Sir John Nelthorpe School

Child Protection/Safeguarding and Promoting the Wellbeing of Children and Young People Policy

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Introduction

This policy sets out our school's commitment to safeguarding and promoting the welfare of all children and young people. It aims to ensure that every child is protected from harm and is able to learn and develop in a safe, supportive, and inclusive environment.

The purpose of this policy is to:

- Clearly define the roles, responsibilities, and expectations of all staff, governors, volunteers, and visitors in relation to safeguarding and child protection.
- Establish clear, consistent, and effective procedures for identifying, responding to, and supporting children who may be at risk of harm, abuse, neglect, exploitation, or who require additional support beyond universal services.
- Ensure that concerns about a child's welfare are recognised, recorded, reported, and acted upon promptly, appropriately, and in accordance with statutory guidance and local safeguarding procedures.
- Promote a culture of vigilance where safeguarding is everyone's responsibility, and where children feel safe, listened to, and supported.
- Ensure that all staff receive appropriate safeguarding training, understand their statutory duties, and are confident in recognising and responding to safeguarding concerns.
- Support effective multi-agency working to safeguard and promote the welfare of children and young people.
- Provide a framework for safeguarding practice that reflects current legislation, statutory guidance, and best practice.

Policy Definitions

Child Protection and Safeguarding: Safeguarding and Child Protection

The school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Safeguarding is the broader responsibility to protect children from maltreatment, prevent impairment of their mental and physical health or development, ensure they grow up in circumstances consistent with safe and effective care, and take action to enable all children to have the best outcomes.

Child protection is part of safeguarding and refers to the specific activity that is undertaken to protect individual children who are suffering, or are likely to suffer, significant harm. Child protection procedures are followed where there are concerns about a child's safety or welfare that may require statutory intervention.

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

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

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

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

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.

School values and commitment

Sir John Nelthorpe School aims to provide all members of the school community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all pupils are known, valued and can achieve.

Our core values are: Respect, Resilience and Integrity

School commitment

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school 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 inside or outside the home, including online risks
- 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 2026. 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 will 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 school 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 our local CMARS policy and procedures.

Our policy and procedures also apply to extended school and off-site activities.
Sir John Nelthorpe School 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 recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all our pupils.

We pay full regard to Keeping Children Safe in Education (KCSIE 2026) We ensure that all appropriate measures are applied in relation to everyone who works in the school. Safer recruitment practice includes at least one staff member on the interview panel 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. Candidates are informed that online searches maybe done as part of pre-recruitment checks. Curriculum Vitae (CV)s will never be sufficient/accepted on their own.

Sir John Nelthorpe School will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, the DSL/Head teacher will check the SCR is maintained in line with KCSIE 2026 Part 3 – Safer Recruitment/SCR requirements.

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 (see, hear or experience) domestic abuse and its effects.
- Children who struggle with transitions
- Are looked after or previously looked after
- Are missing or absent from education, home or care for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

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 will 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

Sir John Nelthorpe School 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 will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice.

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

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

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

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 2026)
All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child or young person who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Through research fall within more risk categories, for example (teenage boys) are more likely to be exploited via financially motivated online Sextortion - National Crime Agency
- 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
- Is lonely (see Building Connections | Support service for young people | NSPCC Learning)

Assessments for early help will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability,

housing, substance use and crime. When supporting assessments, our staff will take into consideration specific needs, such as disabilities, those whose first language isn't English, fathers or male carers, and parents who identify as LGBTQI+A.

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

2.1 Our Governing Body

Our Governing body has strategic leadership responsibility for our school's safeguarding arrangements, ensuring we comply with our duties under legislation (Page 4). We have regard to KCSIE 2026 and DfE statutory compliance, ensuring policies, procedures and training in our school is effective and always comply with the law. Our Headteacher ensures that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected abuse and exploitation), are understood, and followed by all staff.

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

The Governing body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check
- there is a named Safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2026
- the school has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis or earlier if required
- the school attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings.
- all senior leaders and the DSL/DDSLs have read Annex B KCSIE 2026
- the school has a staff behaviour policy and/or code of conduct. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- that shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (Appendix 5: Allegations against staff – reporting procedures)

- the school are doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems 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 body will review the DfE's Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (March 2025) and will discuss with IT staff and service provider what needs to be done to meet the standard.
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- online safety policy and procedures are in place and training, and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- The school has DDSLs trained at the same level.

