and that they can safely express their views and give feedback;

- ensure that all pupils nominate two adult buddies, who they consider to be their trusted adult, at the beginning of the academic year. All pupils know they can report any concerns they have about themselves or their peers to any adult in the federation. The Pastoral team also play a pivotal role in providing support to all pupils with any concerns during any part of the school day;
- ensure pupils are made aware of the reporting systems and processes through discussion in our relationships/sex education curriculum, assemblies and nurturing groups. All new pupils to the federation are given relevant information on who to seek advice from and who to report any concerns to.

#### **4.2 Accurate Information**

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

- names, contact details and relationship to the child of any persons with whom the child normally lives;
- names and contact details of persons with parental responsibility (if different from above);
- emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the federation with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern;
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc);
- if the child is or has been supported on a Child Protection Plan;
- if the child is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process;
- if the child is a Child in Care (CIC) or care experienced;
- name and contact details of GP;
- if the child is a young carer;
- if the child is supported through private fostering or kinship arrangements ([Appendix 6](#));
- any other factors which may impact on the safety and welfare of the child.

The Winterton Federation collates, stores and agrees access to this information, ensuring all information held electronically is stored securely with due regard to meet the data protection and safeguarding requirements.

#### **4.3 Confidentiality**

Confidentiality is paramount and regularly and consistently disseminated to all staff. This process begins during interview, then at induction, through regular staff meetings, Microsoft forms, Safeguarding posters in staff toilets. If a staff member has been in breach of confidentiality the federation disciplinary procedures are followed and advice taken from HR.

The federation's Data Protection Officer is Mr Tim Pinto, and any breaches can be reported to the federation Business Manager, Mrs Cheryl Baxter, in the first instance, who will report them to the DPO following the federation policies and procedures.

For further information about the federation's approach to confidentiality and data protection please refer to the following policies:

- Data Protection;
- Requests for information.

#### 4.4 Transfer of files

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

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

The DSL ensures the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in [Part one](#) and [Part two](#) of [KCSIE 2024](#). Where children leave the federation (including in year transfers) the DSL ensures their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This is usually done electronically and securely via CPOMS, however, if the receiving school does not have CPOMS then a paper copy is sent. The child protection file is clearly labelled confidential, marked For the Attention of the Headteacher or DSL of the receiving school. The children protection file is transferred separately from the main pupil file, and confirmation of receipt is obtained. Receiving schools should ensure key staff such as DSLs and SENCOs, are aware as required.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL speaks to the DSL of the receiving school and provides information to enable them to have time to make any necessary preparations to ensure the safety of the child.

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

CPOMS holds information of all records of transfer, which contains:

- name and DOB of child;
- name and address of receiving school;
- date file(s) transferred;
- date sending school received confirmation of receipt of files from receiving school;
- categories of any incidents that have occurred whilst the pupil has attended either of the federation schools;
- for paper copies of files that are transferred the confirmation of receipt is retained.

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

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

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

school the pupil transfers to, however, the federation does keep copies of records regarding any behaviour plans where Team Teach has been used.

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

The federation can access further support from:

- Data protection: toolkit for schools;
- Working Together to Safeguard Children 2023;
- Information Sharing.

#### **4.5 Filtering and Monitoring**

The governing board considers our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we do all that we reasonably can to limit children's exposure to the risks from the federation's IT system.

The federation ensures that appropriate filtering and monitoring systems are in place and regularly reviews their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing board considers the number of and age range of our pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The DSL/DSLs, federation IT Co-ordinator and Ninehundred Communications Group are responsible for filtering and monitoring systems. They review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This is discussed with IT staff and service providers about what more needs to be done to support the federation in meeting the [Filtering and monitoring standards](#) on an annual basis.

The Winterton Federation have a clear policy on the use of mobile and smart technology, which also reflects that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school, have the opportunity to sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Whilst we acknowledge this is a very serious issue, following the federation's use of mobile phone and smart technology policy, any mobile phone that is brought in to school by a child, is handed in to their class teacher at the start of the school day and collected at the end of the school day. The use of a pupil's mobile phone is not permitted on school premises. In addition, no smart technology (smart watches, devices from home etc.) are allowed to be brought in to school. All staff are clear on:

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

In EYFS, we use Tapestry as a form of communication with parents/carers so they are aware of what their child has done in school throughout the day. Photographs are taken on federation devices only, and uploaded to this platform.

