



ST HUGH'S SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

“Safeguarding and promoting the welfare of children is everyone’s responsibility.” KCSIE 2026 [Keeping children safe in education - GOV.UK](#)

1. Introduction

- 1.1 St Hugh’s School has developed and updated this policy to reflect its commitment to Safeguarding and Child Protection. The policy covers all aspects of the school, including Boarding and the Early Years, and all members of the school community including governors, parents, volunteers and visitors to our site, including those who lease or use our facilities. Where safeguarding is concerned our staff always have the best interests of the child at the forefront of everything they do.

2. Terminology

2.1 **Safeguarding:** A definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

2.2 **Children’s Health** refers to their physical and mental health.

2.3 **Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

2.4 **Staff** refers to all those working for or on behalf of St Hugh’s School in either a paid or voluntary capacity.

2.5 **Child** refers to all young people who have not yet reached the age of 18.

- 2.6 **Parent** refers to birth parents and other adults who are in a parenting role for example step-parents, foster parents, carers and adoptive parents.
- 2.7 **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. Negate or destroy the fundamental rights and freedoms of others; or
 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 3. Intentionally create a permissive environment for others to achieve the results in (1) or (2). Further information is included in the following document: [New definition of extremism \(2024\) - GOV.UK](#)

3. Named Personnel

3.1 At St Hugh's School the named personnel are: (Click the link to email)

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor	SENCo(Head of Learning Support)
Natalie Wallis – Deputy Head (Pastoral)	Jeremy Wyld - Headmaster	Andrew Mansergh	Kate Waite
N Wallis	Jeremy Wyld	Andrew Mans...	Kate Waite
	Ann-Marie Ferguson - Head of Early Years		
	Ann-Marie Hains...		

3.2 The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the Head Teacher)
<i>Jeremy Wyld - Head Teacher</i>	<i>Natalie Wallis - DSL</i>	<i>Ian Tyler – Chair of Governors</i>
Jeremy Wyld	N Wallis	Ian Tyler

4. Rationale

- 4.1 At St Hugh's School we recognise the responsibility we have under Section 157 (Academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play. They are in a position to have a greater contextual understanding of a child's situation and notice indicators of possible abuse. [Contextual Safeguarding](#)
- 4.2 This policy highlights the importance of safeguarding being 'everyone's responsibility'. Furthermore it takes into consideration that the more training staff receive and the more that safeguarding is discussed the more likely staff will be to raise concerns, report abuse and have the confidence to speak out at every opportunity.

5. Purpose

- 5.1 The purpose of the policy is to ensure that:
- a. The welfare of the child is paramount.
 - b. All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
 - c. All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
 - d. Pupils and staff involved in safeguarding issues receive appropriate support.
 - e. Staff adhere to a Code of Conduct as well as signing an agreement for acceptable use of ICT and understand what to do if a child discloses any allegations including those against staff.
- 5.2 The procedures contained in this policy apply to all staff and are consistent with Lincolnshire Local Safeguarding Children Partnership (LSCP) multi-agency child protection procedures. [Lincolnshire Safeguarding Children Partnership – About the LSCP.](#) These procedures are detailed in the following document: [the Lincolnshire SCP Policy and Procedures Manual](#)

6. Prevention

- 6.1 St Hugh's has an ethos where:
- Children feel secure in a safe environment in which they can learn and develop
- 6.2 Children know that there are adults in the school whom they can approach if worried or in difficulty. These may be key staff such as the DSL, Mental Health Lead or Mental Health First Aider, but they may just as likely be support staff such as Matron, Dining Room Staff or Peripatetic Music Staff. For this reason all staff are trained and supported to fill the role of 'trusted adult' and encouraged to have 'professional curiosity' about children's lives.

- 6.3 There is a variety of signposting to external sources of support and advice is in place for staff, parents and pupils. This includes posters for pupils, posters for parents about the DSL and DDSL and a variety of information for staff on display in the staff room, as well as information on our website.
- 6.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe, both online as well as in person. This includes filtering and monitoring as part of the E-Safety policy, and teaching PSHE through our school curriculum. Our RSHE curriculum is included in PSHE, Science and Computing lessons as well as other cross curricular links. This includes the visits from Big Talk <https://www.bigtalkeducation.co.uk/> , assemblies and form time discussions.
- 6.5 Children are helped to develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships online and in person. The school uses a variety of resources from the following agencies: NSPCC, Child Line, Big Talk, CEOP and the UK Safer Internet Centre, the PSHE association and Oak Academy to name just a few.
- 6.6 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- 6.7 Emerging themes are proactively addressed and fed back to the local authority and LSCP to ensure a coherent approach so that multi-agency awareness and strategies are developed. These themes, such as domestic abuse, parental separation and parental conflict, also lead to enhanced training for the DSL/DDSL and relevant information is conveyed to staff in morning meetings, INSET and training. [Reducing Parental Conflict: what is parental conflict? - GOV.UK](#)
- 6.8 St Hugh’s works in accordance with the statutory guidance [Working together to safeguard children - GOV.UK](#) and supports the Lincolnshire Local Safeguarding Children Partnership (LSCP) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum. KCSIE 2026 emphasises the importance of the child’s wishes, and staff at St Hugh’s School are actively encouraged to seek the thoughts and wishes of the child during any safeguarding concern. Staff use the ‘Voice of the Child Toolkit’ provided by LSCP.
- 6.9 The school also seeks to listen to the voice of the child by employing an Independent Listener. The School independent Listener (Mrs Julie Turbin) is available for pupils to talk to on any matter. She is introduced to the pupils on a regular basis, and having been a member of staff at the school for many years prior to retirement is a familiar face and yet independent. The school also seeks to ensure that children's views are valued and specifically canvassed in School Council meetings and Boarding House meetings. Pupils also complete a termly ‘How are you feeling?’ questionnaire as well as an annual friendship questionnaire. The information from these questionnaires is fed back to staff.