2.2 Headteacher

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for safeguarding supervision for the DSL and the Deputy DSL(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. 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 their school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the DSL and DDSL are supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. CMARS | Local Authority Designated Officer (LADO) - CMARS

- 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 cover arrangements are made in accordance with KCSIE 2026.
- The DSL /DDSLs reflect on practice against the local CMARS Practice-Standards-Checklist-to-Promote-Effective-Multi-Agency-Practice-Working-Together-2023.pdf

Our DSL, as defined in KCSIE 2026, is an appropriate senior member of staff, from the school or college leadership team and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description and aligned to KCSIE 2026 (Annex B). Deputy DSLs are trained to the same level.

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- read KCSIE 2026 in full
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019
- 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
- as required, liaise with IMAP/SPOC/Police/Health (PREVENT) and other professionals for child protection concerns
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college 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 and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

    i. ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

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. Work alongside Alternative providers, if a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The DSL alongside school leaders needs to satisfy that the placement meets the pupil's needs.

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

- Appropriate staff have relevant information about children 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 the NLC virtual school head - to have further oversight of attendance, attainment and progress of children with a social worker.

We have appointed a designated teacher, (Mr Simon Howe) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

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

2.3 All staff
Our staff 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 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.

WTG2026 guidance sets out four principles that professionals should follow when working with parents and carers.
*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 will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 a rare form of child abuse may be presented. 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 will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child but will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.
All 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 will not prevent staff from having a professional curiosity and speaking to DSL/DDSL if they have concerns about a child. Our staff will determine how best to build trusted relationships with children and young people 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 understand how to ask for help and safeguarding knowledge is checked on a regular basis against., "*What all staff must know*", KCSIE 2026, Page 8 onwards

All staff are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations, family hubs Family Hubs and Best Start in Life - North Lincolnshire Council 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

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 in KCSIE 2026, Ofsted and CMARS local safeguarding requirements. 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 and young people living in households where domestic abuse may be present, raising awareness of the impact of domestic abuse, engaging with voluntary agencies, encouraging NSPCC, Pol-Ed and Blue Door assemblies, whilst supporting our school staff to implement trauma informed approaches into practice.

All staff recognise the important 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 should:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2026)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the school day at the latest, and always follow up by recording concerns, as per the school reporting procedure.
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Headteacher at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Headteacher/Principal/Chair of Governors
- ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- will speak to the DSL (or deputy) if they are in any doubt about sharing information

In addition to the children who may require help before statutory interventions KCSIE 2026 (Page 11), all staff will notify the DSL/DDSL, where a child has experienced:

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

All staff support the CMARS policy Statement – Protecting Disabled Children from Harm CMARS | Supplementary Documents - CMARS

Section 3 – Child protection procedures

All staff follow the school's child protection procedures which are consistent with 'Working Together to Safeguard Children 2026', Keeping Children Safe in Education 2026 and the North Lincolnshire Children's MARS guidance https://www.northlincscmars.co.uk/policies-procedures-and-guidance/

All staff will also have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Child Sexual Exploitation and abuse (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 Harms of Abuse Outside the Home (HOTH).

Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and the sharing of nude and semi nude images and online exploitation put children in danger. All staff will also be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but is not limited to, bullying (including cyberbullying), child-on-child abuse, sexual harassment, sexual violence, gender-based violence, and the consensual and non-consensual sharing of nude and semi-nude images and/or videos.

For categories of abuse and further information on how to respond to a shared safeguarding concern.

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, including child abuse linked to faith or belief
- any significant changes in a child's presentation, including non-attendance
- any hint or a shared safeguarding concern of abuse from any person, including FGM
- 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 all forms of exploitation including Child Exploitation (CE) and Child Sexual Exploitation (CSE), including synthetic risks, comms networks and additional online harmful content
- any potential harms outside the home, risks of experiencing extra-familial harm
- any potential indicators of Domestic Abuse
- any potential indicators of radicalisation
- any potential indicators of living in a household with domestic abuse
- any suspicions of modern-day slavery and/or trafficking
- community Police intelligence (PCIF)
- mental health concerns
- medical and allergy emergencies

3.2 Responding to a shared safeguarding concern

Our staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next. For more information, access,

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

Staff will:

- listen to and take seriously any a shared safeguarding concern or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, explain to me, Describe to me…'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- speak with the DSL immediately without delay – Do not leave the young person alone.
- Following you sharing this concern – remember to record details including date and what the child has said in the child's words and record on an electronic system e.g. Child Protection Online Management System (CPOMS) (school to add school recording system here) and record any visible signs, injuries or bruises on a Body Map. (see Appendix 3)
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay. Remember a child may ask in the future to read/access what you are recording. Check the language used in your records in line with good record keeping guidance. (Page 24 KCSIE 2026).