#### **4.6 On-Line Safety and the use of mobile technology**

To meet our safeguarding policy aims and address the risks above, we:

- educate pupils about online safety as part of our curriculum, for example:
  - the safe use of social media, the internet and technology;
  - keeping personal information private;
  - how to recognise unacceptable behaviour online;
  - how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim;
- as part of our induction process, give information on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members receive refresher training updates as required and at least once each academic year;
- educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We also share clear procedures with them, so they know how to raise concerns about online safety;
- make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras (see mobile phone policy), for example:
  - staff are allowed to bring their personal phones to school for their own use, but limit such use to non-contact time when pupils are not present, i.e., lunch time;
  - staff do not take pictures or recordings of pupils on their personal phones or cameras;
- make all pupils, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the federation's ICT systems and use of their mobile and smart technology;
- explain the sanctions we use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones;
- make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#);
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our federation community;
- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.

#### **4.7 Artificial intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The Winterton Federation recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g., bullying and grooming) and/or expose pupils to harmful content, for example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The Winterton Federation treat any use of AI to access harmful content or bullying of pupils in line with this policy and our anti-bullying/behaviour policies.

Staff are aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the federation.

We always seek the latest DfE guidance when considering the use of [AI - Data Protection in Schools](#).

#### **Section 5 - Organisations or individuals using school premises, visitors, non-collection of children and young people**

If we receive an allegation relating to an incident that happens when an individual or organisation is using either federation school premises for the purpose of running activities for children (i.e., community groups, sports associations, service providers that run extra-curricular activities), we follow our safeguarding policies and procedures, including informing the LADO (where appropriate).

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

##### **5.1 Non-collection of children**

If a child is not collected at the end of the day, we:

- telephone all contacts on Arbor, in priority order;
- ensure that two members of staff make a home visit if we have not been successful in obtaining an answer from any of these contacts;
- continue to send text messages and attempt to call emergency contacts;
- contact children's services (SPOC) after all attempts have been exhausted;
- ensure the pupil remains in school with staff until either, one of the contacts collects them or we follow instructions given by the SPOC;
- record the incident on CPOMS.

##### **5.2 Visitors, Contractors and 3<sup>rd</sup> Party Staff**

Adequate checks are made for regular visitors, in line with [KCSIE 2024, Paragraph 292-295 and 305-310](#). It is best practice for NLC staff to carry their DBS and wear a badge - this confirms safer recruitment practice has taken place. **Our site and security policy**, includes signing in procedures, risk assessments and expected conduct of visitors. For further information please refer to the federation's site security policy.

## Appendices

All Appendices are “live”, all staff are recommended to follow this process to keep up to date with the latest advice.

If you have a question or wonder on any specific safeguarding area, the following process is recommended:

1. Follow the federation safeguarding policy;
2. Ask the DSL/DDSL for more information;
3. Search from the main DfE.gov.uk the latest guidance;
4. Check out your thinking, access statutory DfE, Home Office, Public Health England Departmental advice first. For an extensive list of all statutory documents, refer to page [163-167 - Working Together 2023](#);
5. Check out statutory DfE safeguarding guidance. This may support any discussions with professionals, or referrals. See the full list of supporting statutory guidance - [Annex B KCSIE 2024. Annex B contains important additional information about specific forms of abuse and safeguarding issues. Federation leaders and those staff who work directly with children should read this Annex](#);
6. Refresh your knowledge and always check out the latest CMARS policy and procedures page;
7. **Speak first**, call professionals before making a referral;
8. Support any referrals alongside the National and Local requirements;
9. Escalate concerns following local procedures (where required);
10. Contact the Education Safeguarding Team if you have any queries or cannot find the article of interest.

## Appendix 1: Abuse: a form of maltreatment of a child

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

KCSIE 2024 definition:

*Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.*

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

All staff support the CMARS Policy Statement for reducing the harm from neglect [Policy-Statement-reducing-harm-from-Neglect-August-2023.pdf](#)

### Types of abuse

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

#### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers are uninterested or undisturbed by an accident or injury;
- parents are absent without good reason when their child is presented for treatment;
- repeated presentation of minor injuries (which may represent a “cry for help” and, if ignored could lead to a more serious injury);
- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not



giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The following may be indicators of emotional abuse:

- developmental delay;
- abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or not attachment;
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scape-goated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a "loner" - difficulty relating to others.