- 6.10 Our school's arrangements for consulting with, listening and responding to pupils are both formal and informal. Our children are encouraged to openly discuss their thoughts and feelings as part and parcel of our work on Children and Young People's Mental Health and Well Being. This is delivered through assemblies, lessons, themed days and set activities. We have a Senior Mental Health Lead and also Mental Health First Aiders. We refer to the following guidance - [Mental health and behaviour in schools - GOV.UK](#) and use a variety of resources to teach children and support staff in recognising possible areas for support. These include Anna Freud resources as listed along with others in KCSIE 2026 including [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)
- 6.11 Staff recognise that mental health problems can be a sign or indicator of abuse, neglect or exploitation. Full Pastoral Meetings are on a weekly basis and form a link between the Safeguarding/Mental Health Lead, as well as school leaders. Notes from this meeting are shared with staff in morning meetings on a weekly basis.
- 6.12 Staff further encourage children to talk about their experiences during form times and play times. During these relaxed and informal times the staff are able to talk and reassure the children. It should be added here that staff are encouraged to reassure children that their voice matters and their concerns are taken seriously. They are trained to recognise Child on Child abuse (including Harmful Sexual Behaviours (HSB), sexual harassment and sexual violence), and are ready to reassure the child that they will be kept safe. As mentioned in KCSIE 2026 'A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.' Any reports follow the school's Safeguarding and Child Protection Policy and Procedures as detailed in this document.
- 6.13 There is a commitment to the continuous development of staff with regard to safeguarding training:
- a. All staff follow the St Hugh's safeguarding training pathway (Appendix 6).
 - b. The training pathway also highlights the extra training the DSL and DDSL have completed. These include local updates as well as National updates from the NSPCC monthly newsletter, CEOP and other announcements. The DDSLs are trained and involved in Safeguarding on the same level as the DSL.
 - c. Governors at St Hugh's School are expected to complete the online Child Protection Training as part of their Induction. Furthermore they are expected to complete Prevent training at this time. Every year governors are expected to update that training with the online Child Protection Refresher. It is understood by the governors that robust and regular training allows them to be able to question the policies and procedures and have a good understanding of the challenges of Safeguarding in Schools.

7. Early Identification Recognising And Responding To Safeguarding Needs

- 7.1 At St Hugh's School we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation by Lincolnshire County Council that all schools use the Early Help

Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants. This help includes universal services and community-based early help and the targeted early help level of Family Help (Team around the Family TAF).

- 7.2 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.
- 7.3 All staff understand and are reminded of the safeguarding procedures and protocols in INSET meetings every term. They are reminded about how to pass on any concerns no matter how trivial they seem. They are also reminded that anybody can make a referral. This is consistent with Lincolnshire Safeguarding Children Partnership's (LSCP) child protection procedures. [the Lincolnshire SCP Policy and Procedures Manual](#). Staff are also signposted to the following document - [Child abuse concerns: guide for practitioners](#)
- 7.4 They are also reminded about the importance of the Whistleblowing Policy at INSET and signposted links to the Government site and NSPCC site for further information. (KCSIE 2026). [Whistleblowing for employees](#), [Whistleblowing Advice Line | NSPCC](#).
- 7.5 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each. They are also aware that referrals to statutory agencies do not need parental consent.
- 7.6 The school knows how to identify and respond to all forms of safeguarding concern highlighted in this policy. Staff receive a copy of KCSIE and Annex A as well as Section 3 of the Early Years Foundation Stage 2026 before INSET in September. KCSIE 2026 lists the latest contact details in Annex A, but here are listed some of the ones we have used most recently, please refer to KCSIE 2026 for a wealth of further information.
 - [abuse](#) (DfE advice for practitioners) [Supporting practice in tackling child sexual abuse film series Resources for education settings | CSA Centre](#)
 - [Bullying at school](#)
 - [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) [Preventing Child Sexual Exploitation | The Children's Society](#)
 - [children missing education](#) also referred to as 'children who are absent from education for prolonged periods and/or repeated occasions' please refer to e.
 - [Working together to improve school attendance - GOV.UK](#) (DfE Statutory Guidance)
 - [child missing from home or care](#) (DfE statutory guidance)
 - [Cyber Choices](#), [WHEN TO CALL THE POLICE](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)
 - [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners)