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

Following any information raising concern, the DSL will follow the flow chart in KCSIE 2026 and Page 31 of this policy and consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan/Child in Need/Early Help
- information sharing guidance
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Single Point of Contact/PREVENT/Police
- the child 's wishes
- If consent to share has been gained or if the concerns override this

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/ or place the member of staff or others at risk

- whether to make a child protection referral to Children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- Complete body maps (where applicable). Appendix 3

3.4 Action following a child protection referral

The DSL or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference and notify the LA Education Safeguarding Officer, School Improvement Officer - Safeguarding or Head of Education Standards and Early Years, 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, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with both parents prior to meetings, ensure wishes and feelings are captured and the reports are signed
- where in disagreement with a decision and concerns remain, will follow 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, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. The school 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 school name and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Full information sharing guidance can be found on the DfE website, gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice. This advice outlines the importance of sharing information about children, young people and their families to safeguard children. It should be read alongside the statutory guidance Working together to safeguard children - GOV.UK

4.1 Pupil information - Reporting systems for our pupils

Where there is a safeguarding concern, we will 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 will:

- 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 will be taken seriously, and that they can safely express their views and give feedback

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 school with additional options to contact a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those with affect any person's access to the child (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 Looked After Child (LAC) or previously looked after
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child
- If the child is a young carer
- If the child is supported through private fostering or kinship arrangements (Appendix 6)

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

Our Data Protection Policy aligns with KCSIE 2026 requirements, and the school complies with the need to protect personal data and respond effectively to a personal data breach. The school complies with the Data protection in schools - Guidance - GOV.UK (July 2026)
All staff are aware of how to understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and, follow good practices for preventing personal data breaches.

4.3 Confidentiality

Sir John Nelthorpe School has the following approach:

- Timely information sharing is essential to effective safeguarding
- 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
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should 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

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

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

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with **information sharing** advice as set out in the full KCSIE 2026 (Page 21,38,40 and 183 (plus additional 30 separate references)

Where children leave the school or college (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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

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

4.4 Transfer of files

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

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

- Name and DOB of child
- Name and address of receiving school
- Date file(s) transferred with name and role of person who received it
- Date sending school received confirmation of receipt of files from receiving school
- Summary of case at the time of transfer e.g. Child Protection Plan: Neglect

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

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.
Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.
The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive, until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years).

The school can access further support from:

- Data protection: toolkit for schools
- Working Together to Safeguard Children 2026
- Information Sharing
- Data protection; toolkit for schools

4.5 Filtering and Monitoring

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

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

The staff member responsible for filtering and monitoring systems is Mr Simon Howe. They will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This will be discussed with IT staff and service providers about what more needs to be done to support schools and colleges in meeting the Filtering and monitoring standards on an annual basis.

We has a clear policy on the use of mobile and smart technology, which also reflects that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, 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. We will carefully consider how this is managed on their premises and reflect this in the mobile and smart technology policy.

The school complies with the safeguarding and welfare requirements of the Mobile phones in schools - GOV.UK statutory guidance. Further detail is set out in the school's Mobile Phone and Electronic Device Policy.

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

4.6 On-Line Safety and the use of mobile technology - Misinformation / Disinformation

Our governing body ensure that, as part of the KCSIE 2026 requirement, all staff undergo regular updated safeguarding training, including in relation to online safety and, for children to be taught about safeguarding, including in relation to online safety, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

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

The KCSIE 2026 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)

The DSL will consider completing the NLC local spreadsheet, where a concern raised constitutes as reportable and, therefore requires reporting into the Home Office. To ensure local co-ordination – all completed forms will be completed and forwarded to the Resettlement team for oversight and reporting from a central point– asylum@northlincs.gov.uk. The **Resettlement team Project Officers may be contacted on 01724 298384** or **01724 298417**

We recognise that effective safeguarding includes providing pupils with opportunities to learn about safeguarding, including online safety, as part of a broad and balanced curriculum.

Through age-appropriate teaching, pupils will be supported to:

- understand how to use the internet, social media and digital technologies safely, responsibly and respectfully;
- protect their personal information and manage their online presence;
- recognise, avoid and respond appropriately to online risks, including cyberbullying, online abuse, coercion, exploitation, misinformation and inappropriate content;
- understand healthy relationships and appropriate online behaviours;

- know how and where to seek support and report concerns, including where they witness harmful behaviour affecting others.

All staff will receive online safety and safeguarding training as part of their induction and through regular updates thereafter. Training will include online safety risks, cyberbullying, child-on-child abuse, online radicalisation, filtering and monitoring responsibilities, and emerging technologies and associated safeguarding risks. Staff will receive safeguarding and child protection updates, including online safety updates, at least annually and whenever significant changes occur.