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

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

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

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area;
- blood on underclothes;
- pregnancy in a younger girl where the identity of the father is not disclosed;

- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

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

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

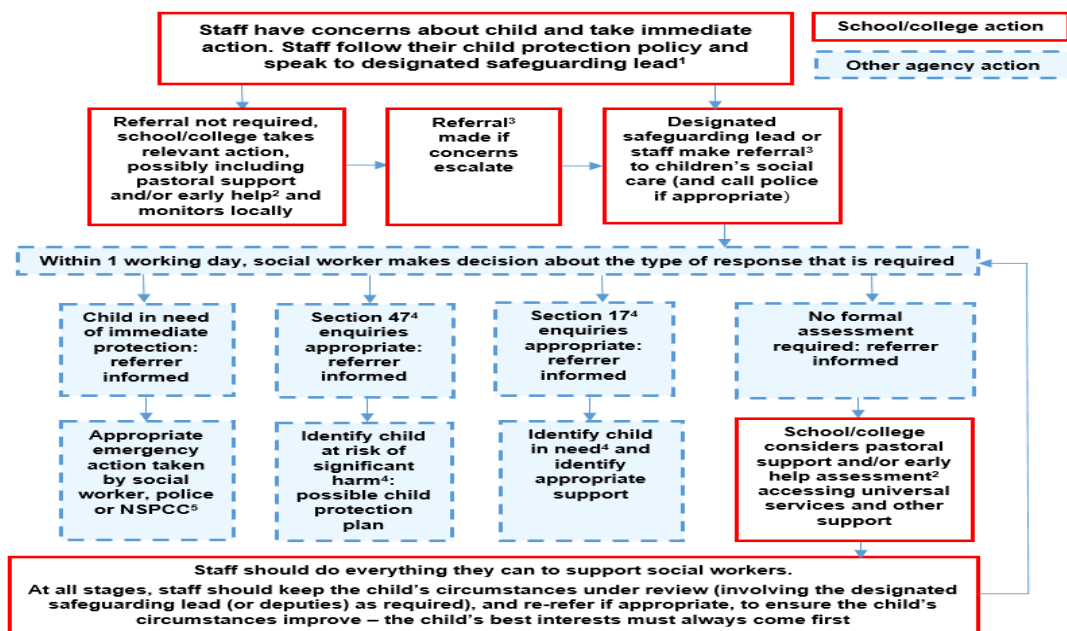
- failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene and medical care;
- a child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- failure of a child to grow within normal expected patterns, with accompanying weight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

## Appendix 2: Allegation of Abuse

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

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

### Actions when there are concerns about a child



Further guidance: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused->

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

#### 1. Dealing with disclosures of abuse:

- always listen carefully and quietly - do not press for any evidence at all;
- remain calm and reassuring - do not dismiss the disclosure - do not show distress or concern;
- do not refute the allegation;
- show that you care through open and reassuring facial and body language;
- do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe);
- ensure you take a written verbatim account of the child’s disclosure and upload to CPOMS immediately.

## **II. At this point, take the following steps:**

- explain to the pupil that the disclosure must be reported - emphasise your trust in them;
- do not promise to keep the allegation secret or that 'everything will be alright';
- reassure by telling the pupil that they have done the right thing in telling you, do not offer physical reassurance;
- do not admonish in any way e.g. 'I wish you had told me sooner';
- initially inform the DSL verbally, but ensure all relevant documentation is uploaded to CPOMS as soon as possible;
- under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL;
- if the child agrees, take them with you to the DSL.

With the DSL, prepare a detailed report itemising:

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

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

- don't ignore it;
- write up on CPOMS, making sure the correct date and time is recorded, and seek advice immediately from your DSL;
- don't feel silly - if it worries you, someone else needs to know;
- if it is something related to safeguarding, but not a child whose safety is immediately at risk - inform the appropriate Pastoral Leader;
- if it is related to a child being at risk - see the DSL, or Deputy DSL immediately and definitely before the child goes home that day;
- all staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff;
- concerns about adults in the federation should be made directly to the Executive Headteacher.