- www.actionagainstabduction.org and www.clevernevergoes.org. - child abduction
- [domestic abuse](#) (How to get help)
- [drugs](#) – advice for schools (DfE and ACPO advice for schools)
- [Child abuse linked to faith or belief](#)(national action plan)
- [female genital mutilation](#) (FGM) (multi agency statutory guidance)
- [forced marriage \(FM\)](#) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools) - Staff have been made aware that Mental Health Issues can, in some cases, be an indicator that a child has suffered or is at further risk of suffering abuse. Once again these safeguarding issues can overlap. Whilst staff understand that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem they are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are alert to signs of mental health concerns as listed in KCSIE 2026. To this end all staff have had training to highlight the importance of mental health in children and young people. Furthermore key staff have become ‘ambassadors’ for mental health and well-being. Mental Health First Aiders and a mental Health Lead attend the Pastoral Meeting. The children are aware of these staff and they are encouraged to talk about any issues or worries they may have.
- [Promoting children and young people’s emotional health and wellbeing](#) - It has been important to highlight to staff in INSET and morning meetings that Mental Health is linked directly to Safeguarding.
- [missing children and adults](#) (Home Office strategy)
- [private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)
- [preventing radicalisation](#) (Home Office Statutory Prevent guidance)
- [protecting children from radicalisation](#) (DfE Prevent advice for schools)

- [Disrespect NoBody campaign - GOV.UK](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#) (UKCIS – The UK Council for Internet Safety advice for schools and colleges 2022)
- [trafficking and modern slavery](#) (DfE and Home Office guidance) [Care of unaccompanied migrant children and child victims of modern slavery](#) [Modern slavery: how to identify and support victims - GOV.UK](#) [Modern Slavery: Statutory Guidance for England and Wales \(under s49 of the Modern Slavery Act 2015\) and Non-Statutory Guidance](#)
- Children and the court System - www.cafcass.gov.uk support for the different age groups can be found here:
- [Young witness booklet for 5 to 11 year olds - GOV.UK](#)
- [Young witness booklet for 12 to 17 year olds - GOV.UK](#)
- Children with family members in Prison - www.familylives.org.uk and www.barnardos.org.uk
- Homelessness - [Shelter England](#)

- 7.7 St Hugh's School feels it is important for the links to these support networks to be made available to staff through this policy which is displayed in the staffroom, is on the website and is available in electronic format to ALL staff. Information for schools and colleges can also be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. Please see the St Hugh's pathway (**Appendix 6**) for details on how Staff are trained in dealing with the above and other relevant issues as and when necessary.
- 7.8 School staff contribute to assessments along the '*Continuum of Need*' (**Appendix 2**) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* and make decisions based on a child's development needs, parenting capacity and family & environmental factors. [Contextual Safeguarding Network](#)
- 7.9 Operation Encompass concerns are sent from the police to the safeguarding team at school, this is now a statutory duty for the police. These are dealt with by school in accordance with the guidelines. At St Hugh's the DSL will first check if the child was present on the form. If the child was not present at the time then any concerns raised on isams over the coming weeks will be reviewed by the safeguarding team as a possible result of the Operation Encompass. If they were present but are not currently on our pastoral concerns then the DSL will touch base with the form tutor to ask them to keep a particular eye on a child/children, and ask for any changes in behaviour or mood to be recorded on isams however minor. If the child is already on our pastoral concerns then the key adult in school, if different from the Form Tutor, will also be asked to keep an eye and check in with the child. If the family is already under safeguarding then the DSL or a DDSL will contact children's services to update the record and ask for any advice. An

Operation Encompass notification does not give enough information for a call to be made to parents in the first instance. It should be remembered that this is a Domestic Abuse incident. It will not be clear who the concern was raised by, about whom or for what reason.

8. Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

- 8.1 **What is an Early Help Assessment (EHA)?** The EHA is a tool to record conversations with families about the worries they or we might have. In partnership with Lincolnshire we use Signs of Safety to support early conversation with families, exploring what their worries are, who or what is helping them to manage their worries, and what they need, and from whom, to no longer be worried.
- 8.2 It is important to note that an EHA is not designed to be a referral form. However we do also use the EHA to identify which services are needed to support a family, including Children's Services Family Help Workers. "The EHA is just a record of your conversation with a family"
- 8.3 **Who should complete an Early Help Assessment with a family?** Anyone can complete an EHA with a family. If you're working mainly with one family member, it's important to gain consent for wider conversations in line with national GDPR regulations as well as our own information sharing policy. This helps ensure all voices are heard and reflected in the assessment.
- 8.4 **When should I complete an EHA?** It is best practice to complete the EHA when a worry has been discovered or shared with you. When initiating a conversation, it is advisable to ask the parent or child if they want to talk on their own or if they would like to have someone from their family and friends to be with them, be led by what the child and family feel comfortable with. Lincolnshire has two leaflets available to help explain what EHAs and Team Around the Child are. They can be downloaded from the [Local Resources](#) manual. Mrs Wallis has copies of these if you need them. These should be shared with parents and children during your conversations.
- 8.5 [Working together to safeguard children 2026](#) highlights the need for both universal services and community-based early help as well as targeted early help services delivered through Family Help.
- 8.6 What is the difference?
 - **Universal services and community-based early help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of early help is provided through "universal services" - such as education, health – and other community-based services. It is distinct from targeted early help delivered through Family Help teams, which are more formal arrangements coordinated by local authorities, where a plan is in place and a lead practitioner appointed.