The school will ensure staff remain aware of relevant legislation, statutory guidance and resources, including the Online Safety Act, Pol-Ed, Educate Against Hate, Not in our Community, iNEQE, CEOP guidance and other national safeguarding updates where appropriate.

The school's filtering and monitoring arrangements form part of our wider safeguarding responsibilities and are reviewed regularly to ensure they remain effective and appropriate. These arrangements are informed by DfE filtering and monitoring standards and relevant requirements arising from the Online Safety Act and Ofcom's Protection of Children Codes, where applicable.

The school's filtering and monitoring arrangements form part of our wider safeguarding responsibilities and are reviewed regularly to ensure they remain effective and appropriate. These arrangements are informed by DfE filtering and monitoring standards and relevant requirements arising from the Online Safety Act and Ofcom's Protection of Children Codes, where applicable.

The school will:

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras

4.7 Artificial intelligence (AI) and Synthetic Media

- 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.
- We recognise 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.
- We will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour] policy.
  Staff should be 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 school.
  We will always seek the latest DfE guidance when considering the use of AI - Data Protection in Schools

Synthetic media, including AI-generated and AI-manipulated images, audio and video (commonly referred to as deepfakes), presents emerging safeguarding risks. The school recognises that synthetic media may be used to facilitate bullying, harassment, child-on-child abuse, grooming, exploitation, impersonation, and image-based abuse. All concerns involving synthetic media will be

taken seriously, recorded, risk assessed, and responded to in line with this safeguarding and child protection policy, local procedures, and statutory guidance.

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

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

The school reviews emergency plans on a regular basis and we ensure that risk assessments are in place, considering the latest DfE guidance. Martyn's Law: the SIA's new regulatory role - GOV.UK. 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

The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-schools settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place. After-school clubs, community activities, and tuition - safeguarding guidance for providers

In readiness for Martyn's Law – The SIO Safe Schools and Settings, has developed an MST Teams Critical Incident Folder, this includes all the latest Fact Sheets, DfE and Seminar information. The school will continue to develop PROTECT and PREPARE requirements, alongside PREVENT risk assessments Prevent duty: risk assessment templates - GOV.UK

5.1 Non-collection of children

If a child is not collected at the end of the session/day, we will:
Make contact with parents/carers to arrange collection and supervise the child until collection

5.2 Visitors, Contractors and 3rd Party Staff

It is best practice for NLC staff to a carry their DBS and wear a badge, a letter is available signed by the Director and sent into schools this confirms safer recruitment practice has taken place for NLC employees. The school/setting will not over ask and follow requirements set out on Page 93 and 94 of KCSIE 2026. **Our site and security policy** includes signing in procedures, risk assessments and expected conduct of visitors.

Appendices

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 2026 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 he 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 child-on-child 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 caregivers); 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 irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

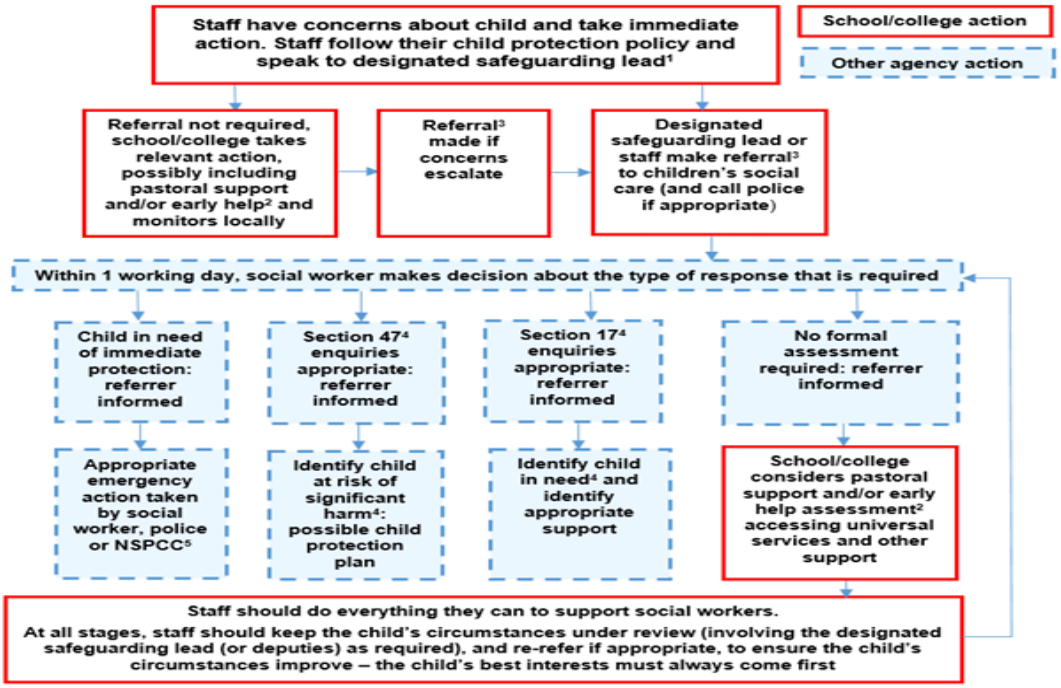
Appendix 2: Allegation of Abuse

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 will 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) will ensure the allegation is acted on immediately, in accordance with the locally agreed Children's MARS procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Actions when there are concerns about a child (read alongside the full KCSIE 2026 guidance)