**All staff are reminded to use appropriate language when sharing safeguarding concerns.**

[childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide](http://childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide)

### Appendix 3: Body map guidance

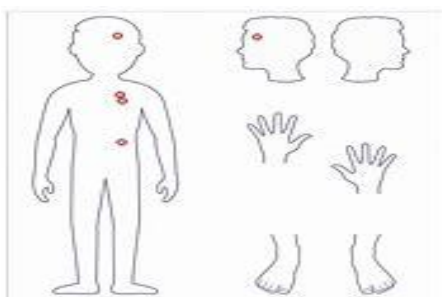
Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of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

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

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

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

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



## Appendix 4: Child-on-child abuse

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

Further guidance can be found here:

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>

### Peer on peer/child on child abuse

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

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

### Child-on-child abuse

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (also known as teenage relationship abuse);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing nudes and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals.

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

The Public Sector Equality Duty (PSED) places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see paragraph 85) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential. (KCSIE 2024, P28)

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

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

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

All staff challenge the inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be passed off as "banter" or "part of growing up" or "boys being boys". It is recorded, investigated and dealt with and the victims, perpetrators and any other child affected by peer-on-peer abuse is supported.

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

The Winterton Federation has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable.

Please refer to Keeping Children Safe in Education 2024 Part 5 - this section sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Children potentially at greater risk of harm, a brief summary is below.

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

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

Please refer to Keeping Children Safe in Education 2024 (Annex B) for the latest guidance on specific forms of abuse and safeguarding issues.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault, (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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



It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the federation schools should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor made to feel ashamed for making a report or their experience minimised.

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

The risk and needs assessment should consider:

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

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

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

The DSL response includes:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the federation's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or federation staff;

- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

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

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

The four scenarios are:

- manage internally;
- early help;
- referrals to children's social care;
- reporting to the Police.

For more information - refer to [Addressing child on child abuse : a resource for schools and colleges](#) The Winterton Federation follows the statutory guidance in Part 5 of this guidance, where full details can be found.

## Appendix 5: Allegations against staff that may meet the harms threshold - Referral within 24 hrs

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

The Executive Headteacher/chair of governors will then follow the CMARS Managing Allegations Procedures <https://www.northlincscmars.co.uk/policies-procedures-and-guidance/> and KCSIE Part 4 requirements.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Executive Headteacher, report it directly to the local authority designated officer (LADO). <https://www.northlincscmars.co.uk/wp-content/uploads/2024/05/2-CMARS-LADO-Leaflet-Employers-May-24.pdf>

If you receive an allegation relating to an incident where an individual or organisation was using either federation school premises for running an activity for children, follow our federation safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the federation will inform Ofsted of the allegation and actions taken, within the necessary timescale.

We manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It is used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he/she is unsuitable to work with children;
- behaved in a way that indicates they may not be suitable to work with children.

We follow guidance in [Keeping Children Safe in Education 2024](#) and [Children's MARS guidance](#) see Children's MARS procedures "Managing Allegations Against People Who Work with Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt, seek advice from the local authority designated officer (LADO).

The Executive Headteacher completes the [LADO-Referral-Form-formatted-and-restricted-1.docx \(live.com\)](#) after reading the initial consideration guide <https://www.northlincscmars.co.uk/wp-content/uploads/2024/05/3-CMARS-LADO-Leaflet-Initial-Considerations-Guide-May-24.pdf> and the Employers Guide <https://www.northlincscmars.co.uk/wp-content/uploads/2024/05/2-CMARS-LADO-Leaflet-Employers-May-24.pdf>

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

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

We:

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

### **Concerns that do not meet the harm threshold**

The Winterton Federation promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the federation are dealt with promptly and appropriately, please see the federation's Low Level Concern policy. Low level concerns does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold but that an adult working in or on behalf of the federation may have acted in a way that:

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

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns with the Executive Headteacher so that they can be addressed appropriately and kept as confidential as possible.

We create this culture by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empowering staff to share any low-level concerns as per section 7.7 of this policy;
- empowering staff to self-refer;
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- helping to identify any weakness in the federation's safeguarding system;
- ensuring all meetings regarding low level concerns are kept confidential between those involved in this process, and not discussed with other staff.

### **Responding to low-level concerns**

If the concern is raised via a third party, the Executive Headteacher collects evidence where necessary by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The Executive Headteacher uses the information collected to categorise the type of behaviour and determine any further action, in line with the federation's staff code of conduct. The Executive Headteacher is the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

### **Record keeping**

All low-level concerns are recorded in writing. In addition to details of the concern raised, records include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records are:

- kept confidential, held securely and comply with the DPA 2018 and UK-GDPR;
- reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we refer it to the designated officer at the local authority;
- retained at least until the individual leaves employment at the federation.