- **Targeted early help services** delivered through Family Help, are coordinated by a local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, domestic abuse services, youth services, youth offending teams and housing and employment services. Targeted early help should be provided for children and families who have multiple and/or complex needs, or whose circumstances might make them more vulnerable. This could include where a child is living with wider family members under a kinship arrangement. Targeted early help might also be appropriate to support a pregnant person to provide safe and effective care for their unborn child.

9. Support And Guidance Available

- 9.1 Please refer also to the LSCP Website and publications at [Lincolnshire Safeguarding Children Partnership – About the LSCP](#). The latest arrangements for the LSCP are also linked here: [the Lincolnshire SCP Policy and Procedures Manual](#)
- 9.2 In addition the following staff are available to support practitioners;
- Early Help Advisors** are available to support practitioners. These advisors are based within the Customer Service Centre (01522 782111). They offer consultations to practitioners for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.
 - Consultants** provide support, advice and guidance to lead practitioners on existing TAF Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families.
earlyhelpconsultants@lincolnshire.gcsx.gov.uk
 - Further Support for Schools and Academies** In addition to the support outlined above, schools and academies can request case supervision for all TAF cases where the Lead Practitioner is employed in an educational setting. For these cases administrative support can also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at [Team Around the Child – Professional resource](#)
- 9.3 The **designated safeguarding lead** (DSL) acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. In the event of a concern being raised, and statutory investigations having taken place, and the concern is proven to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry. Mrs Wallis is on hand to support staff and reassure them.
- 9.4 Staff know that any child may benefit from early help. However they are also aware that children may not be ready or know how to tell someone. At St Hugh's School we continue to build trusted relationships in school. Through the Form Tutor system, and more recently through the creation of Middle Leader Heads in Early Years, Lower School, Middle School and Senior School, we are

trying to create opportunities for children to build those relationships and have access to a trusted member of staff. This may be our Learning Support Lead or a Mental Health First Aider, it may be a teacher they had previously that they still need access to. Our friendship questionnaire asks the children who they enjoy talking to. Staff are trained in understanding ACE (Adverse Childhood Experiences). They are particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer (see the Iscp resources) [the Lincolnshire SCP Policy and Procedures Manual](#)
- Is pregnant and or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- 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 alcohol and other drugs themselves
- Is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

10. Equality And Diversity

- 10.1 This Safeguarding and Child Protection Policy is written in accordance with the Equality Act 2010, the Public Sector Equality Duty, KCSIE 2026 and other relevant statutory guidance.
- 10.2 The school will not unlawfully discriminate against any pupil, student or member of staff on the basis of a protected characteristic.
- 10.3 St Hugh's School has zero tolerance of discrimination, harassment, bullying, sexual violence, sexual harassment, abusive or derogatory language, or behaviour motivated by prejudice, this includes racism and faith based prejudice. All concerns are taken seriously and managed through the school's safeguarding and behaviour procedures.
- 10.4 All staff receive appropriate Equality, Diversity and Inclusion (EDI) training and understand their responsibilities under the Equality Act 2010.
- 10.5 Equality, diversity, inclusion, British Values, respect and tolerance are promoted throughout the curriculum using age-appropriate teaching.
- 10.6 Assessment data is reviewed regularly to identify pupils who may require additional support and to address any barriers to participation or achievement.
- 10.7 The school considers requests relating to gender questioning, facilities and participation on an individual basis, taking account of safeguarding, the welfare of the child, the rights of others and applicable legislation.
- 10.8 Toilet, changing and shower facilities are provided in accordance with legal requirements, with alternative private facilities made available where appropriate.
- 10.9 Physical education and competitive sport are delivered in accordance with legislation, Department for Education guidance and the rules of the relevant sporting governing body.
- 10.10 Where legislation permits, participation may be organised according to biological sex where necessary for safety or fair competition. Where safety is the determining factor, these arrangements will not be varied.
- 10.11 The school keeps all equality, safeguarding and sporting arrangements under regular review to reflect changes in legislation, statutory guidance and governing body requirements.

11. Introducing Two Further Categories of Harm in Child Protection

- 11.1 **Domestic Abuse** - Why is a new domestic abuse standalone category necessary?
- 11.2 Historically, child protection plans involving domestic abuse have often defaulted to the category of Neglect or Emotional Abuse, while these categories may capture some aspects of the harm, they can obscure the specific dynamics and risks associated with domestic abuse. We think that this can lead to:

- a. Systemic bias, particularly mother-blaming, where the abused parent is scrutinised more than the perpetrator.
- b. Reduced perpetrator accountability, especially in Lincolnshire where specialist support for abusive partners is limited.
- c. Missed opportunities for trauma-informed practice, where the complexity of coercive control and secondary victimisation is not fully acknowledged.
- d. Inaccurate narratives, which may imply complicity or failure to protect, rather than recognising the victim parent's experience of manipulation, fear, and survival.

11.3 So, we believe using Domestic Abuse as a standalone category will allow professionals to:

- a. Name the harm accurately, centring on the child's lived experience and the abusive dynamics in the home.
- b. Support a parent compassionately, recognising them as primary victims and avoiding language that implies blame.
- c. Promote trauma-informed planning, which acknowledges the psychological impact of abuse on both children and adults.
- d. Hold perpetrators accountable, shifting the focus from victim behaviour to the source of harm.
- e. Create clearer pathways for intervention, including targeted support and safety planning.