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

Further guidance:- Child abuse concerns: guide for practitioners - GOV.UK

Guidance for all Staff on Dealing with a shared safeguarding concern / suspected abuse / neglect

I. Dealing with a shared safeguarding concerns of abuse:

- Always listen carefully and quietly – do not press for any evidence at all
- Remain calm and reassuring – do not dismiss the a shared safeguarding concern – 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 a shared safeguarding concern using the appropriate A shared safeguarding concern Form

II. At this point, take the following steps:

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

With the DSL, prepare a detailed report itemising:

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

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

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

All staff are reminded to use appropriate language when sharing safeguarding concerns.
childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide

Appendix 3: Body map guidance

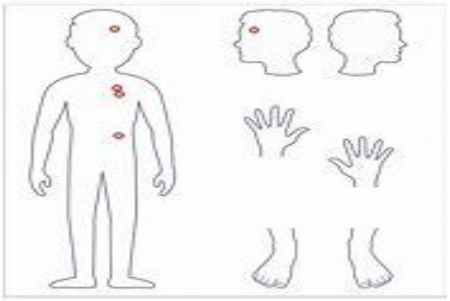
Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of 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. The body map below should be used. Any concerns should be reported and recorded without delay to Single Point of contact or the child's social worker if already an open case to social care.

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

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

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

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



Appendix 4: Child-on-child abuse

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

Further guidance can be found here:
https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf

Child on Child Abuse
Children can abuse other children 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 child-on-child 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 that 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.

As per KCSIE 2026, our policy recognises consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. We educate our school community / young people via….

Our policies also reflect the legal definitions provided within the Voyeurism (Offences) Act 2019

Child-on-child abuse
All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college'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 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.

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 will 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 will be recorded, investigated and dealt with and the victims, perpetrators and any other child affected by child-on-child abuse with be 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.

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
- looked after children and previously looked after children
- care leavers
- children with special educational needs, disabilities or health issues
- children who are lesbian, gay, bi, trans or gender questioning (LGBTIA+)

Please refer to Keeping Children Safe in Education 2026 (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 videos11 (also known as the sharing of nude and semi nude images and online exploitation 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, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The risk and needs assessment should consider:

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

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

The DSL response will include:

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

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

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

The four scenarios are: -

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

For more information – Refer to Addressing child on child abuse : a resource for schools and colleges
The school will follow the statutory guidance in Part 5 of this guidance, where full details can be found.

Appendix 5: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors that may meet the harms threshold – Referral within 24 hrs

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

KCSIE 2026 Part 4 – Para 437 states:

It is important that policies and procedures make clear to whom allegations should be reported (as set out at paragraphs 75-77) and that this should be done without delay. A "case manager" will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

The headteacher/chair of governors will then follow the CMARS Managing Allegations Procedures CMARS | Local Authority Designated Officer (LADO) - CMARS and KCSIE Part 4 requirements.

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

Learning lessons
KCSIE 2026 makes it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

The headteacher/proprietor will then follow CMARS procedures https://www.northlincscmars.co.uk/policies-procedures-and-guidance/ and KCSIE Part 4 requirements.

Independent schools where the headteacher is the sole proprietor, use:

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. The headteacher will then follow the CMARS procedures and KCSIE Part 4 requirements.

If the concerns/allegations are about the headteacher, speak to the local authority designated officer (LADO) or in an emergency, contact the police and follow the North Lincolnshire CMARS guidance.

LADO Initial Considerations Guide

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

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

Early years providers, add:

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

Transferable Risk (Transferrable Risk)

The school recognises that adults who present a risk to children may also pose a risk within the school environment, even where concerns arise outside of their professional role. **Transferable risk** refers to circumstances where an individual's conduct, behaviour, relationships, or activities in their personal life may indicate that they could be unsuitable to work with children or may present a safeguarding risk to pupils. Such concerns may include allegations of domestic abuse, violence, sexual offences, substance misuse, exploitation, or other behaviour that raises questions about an individual's ability to safeguard and promote the welfare of children. The school will assess all concerns on a case-by-case basis, taking account of the nature of the information, the potential impact on children, and any statutory guidance. Where appropriate, safeguarding concerns relating to transferable risk will be managed in accordance with **Keeping Children Safe in Education (KCSIE)**, staff code of conduct procedures, disciplinary processes, and advice from the Local Authority Designated Officer (LADO), with the welfare of children remaining the paramount consideration at all times.