Where a low-level concern relates to a supply teacher or contractor, we notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

We do not include low-level concerns in references unless:

- the concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- the concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

To access full procedures and supporting documents [Keeping Children Safe in Education 2024](#) (Part 4) and HR guidance.

## Appendix 6: Wider Safeguarding Considerations

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

### **Child abduction and community safety incidents**

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

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

### **Children and the court system**

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

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

### **Children who are absent from education**

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a Child in Care), where being absent from education may increase known safeguarding risks within the family or in the community.

### **Missing pupils**

Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2024, paragraph 29).

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. For further information please refer to the federation's Attendance policy.

### **Children who are absent from education**

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- are at risk of harm or neglect;
- are at risk of forced marriage or FGM;
- come from Gypsy, Roma, or Traveller families;
- come from the families of service personnel;
- go missing or run away from home or care;
- are supervised by the youth justice system;
- cease to attend a school;
- come from new migrant families.

We follow the DfE working-together-to-improve-school-attendance 2024 statutory guidance and our procedures for unauthorised absence and for dealing with children who are absent from education, in line with [DfE Summary table of responsibilities for school attendance.pdf](#) particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves either federation school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. For further information please refer to the federation's Attendance policy.

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we follow local child protection procedures, including with respect to making reasonable enquiries. We make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Children Missing Education (CME)**

All our staff are aware that children going missing [Children missing education](#), particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the federation's unauthorised absence and children missing from education procedures. For more details, please refer to the federation's Attendance Policy.

For the full Children's CME CMARS Protocol visit: [North Lincolnshire Missing From Care Protocol](#)

### **Children missing from home or care**

A child whose whereabouts cannot be established will be considered as missing until located, and their wellbeing or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action.

Children who go missing from home or care may face risks and each missing episode is potentially serious. The reasons for their absence can be varied and complex and should be considered within the context of their education, home and care experiences.

Every missing episode should attract proper attention from the professionals involved, who must collaborate to ensure a consistent and coherent response is given to the child their return. Children missing from care are particularly vulnerable however the majority of missing children are not looked after and go missing from their family home.

All staff working with children who are at risk of going missing form home or care, or are already doing so, should read and implement the [Children's MARS Protocol for children who run away or go missing from home or care](#). The aim of the protocol is:

- to reduce the incidence of all children going missing and the risks associated with children who go missing;
- to prevent the missing child suffering from harm and to recover the child to safety as soon as possible.

This is achieved by providing effective support and interventions, including good information sharing, multi-agency assessment/planning and performance management. Interventions include a consideration of risks for each individual child and a focus on reducing repeat missing episodes. Working in partnership with children and their families is a key part of this process and children's views and concerns are taken seriously.

On finding a child, or on their return from being missing, a prevention interview (safe and well check) is undertaken by the police as soon as possible. The purpose is to check for any indications that the child has suffered harm, where and with whom they have been and to give them an opportunity to disclose any offending against or by them.

Independent return interviews are then offered to children within 72 hours of their return. In North Lincolnshire this role is carried out by an independent Children's Missing Advocate. In some cases, independent return interviews may be completed by other professionals where it is deemed in the best interests of the child to do so. The focus of the interview is to hear from the child about why they went missing, to understand the child/young person's perspective, to gain insight into risks and issues involved and to discuss prevention strategies.



The Children's Missing Advocate makes arrangements to meet the child within 72 hours of their return. Efforts are made to contact the child primarily via school or home. Interviews are, wherever possible, held in a neutral venue and in private unless the child indicates that they wish to be supported. This may be in a confidential space within a school setting, in such instances the Children's Missing Advocate will liaise with the setting to make arrangements and support the discussion to take place.

The Children's Missing Advocates can also offer safety and prevention sessions with children with a view to preventing further missing incidents or to support additional conversations about keeping safe. This can be on an individual or group basis particularly around thematic topics.

The Children's Missing Advocates can be contacted by email on [missingchildren@northlincs.gov.uk](mailto:missingchildren@northlincs.gov.uk).