11.4 We believe that using this category will help ensure that the child's experience of domestic abuse is not minimised or lost within broader concerns. We think this approach aligns with statutory guidance and best practice in recognising the profound and enduring impact of domestic abuse on children. Furthermore, we think this approach will support Lincolnshire's commitment to compassionate, partnership-based safeguarding and reflects national learning and research on domestic abuse and child protection.

11.5 Domestic Abuse Definition for Child Protection - Domestic abuse includes a range of harmful behaviours used to control, intimidate, or harm another adult in an intimate relationship. Children can be significantly affected by witnessing or living with these behaviours, even if not directly targeted. The Domestic Abuse Act 2021 recognises that children who see, hear, or experience the effects of domestic abuse are victims in their own right, even when the abuse is not directed at them.

11.6 The threshold for a child protection plan is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm" (Children Act 1989, Section 47). When considering introducing this category, we have looked carefully at children's lived experience of domestic abuse, what it feels like to witness violence against your parent/caregiver, living in fear of what may happen to you, or how it feels being used as a tool of control in a war taking place in your home.

11.7 Forms of domestic abuse included in this category for child protection planning:

- a. 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.
- b. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- c. Coercive control: Ongoing actions that isolate, intimidate, or dominate, often without physical violence.
- d. 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.
- e. Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.
- f. Financial abuse – Controlling access to money, employment, or financial independence.
- g. Digital abuse – Using technology to monitor, harass, or control.
- h. Cultural/spiritual abuse – Misusing beliefs to shame, control, or restrict religious or cultural expression.
- i. In KCSIE 2026 there is also the acknowledgement that children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

11.8 Harm Outside the Home (HOTH) Category:

11.9 Definition - Harm Outside the Home (HOTH) refers to significant harm or exploitation that occurs beyond the family home. Often referred to in terms of contextual safeguarding, our awareness of the harm that happens in children's community and education contexts such as schools, neighbourhoods, online spaces, or peer groups has increased significantly in the last decade. The harm may be caused by individuals known to the child, strangers, or groups, and often involves manipulation, coercion, or control. Examples of HOTH include both child sexual exploitation (CSE) and child criminal exploitation (CCE)

11.10 People often recognise the following as types of 'harm outside the home' or extra familial harm as:

- County Lines activity – running drugs or weapons
- Criminal exploitation (including financial exploitation), serious youth violence
- Online sexual abuse and grooming
- Sexual assault and sexual abuse

- Gang involvement or serious youth violence
- Radicalisation
- Modern slavery or trafficking
- Abusive teenage relationships or domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking)

11.11 Even when the family home is safe and parents are protective, children can still be exposed to serious risks elsewhere. Promoting harm outside the home as a child protection issue with its own categorisation and specialist approach to conferencing, supports professionals and families to work together to name and understand risks and develop plans to keep children safe across all areas of their lives. Practice in Lincolnshire has not consistently supported children in these circumstances being brought to conference and this is a practice we want to change. Children who are subject to significant harm should all be managed consistently, receiving risk-based prioritisation irrespective of where the harm is taking place or their age. The chairing of conferences and construction of child protection plans needs a specialist approach.

11.12 Why have we used HOTH as a standalone CP category? - The threshold for a child protection plan is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm” (Children Act 1989, Section 47). In cases of HOTH, the source of that harm is external to the family, yet the impact on the child is no less serious; the impact on the family and siblings of the targeted child can also be immense.