Concerns that do not meet the harm threshold

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

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

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 so that they can be addressed appropriately.
We will 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 school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect 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 headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [staff behaviour policy/code of conduct]. The headteacher will be 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 will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- 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 will 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 will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

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

References

We will 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 2026 (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. 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
Making child arrangements if you divorce or separate: Making child arrangements - GOV.UK
Going to court to give evidence as a victim or witness: The day of the trial - GOV.UK

KSCIE 2026 directs schools to 2 guides that support children in the court system. This will help DSL/DDSLs and Headteachers, if called upon to provide evidence.

- Young witness booklet for 5- to 11-year-olds - GOV.UK
- Young witness booklet for 12- to 17-year-olds - GOV.UK

***Missing pupils – There are 25 references to our responsibilities to recognise missing episodes in the new KCSIE 2026 Statutory Guidance.**
Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will work with the LA Missing Advocates (if assigned) and consider wider factors for the young person as per our safeguarding procedures.

***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

***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 will be achieved by providing effective support and interventions, including good information sharing, multi-agency assessment / planning and performance management. Interventions will 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 key part of this process and children's views and concerns will be 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.

An Independent return interview is 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 will be 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 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.

Notification process for children reported missing from home or care

A notification process for schools / provisions when as child has been reported missing is now in place. The purpose of this process is to make sure schools and other provisions are aware of important safeguarding information in relation to a child or young person (under 18) who has been reported missing, this specifically relates to missing from home or care. Sharing this information at the earliest opportunity is intended to assist education providers in supporting children and young people on their return to school.

Notifications will be shared with the most appropriate safeguarding contact within the provision, for example the Designated Safeguarding Lead or pastoral lead. This reflects the wider safeguarding context of missing alongside wider welfare and wellbeing outcomes.

When you receive a notification, this means:

- a child/young person connected to your provision has been reported missing, and/or has been located
- the information is being shared to support safeguarding and welfare planning
- you may be contacted by the North Lincolnshire Council Missing Children Team to discuss relevant information and next steps which may include making arrangements for a return interview, which may take place during the school day and, where appropriate, within provision

If your provision holds any additional information or has safeguarding concerns with regard to the child/young person, please continue to follow your usual safeguarding procedures and share relevant information through the appropriate channels.

We recognise that schools are managing many competing demands. Our aim is to make this process as clear and helpful as possible, and to support timely communication with the right member of staff.

Children with family members in prison

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

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

The school 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 school /setting will include the new CMARS procedures into staff training.

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

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 DSL [and deputy/deputies] will be aware of contact details and referral routes into 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 will also make a referral to local authority

Trafficked

We will follow CMARS procedures**:** **23-Trafficked-Children-Procedure-July-2025-Approved.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 designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic abuse
KCSIE 2026 makes clear that domestic abuse:
• can be a single incident or a pattern of incidents and can be psychological, physical, sexual, financial or emotional;
• can result in children being victims of domestic abuse in their own right. Children may see, hear or experience the effects of abuse at home and/or experience domestic abuse in their own intimate relationships, including teenage relationship abuse; and
• can have a detrimental and long-term impact on children's health, well-being and ability to learn

We support the CMARS guidance CMARS | Domestic Abuse - CMARS and staff have access to the new local CMARS Training offer, delivered via The Blue Door

Our parent information includes Information on staying safe online - SafeLives

Staff are encouraged to sign up to the local Domesti**c** Abuse Partnership Board communications straight into your inbox Tackling domestic abuse in North Lincolnshire - North Lincolnshire Council

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.

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

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

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

More information can be found here:
Domestic_Abuse_Statutory_Guidance_Easy_Read
and domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version

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.

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 will 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

will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL, if the DSL is unavailable the Headteacher, and or a decision made to contact SPOC, and/or the Police.

The DSL will:

- Follow 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 fmu@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.

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.

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 will 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.

KCSIE 2026 makes clear that harmful sexual behaviour can occur between children of any age and sex. Sexual behaviour should be considered in the context of the children's ages, developmental stages, understanding and circumstances. Factors such as a significant age or developmental difference, a power imbalance, coercion, force, intimidation, disability or other vulnerability may indicate that behaviour is harmful or abusive.