### **Children with family members in prison**

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

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

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

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

The signs and indicators of all forms of abuse can be difficult to detect and CCE is no exception. A variety of factors can make it difficult to accurately assess how prevalent CCE is. Many children who are criminally exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are criminally exploited do not always recognise they are being abused, which can also affect detection rates. All practitioners should work on the basis that it is happening in their area.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to

economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

The federation includes the [CMARS CCE-Vulnerabilities-and-Risk-Indicators-Guide-August-2023.pdf](#) in staff training.

Where professionals consider that a child or young person is a child in need due to concerns that their health or welfare may be significantly impaired due to being at risk of child criminal exploitation or at risk of significant harm due to suspected or known criminal exploitation then a referral to Children's Services must be made in accordance with the Children's MARS Policy and Procedure Assessing Need and Providing Help. [CMARS-Policy-and-Procedures-Assessing-Need-and-Providing-Help-June-2023.pdf](#)

Where CSE is suspected or identified, the DSL will follow the procedure:  
[Child sexual exploitation: definition and guide and CSE-procedure-Nov-19](#)

The Humberside VPP are recommended for a range of programmes available for young people <https://humbervpp.org/> to reduce any risks to youth violence and CE/CSE.

### **Complex and Organised Child Abuse**

Complex and organised child abuse may be defined as abuse involving one or more abusers and any number of related or non-related abused children. This may take place in any setting. The adults concerned may be acting together to abuse children, in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse.

Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding schools, in day care and in other provisions such as youth services, sports clubs, faith groups and voluntary groups. There may also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etc. which all access the internet and in particular social networking website

The federation follows CMARS policy and procedure: [Complex-and-Organised-Child-Abuse-Feb-23.pdf](#)

### **County lines**

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

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

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

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

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSLs and DDSLs are aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL also makes a referral to local authority

### **Trafficked**

We follow CMARS procedures: [Trafficked-Children-Procedure-June-22.pdf](#)

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

### **Definitions**

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

*a) 'trafficking of persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of*

*exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.*

*b) the consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;*

*c) the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in persons' even if this does not involve any of the means set forth in subparagraph (a) of this article.*

*d) 'child' shall mean any person under eighteen years of age.*

## **Cybercrime**

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

## **Domestic abuse**

The Domestic Abuse Act 2021 legislation and the National Framework statutory guidance that supports a child-centred approach is followed by our federation.

The Winterton Federation supports the CMARS Policy Statement - Supporting Children who live in households where there is domestic abuse [CMARS Policy-Statement-domestic-abuse-Aug-23.pdf](#)

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The federation is part of [Operation Encompass](#) and understands MARAC procedures, with the DSL accessing training. The DSL provides support according to the child's needs and updates records about their circumstances.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

More information can be found here:

[Domestic Abuse Statutory Guidance Easy Read](#) and [domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version](#)

### **Operation Encompass**

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

### **Forced marriage**

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

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

The federation follows the guidelines from the Forced Marriage Unit (FMU) which has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](https://www.gov.uk/guidance/forced-marriage), <https://www.gov.uk/guidance/forced-marriage>, <https://www.gov.uk/government/publications/form-fl401a-application-for-a-forced-marriage-protection-order>, <https://www.gov.uk/government/publications/forced-marriage-resource-pack/forced-marriage-resource-pack>, <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage> .

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved. Staff receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e., we may only have 1 chance to speak to the potential victim and only 1 chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they speak to the pupil about their concerns in a secure and private place. They then report this to the DSL, if the DSL is unavailable the Executive Headteacher, and or a decision made to contact SPOC, and/or the Police.

The DSL:

- follows the CMARS “one chance rule” Page 12, <https://www.northlincscmars.co.uk/wp-content/uploads/2023/02/10-Honour-Based-Abuse-and-Forced-Marriage-Procedure-Feb-23-v2.pdf>
- this includes, speaking to the pupil about the concerns in a secure and private place, and take all steps defined within the CMARS safeguarding procedures.

If in doubt, seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

### **So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)**

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

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

### **Breast Ironing**

This guidance sets out the local procedures for the recognition and response to breast ironing. The guidance is relevant to any practitioner operating within North Lincolnshire who may come into contact with any child who has undergone or is vulnerable to breast ironing.

Breast ironing (sometimes known as breast flattening) is the term used to define the pounding and massaging of a girl’s breasts (usually during puberty) using hard or heated objects to try to stop them developing or to make them disappear entirely.