11.13 Historically, when these cases have been categorised under Neglect or physical or sexual abuse parents have felt

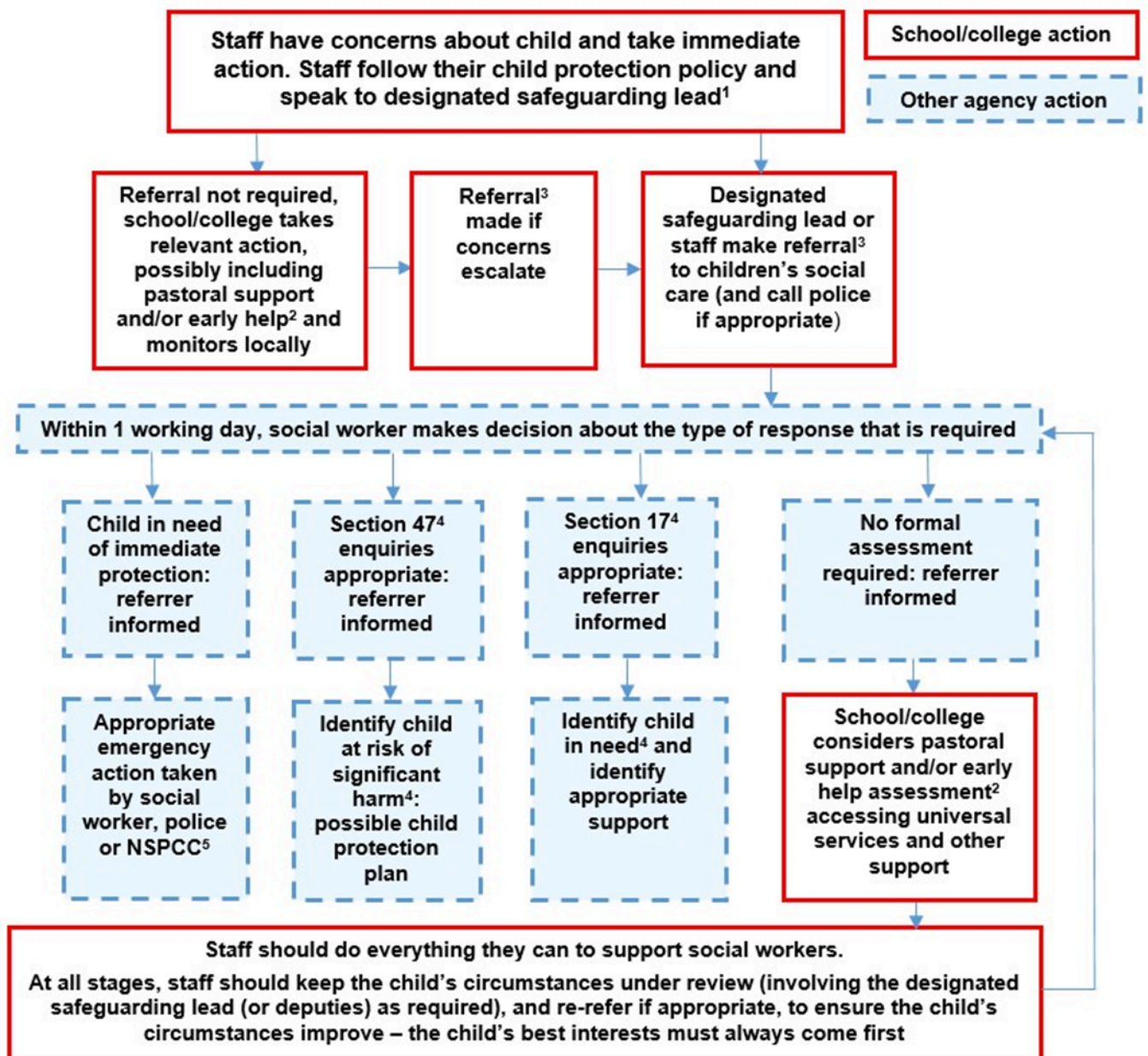
- The nature of the harm is misrepresented
- There is an implication of parental failure where none exists and this risks alienating families who are doing everything they can to protect their children.

11.14 Using the new HOTH category will address the above and we will use two subcategories so we can delineate between children who are exploited criminally or sexually or those who experience both.

11.15 How HOTH can be addressed with a Signs of Safety approach

- Positioning parents as partners recognises and builds on what parents are already doing to keep their children safe.
- Creating clear danger statements that name the specific harm the child is experiencing in the community or online, rather than generalising it.
- Focusing on strengths and safety identifies what is working well in the child’s life and builds plans that enhance safety in the contexts where harm is occurring.
- Encouraging shared responsibility places professionals, not just families, as accountable for creating safety in the child’s wider world.

12. Actions Where There Are Concerns About A Child



¹In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

²Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed statutory guidance on the early help process.

³Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴Under 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](#).

⁵This could include applying for an Emergency Protection Order (EPO).

13. Procedures And Record-Keeping

- 13.1 St Hugh's School follows Lincolnshire's safeguarding procedures with reference to section 4: [the Lincolnshire SCP Policy and Procedures Manual](#)
- 13.2 At St Hugh's School staff are regularly reminded about the importance of reporting concerns, however small. Staff complete the concerns section in ISAMS, immediately, automatically alerting the DSL. Staff understand that safeguarding issues can overlap and any concern, however small, may be part of a bigger picture. Staff are also very aware that they are well placed to spot any early signs. These could include:
- Significant changes in behaviour
 - Ongoing difficulty sleeping
 - Withdrawing from social situations
 - Not wanting to do things they usually like
 - Physical signs of self-harm or neglecting themselves
- 13.3 Information about adults and children, including Child Protection information, is stored and handled in line with the principles of the [Data Protection Act 2018](#) and the [Data \(Use and Access\) Act 2025](#). This is all in line with [The UK's data protection legislation - GOV.UK](#) and ensures that all information is:
- a. Used fairly and lawfully
 - b. For limited, specifically stated purposes
 - c. Used in a way that is adequate, relevant and not excessive
 - d. Accurate
 - e. Kept for no longer than necessary
 - f. Handled according to people's data protection rights
 - g. Kept safe and secure. The DSL is responsible for information being stored and transferred safely and securely using the following guidance: [Information sharing advice for safeguarding practitioners - GOV.UK](#). Within this document are the Seven Golden Rules for Information Sharing, and these have been shared with all staff
- 13.4 **The data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**
- 13.5 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other practitioners.