A younger child can also display abusive behaviour towards an older child where there is a power imbalance or other circumstances that create vulnerability. Schools and settings should consider the individual circumstances of each child and incident rather than relying solely on age or age difference when assessing harmful sexual behaviour.

Schools and settings should follow the safeguarding requirements and guidance contained within KCSIE 2026, including Part 5: Child-on-child sexual violence and sexual harassment.

We will follow the CMARS : **HSB-guidance-Jan-2024.pdf**
CMARS | Harmful Sexual Behaviour - CMARS

KCSIE 2026 provides information for young people Home - Shore. The DSL will support and help signpost and refer to additional support services. In line with local procedures.

Mental Health

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. 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. The school / setting supports the Building Suicide -Safer Schools and Colleges. Schools guide | Papyrus.

The school also recognises signs of gambling and, provides an enhanced curriculum to raise awareness Home | Ygam

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.

The DSL/DDSL has accessed the CMARS NRM training and, all staff are aware of the HOTH toolkit.
CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

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
- the sharing of nude and semi nude images and online exploitation (request for nudes)

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.

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 school's measures to prevent radicalisation are set out in other school policies and procedures, including [list any relevant policies here – for example, you may cover this in your curriculum policy, behaviour policy, online/e-safety policy, and/or others].

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

Kinship Care - Private fostering

In line with KCSIE 2026, the Designated Teacher and/or Designated Safeguarding Lead understands the role of the Virtual School Head (VSH). This includes the VSH's non-statutory responsibility to promote the educational achievement of all children in kinship care.

Staff understand the safeguarding needs of children who are looked after, previously looked after, or living in kinship care, and know how these circumstances may affect a child's welfare, safety, attendance, attainment and educational outcomes.

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so

for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school or college, we will 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 WT2026, 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:

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 'looked after child' 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.

The DSL/DDSL will liaise with the private fostering team NLC to enable information sharing where private fostering arrangements are taking place.
Phone: 01724 297024 or 01724 297000 / **Email:** fostering@northlincs.gov.uk

Harms Outside the Home (formerly ROTH)

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. 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.

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

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

- child sexual exploitation (CSE)
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE)
- trafficking
- online abuse
- teenage relationship abuse (child on child 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 HOTH.
https://www.reportingcrime.uk/HPPartnershipIntelligence/

More information can be found here: CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

All staff have access to the updated CMARS training and HOTH policy: CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

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

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

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQI+A) 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 LGBTQI+A children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Add details of the pastoral support you offer these pupils, such as appointing an LGBTQI+A pastoral lead.

The school operates a safe space, where learners may speak out or share concerns with members of staff.

Support is also available for parents via LGBTQI+A Social Group | LiveWell North Lincolnshire

Cafe Indie support a 16+ drop in for LGBTQ young people (Thursday evenings)

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 will 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 will 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 school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:
Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

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

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

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

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

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

Sexual harassment
This policy supports KCSIE 2026 and highlights the:
• importance of explaining to children that the law is in place to protect rather than criminalise them
• the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
• the need for schools and colleges to be part of discussions with statutory safeguarding partners

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting

- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos. Further information is available at Sharing-nudes
  - sharing of unwanted explicit content
  - upskirting (is a criminal offence)
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats.

Refer to KCSIE 2026 Annex B and Part 5. The school will engage and work alongside the Humberside VPP Home | Humber Violence Prevention Partnership

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

North Lincolnshire's Children's Services Point of Contact (SPOC)	01724 296500 (office hours) 01724 296555 (out of hours)
Allegations against/concerns about adult(s) working with children	Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293
Police (emergency) Police (nonemergency)	999 101
School Improvement Officer (Safe Schools and Settings) North Lincolnshire Council	Sarah Stokoe sarah.stokoe@northlincs.gov.uk 07385 005271
School Improvement Officer 11-19 Standards & Effectiveness North Lincolnshire Council	Martin Halliday martin.halliday@northlincs.gov.uk ☏ 01724 298446 ☏ 07584870241
Head of Service – Education Standards and Early Years North Lincolnshire Council	Helen Hatton helen.hatton@northlincs.gov.uk Helen Hatton 01724 298396
Education Safeguarding Officer	Sian Pett Sian.pett@northlincs.gov.uk 01724 296098