[Guidance-for-recognising-and-responding-to-breast-ironing-August-2023.pdf](#)

## **FGM**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community.

The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The federation follows CMARS [Policy-and-procedure-for-identifying-and-responding-to-concerns-about-FGM-Mar-23.pdf](#)

More information can be found at:

[FGM- information and resources](#)

[FGM : multi-agency statutory guidance.female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack](#)

[FGMPO - Fact Sheet - 1-12-2016 FINAL.pdf](#)

## **Harmful sexual behaviour (HSB)**

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

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

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. For further information, see Sexual violence and harassment between children in schools and colleges (2021) DfE.

We follow the CMARS [HSB-guidance-Jan-2024.pdf](#)

### **Mental health**

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

### **Modern Slavery and the National Referral Mechanism**

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

### **Online Safety**

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

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

### **Preventing radicalisation**

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

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

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

All staff are aware of the types of behaviour that are indicative of the kind of promotion or advancement which may be relevant to the definition, in accordance with

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>



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

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

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves;
- becoming susceptible to conspiracy theories and feelings of persecution;
- changes in friendship groups and appearance;
- rejecting activities they used to enjoy;
- converting to a new religion;
- isolating themselves from family and friends;
- talking as if from a scripted speech;
- an unwillingness or inability to discuss their views;
- a sudden disrespectful attitude towards others;
- increased levels of anger;
- increased secretiveness, especially around internet use;
- expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- accessing extremist material online, including on Facebook or Twitter;
- possessing extremist literature;
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

### **Radicalisation**

Children are vulnerable to extremist ideology and radicalisation.

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

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

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

The DSL is aware of the local procedures for making a Prevent referral. Further information can be accessed at [Prevent Duty guidance](#) and [Channel and Prevent Multi-Agency Panel guidance](#) , which is a voluntary,

confidential support programme which focuses on providing support at an early stage to children who are identified as being vulnerable to being drawn into terrorism.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they must share their concerns with the DSL. Staff must **always** take action if they are worried.

Further information on the federation's measures to prevent radicalisation are set out in our Prevent leaflet and a dedicated page on our federation website.

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

### **The Prevent duty**

An updated definition of radicalisation, which is 'the process of a person legitimising support for, or use of, terrorist violence'.

Small terminology changes to bring the guidance in line with the Prevent Duty 2023, such as 'the need to prevent people from being drawn into terrorism' to 'the need to prevent people from becoming terrorists or supporting terrorism'

The final bullet point in the section on holding and sharing has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. This includes sharing information, in line with **Section 4** of this policy, the DfE PREVENT Duty for schools and KCSIE 2024. All staff must report any concerns and the DSL will liaise with the PREVENT Police (CTU) lead and complete the PREVENT referral form.

The Prevent duty is part of the federation's wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of the CTSA 2015. Further information on Channel is available on <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

### **Kinship - Private fostering**

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of federation staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the federation, we notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. More information can be found at [Private Fostering \(CA 1989\)](#).

As per Working Together to Safeguard Children 2023, Page 159, kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangements however this list is not exhaustive:

- a. Informal kinship care arrangements (not approved foster care) including:
  - i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and
    - the local authority has had no major role in making the arrangement for the child;
    - where a Family Court has not made an order in respect to the care of the child.
  - ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative.
  - iii. Where a 16 or 17-year-old is being provided with accommodation by an individual who is not a close relative in their own home.
- b. A private fostering arrangement in which someone who is not a close relative of the child looks after the child for **28 days or more**.
- c. Where a 'lives with' child arrangements order has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent.
- d. Where a special guardianship order has been granted appointing a friend or family member as the child's special guardian.
- e. Where a child is a 'child in care' by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):
  - i. the child is being cared for by a friend or family member who is not their parent; and

- ii. the friend or family member is approved as a local authority foster carer on a temporary basis or following full assessment.

In relation to private fostering, “relative” has the meaning given in section 105 of the Children Act 1989. It includes only the following: grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership), and stepparent (a married stepparent, including a civil partner).

For the purposes of this kinship definition, the term private fostering arrangement includes only individuals accommodating a child. It does not apply to organisations or bodies.