- 13.6 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a locked file in a named folder.
- 13.7 The Designated Safeguarding Lead (DSL) or one of the Deputies (DDSL) is always on-site during normal school hours. All staff have contact details for these key members of staff out of hours should the need arise. We have a safeguarding email address safeguarding@st-hughs.lincs.sch.uk which has shared documents and actions. Safeguarding concerns, when raised on iSAMS immediately go to all 3 safeguarding staff and are picked up without delay allowing for robust cover when the DSL is away. The DSL has an out of office message on her email that details the safeguarding email for the school, the number for children's services and the out of hours number for children's services. This is also accompanied by a reminder that if a child is at immediate risk then the police should be called.
- 13.8 This policy is updated at least annually and changes are made in line with any new DfE or other government department guidance over the course of the year.
- 13.9 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary. The DSL and DDSL also use the information from the NPCC - [When to call the Police: Guidance for Schools and Colleges](#)
- 13.10 Staff must report any concerns about adults who work with children or young people to the Designated Senior Manager or Deputy Designated Senior Manager as listed at the start of this policy, or to the Chair of Governors in the event of an allegation of abuse made against the Head Teacher. The Senior Manager or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (Keeping Children Safe in Education - September 2026) The Emergency Duty Team should be contacted outside normal working hours 01522 782333. A LADO referral can be made using this link: [LADO referral | Completing the form – Lincolnshire County Council](#)
- 13.11 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 13.12 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 13.13 Conversations with a child who discloses abuse should follow the basic principles:
- Listen rather than directly question, remain calm
 - Never stop a child who is recalling significant events
 - Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
 - Advise you will have to pass the information on
 - Avoid coaching/prompting
 - Never take photographs of any injury
 - Allow time and provide a safe haven / quiet area for future support meetings

h. At no time promise confidentiality to a child or adult.
(See Appendix 5)

14. Roles And Responsibilities

- 14.1 St Hugh's School ensures that every member of staff and person working on behalf of the School:
- 14.2 Knows the name of the Designated Safeguarding Lead (DSL) and Deputy DSLs and their roles and responsibilities as detailed in KCSIE 2026.
- 14.3 Has read KSCIE 2026 and Annex A for further information as well as section 3 from the EYFS Statutory Guidelines.
- 14.4 Understands that they have an individual responsibility to refer to Safeguarding (Child Protection) concerns.
- 14.5 Knows what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. **(Appendix 5)** [Child abuse concerns: guide for practitioners - GOV.UK](#)
- 14.6 Receives training at the point of induction and at regular intervals as required, but at least annually, so that they know:
- a. Their personal responsibility, the school Staff code of conduct and teaching standards
 - b. School and LSCP child protection policies and procedures and how to access them, this includes "Child-on-child abuse (including harassment and violence)." [the Lincolnshire SCP Policy and Procedures Manual](#)
 - c. Definitions of Abuse (Appendix 3 of the SCP Policy)
 - d. Symptoms of Abuse (Appendix 4 of the SCP Policy)
 - e. School policies and procedures for Children Missing Education (CME Policy). CME is now referred to as 'children who are absent from education for prolonged periods and/or repeated occasions'
 - f. Whistleblowing Policy and Procedures
 - g. The need to be vigilant in identifying cases of abuse at the earliest opportunity
 - h. how to support and respond to a child who discloses significant harm (Appendix 5 of the SCP Policy). Further details of the assessment process are found in [Working together to safeguard children - GOV.UK](#) and the latest updates for 2026

- i. Positive Behaviour Policy, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. [Behaviour in schools guidance](#)
 - j. Online Safety Training (Educare) which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This also includes INSET training September 2026 on updated E-Safety Policy (Please refer to our Induction policy.)
- 14.7 Knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children including the process for Low Level Concerns.
- 14.8 Knows the duties and responsibilities of the DSL as detailed in KCSIE 2026. The DSL discloses any information about a pupil to other members of staff on a need to know only basis. The Role of the DSL training is completed at Induction. (Educare)
- 14.9 The school undertakes appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 14.10 The school ensures that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 14.11 The school works to develop effective links with relevant agencies, such as LSCB in relation to Safeguarding (Child Protection). [Report child abuse to a local council - GOV.UK](#)
- 14.12 The school ensures that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in Lincolnshire and through the TAC process.
- 14.13 The school completes reports and sends representatives to case conferences, core groups and Child Protection review meetings.
- 14.14 The school notifies any allocated Social Worker if:
- a. a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - b. there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- 14.15 The school follows Lincolnshire's policy and statutory guidance on Children Missing Education see section 15 and the CME Policy. CME is now referred to as 'children who are absent from education for prolonged periods and/or repeated occasions'
- 14.16 '[Disqualification Under the Childcare Act 2006](#)'. We ask staff to report to us if there is anything they think may be pertinent to their work here at St Hugh's.
- 14.17 The school ensures that all staff are aware of their duties under the Serious Crimes Act [Serious Crime Act 2015](#) and report known instances of female genital mutilation (FGM) to the police.
- 14.18 The school ensures all staff have the skills, knowledge and understanding necessary to keep looked after children and those children who have been looked after at any time safe. We do not

currently have any children on roll who are or have previously been looked after. However we are aware of the duty of a 'virtual school head' and the designated teacher and will allocate those roles should they be required.

15. [Promoting The Education Of Looked-After And Previously Looked-After Children - GOV.UK](#)

- 15.1 The school ensures that staff understand the increased safeguarding risk of looked after children and of children with SEN and disabilities
- 15.2 The school ensures that all staff have signed the Acceptable Use of ICT policy, and are aware of the restriction on mobile phone use in the Early Years.