Virtual Head Lead for Education CP/CIN and Kinship Care Education Officer CIN/CP Compliance and Case Management North Lincolnshire Council	Helen Frost Helen.frost@northlincs.gov.uk 01724 296775
Head of Service for the Virtual School and Inclusion (Including Kinship Care) North Lincolnshire Council	Wendy Holmes Wendy.holmes@northlincs.gov.uk Office: 01724 297502 Mobile: 07717586329
NSPCC Whistleblowing helpline	0800 028 0285
Performance Team (Annual Safeguarding Audit)	performanceteam.childrenservices@northlincs.gov.uk
Children and Young Peoples Healthy Me – Well Being Survey – Teenage Conception/Policy	Alex Piercy Public Health Coordinator North Lincolnshire Council Tel: 01724 297956 Email: alex.piercy@northlincs.gov.uk
Suicide Prevention	Farzana Khanum Public Health Manager - Mental Health & Wellbeing & Suicide Prevention North Lincolnshire Council Tel:01724 296428 Mobile:07500857815 And Rachel.woodford@northlincs.gov.uk
Access to the MST Critical Incident Folder	Email Sarah.stokoe@northlincs.gov.uk
Prevent	Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk
On Line Safety	Childline Report Remove: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/ [childline.org.uk] Internet Watch Foundation (IWF): https://www.iwf.org.uk/our-technology/report-remove/ [iwf.org.uk]
DfE PREVENT Lead	Christopher Sybenga Christopher Sybenga LLB Hons JP DfE Regional CONTEST Coordinator North East CONTEST Operations and Frontline Delivery Unit | Families Group Mobile Number: 07384456640 Email: christopher.sybenga@education.gov.uk Linked In https://www.linkedin.com/in/christopher-sybenga-080202141 **North East Newsletter sign up link or use QR code**
Single Point of Contact	SPOC and IMAP Email: Spoc@northlincs.gov.uk Telephone: 01724 296500
Social Care Out of Hours	Telephone: 01724 296555 (Member of public) Telephone: 01724 296444 (Professionals)

Family Help	**South:** Team Lead: Samuel Elliff **Seniors:** Nicola Whittle, Kerry Shipley, Gill Cook and Rosie Rowbotham **North and Isle:** Team Lead: Zoe Gleadow **Seniors:** Sharon Sturdy and Jackie Talbot **Brigg/Barton:** Team Lead: Hannah Bishop-Cass **Seniors:** Jessica Beach, Sally Swainston and Ann Worrall Familyhelp@northlincs.gov.uk
Early Help	Manager: Emma Sandon Email: earlyhelp@northlincs.gov.uk
CEIT Team NLC Mandy Nicolson Kev Health Debbie.Nikatsekpe@northlincs.gov.uk	Child Exploitation Intervention Team (CEIT) **Youth Justice Partnership Team 01724 296638** 01724 298549 Mob: 07717587269
Resettlement Team (misinformation reporting)	Christina Clark 01724 298384 (workdays - Monday, Tuesday, Wednesday morning) Kerry Dunn 01724 298417 (workdays - Wednesday afternoon, Thursday, Friday)
Safer Schools Police Officer – Pol Ed	Dc 603 Sarah HEWSON Humberside Police Safer Schools Coordinator North Lincolnshire Scunthorpe Police Station Email – sarah.hewson@humberside.police.uk
PCIF Safer Neighbourhoods	John Cram Senior Safer Neighbourhoods Officer NLC OP MDS Lead Church Square House Tel: 01724 296218 Mobile: 07714 763233 Twitter: @SaferNhoodsNL
Artificial Intelligence – Police Offer	Dc 1010 Sarah Gladstone Cyber Prevent and Protect Officer Humberside Police Melton 2 HU14 3BQ 01482 630004 07866 844004
Project Lifestyle - Police	Humersidepolicelifestyle.co.uk
NSPCC Programme Speak Up Stay Safe Offer	Ellie Kirk Schools Coordinator for Wakefield, Doncaster, North and North East Lincolnshire *Please note my working hours are Monday to Friday 8am-5pm/ with one Friday off per fortnight.* ellie.kirk@nspcc.org.uk Mob: 07710 143419
iNEQE	natalie@ineqe.com
Delta	Stew Young Person's Substance Misuse Co-ordinator DELTA Young Person's Substance Misuse Service Tel: 01724-298528 Mobile - 07717586389
Head of School Catering	Sharon Ainsworth

	Head of Catering and Cleaning North Lincs Council 01724 297922
Head of Health and Safety	Kelly O'Shea Health and Safety Manager | Communities kelly.oshea@northlincs.gov.uk 01724 297593
Head of SEND and Disability	Rachael.Haigh@northlincs.gov.uk
Water Safety	Kelly Tuplin (formerly Crow) | Public Health Facilitator (Health Protection) Kelly.Tuplin@northlincs.gov.uk 01724 298029 www.northlincs.gov.uk * North Lincolnshire Council, Church Square House, 30-40 High Street, Scunthorpe, DN15 6NL
YGAM	Jimmy/Colette - 07933 218461 07494 964876