### **Risk outside the home (ROTH) Extra-Familial Harms/Harms outside the home**

All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

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

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

The Humberside Community Partnership Intelligence (CPI) Form (formerly known as PIF) allows professionals to share information that is putting a child at risk of ROTH.

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

More information can be found here: [North-Lincolnshire-ROTH-approach-April-23.pdf](#)

### **Sexual violence and sexual harassment**

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

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are

reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

We also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

### **Sexual violence**

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

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

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

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

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

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment is considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence considers:

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

Risk assessments are recorded (paper or electronic) and kept under review. At all times, the federation actively considers the risks posed to all their pupils and puts adequate measures in place to protect them and keep them safe.

### **What is consent?**

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

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

### **Sexual harassment**

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

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

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

- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Refer to KCSIE 2024 (Part 5) check for full statutory guidance.

### **Upskirting**

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

## Appendix 7: Useful contact numbers

<b>Designated Safeguarding Lead (DSL)</b>	<p>Cathy Logan - Executive Headteacher - 01724 732223/732386 Email - FAO Mrs C Logan - adminwjs@thewintertonfederation.co.uk</p> <p>Dawn Lovatt - Pastoral Manager - 01724 732223/732386 Email - FAO Mrs D Lovatt adminwjs@thewintertonfederation.co.uk</p>
<b>Deputy Safeguarding Lead (DDSL)</b>	<p>Ros Taylor - Deputy Headteacher - 01724 732386 Email - FAO Mrs R Taylor adminwis@thewintertonfederation.co.uk</p> <p>Adam Downs - Deputy Headteacher - 01724 732223 Email - FAO Mr A Downs <a href="mailto:adminwjs@thewintertonfederation.co.uk">adminwjs@thewintertonfederation.co.uk</a></p> <p>Nicky West - Learning Mentor - 01724 732223/732386 Email - FAO Mrs N West <a href="mailto:adminwjs@thewintertonfederation.co.uk">adminwjs@thewintertonfederation.co.uk</a></p> <p>Donna Goodhand - Learning Mentor - 01724 732223/732386 Email - FAO Mrs D Goodhand adminwis@thewintertonfederation.co.uk</p>
<b>North Lincolnshire's Children's Services Point of Contact (SPOC)</b>	<p>01724 296500 (office hours) 01724 296555 (out of hours)</p>
<b>Allegations against/concerns about adult(s) working with children</b>	<p>Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293</p>
<b>Police (emergency)</b>	999
<b>Police (non emergency)</b>	101
<b>School Improvement Officer (Safeguarding)</b>	<p>Sarah Stokoe 07385 005271 sarah.stokoe@northlincs.gov.uk</p>
<b>Head of Service - Education Standards</b>	<p>Karen Hackett 07385 410798 karen.hackett@northlincs.gov.uk</p>
<b>Safeguarding Education Officer</b>	<p>Helen Parker 07717 586534 helen.parker@northlincs.gov.uk</p>
<b>NSPCC Whistleblowing helpline</b>	0800 028 0285
<b>Prevent</b>	<p>Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Karen Hackett 07385 410798 karen.hackett@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk</p>



**Useful links:**

- [Children's MARS website](#)
- [Keeping Children Safe in Education 2024](#)
- [Working Together to Safeguard Children 2023](#)
- [What to do if you're worried a child is being abused](#)
- [Information sharing: advice for practitioners](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Teachers' Standards \(update June 2021\)](#)
- [Welcome | Family Information Directory \(northlincs.gov.uk\)](#)

## Appendix 8: Links with other policies

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

- Behaviour;
- Staff code of conduct;
- Complaints;
- Health and safety;
- Attendance;
- Mobile phone;
- Equality and Diversity;
- Relationships, sex and health education;
- PSHE;
- Curriculum policies;
- Children in Care;
- Privacy notices;
- Whistleblowing;
- Anti-bullying;
- Computing and e-safety - including Acceptable Use Agreement;
- Data Protection;
- Information sharing;
- Mental Health and Well-being;
- Low Level Concerns;
- SEND;
- Drugs Education;
- Supporting Pupils at School with Medical Conditions;
- Young Carers.

## Appendix 9: Safeguarding and Child Protection Policy - Legislation References

### Statutory framework

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

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

**A summary of all safeguarding legislation can be found here:**

#### [CMARS Statutory-framework-Feb-2024.pdf](#)

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Executive Headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our federation to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils, for example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying, or racial discrimination.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.