16. [Supporting Vulnerable Pupils At Risk](#)

- 16.1 Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEND) and disabilities. The most current advice and information for people who work with children and young people can be found at [Safeguarding children with special educational needs and disabilities \(SEND\)](#) and also [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#). Additional barriers can exist to the recognition of abuse, neglect and exploitation which can include:
 - a. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - b. Vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs
 - c. Communication barriers and difficulties in overcoming these barriers
 - d. Higher risk of peer group isolation
 - e. Whilst staff at St Hugh's are aware that pupils who are lesbian, gay, bisexual, or gender questioning are not inherently vulnerable, and training around awareness and understanding is accessed by all staff, it is also understood that some pupils may be at a higher risk of bullying. The consultation on the guidance about Gender Questioning children is still a draft and we are waiting for the final guidance. In the meantime we consult with parents directly, and ensure that training is up to date for all staff
- 16.2 St Hugh's School endeavours to support vulnerable pupils through:
 - a. Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued
 - b. Its positive behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour

- c. Liaison with other appropriate agencies which support the pupil and ensure the presence of an appropriate adult. PACE [PACE Code C 2019 \(accessible\) - GOV.UK](#)
- d. Developing supportive relationships
- e. Recognition that children living in difficult home environments are vulnerable and are in need of support and protection
- f. Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary
- g. Taking into consideration the medical needs of any child at the school. [Supporting pupils with medical conditions at school - GOV.UK](#)

17. Prevent, Radicalisation And Extremism

- 17.1 Purpose and statutory basis - St Hugh's School recognises its responsibility to safeguard children and young people from the risk of being drawn into terrorism, extremist activity or ideologies that may increase their vulnerability to radicalisation.
- 17.2 The school has due regard to the Prevent duty under section 26 of the Counter-Terrorism and Security Act 2015 and has regard to the Prevent Duty Guidance: England and Wales (2023), together with current Department for Education and Home Office guidance concerning safeguarding children and young people who may be susceptible to radicalisation.
- 17.3 Prevent forms part of the school's wider safeguarding and child protection arrangements. Concerns relating to radicalisation, extremism or terrorism will therefore be considered alongside other safeguarding concerns and managed proportionately, sensitively and in accordance with the school's safeguarding procedures.
- 17.4 Definitions:
 - a. The school recognises that the terms *radicalisation*, *extremism* and *terrorism* describe different but sometimes related concepts
 - b. Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism leading to terrorism
 - c. Extremism, for the purposes of the Government's 2024 definition, is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:
 - Negate or destroy the fundamental rights and freedoms of others
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights
 - Intentionally create a permissive environment for others to achieve those outcomes
 - d. The school recognises that holding or expressing lawful religious, political or other beliefs, including controversial or unpopular opinions, is not in itself evidence of

extremism or radicalisation. Freedom of thought, conscience, religion, lawful expression, association, debate, protest and campaigning must be respected

- e. Terrorism has the meaning given in relevant UK counter-terrorism legislation
- f. The school will not make assumptions about a child's beliefs, religion, ethnicity, background, political views or identity when considering a safeguarding concern. Staff will consider the child's circumstances, behaviour, vulnerability, context and any relevant evidence.

17.5 Forms of extremism and terrorism:

- a. St Hugh's School seeks to protect children and young people from all forms of terrorism and extremist activity. This includes, but is not limited to, risks associated with Islamist extremism, extreme Far Right and associated ideologies, neo-Nazi and white supremacist ideologies, Irish republican and loyalist terrorism, and other ideologies or movements which may promote or support terrorism, violence, hatred or intolerance
- b. The school recognises that individuals may be exposed to radicalising influences through people they know, online communities, social media, extremist organisations, extremist propaganda or other sources

17.6 Safeguarding and vulnerability:

- a. The school recognises that children may be vulnerable to radicalisation for a range of reasons. These may include, but are not limited to:
 - Exposure to extremist or terrorist material
 - Social isolation or exclusion
 - Bullying, discrimination or racism
 - Family or community circumstances
 - A desire for belonging, identity or purpose
 - Exposure to harmful online communities or influencers
 - Significant changes in circumstances or behaviour
 - Susceptibility to manipulation or exploitation or
 - Other individual or contextual vulnerabilities
- b. No single indicator will necessarily mean that a child is being radicalised. Staff will consider concerns in context and will use professional judgement in consultation with the Designated Safeguarding Lead (DSL) or Deputy DSL.

17.7 Proportionate response and freedom of expression:

- a. St Hugh's School is committed to protecting freedom of expression and freedom of religion or belief while maintaining a safe environment for all pupils
- b. The school will distinguish between lawful expression of beliefs or opinions and behaviour or material which may indicate vulnerability to radicalisation, support for terrorism, or the promotion of extremist ideologies as defined by Government guidance

- c. Staff will not treat a child's possession or expression of a lawful political, religious or philosophical view as evidence of radicalisation solely because the view is controversial or unfamiliar
- d. Where concerns arise, the school will consider the totality of the circumstances, including the child's age, maturity, developmental stage, vulnerability, behaviour, online activity where known and relevant, and any evidence of a movement towards support for terrorism or extremist activity

17.8 Prevention and building resilience:

- a. The school seeks to reduce vulnerability to radicalisation through its wider safeguarding, educational and pastoral provision. This includes:
 - An inclusive school ethos
 - Teaching that promotes respect, tolerance, democracy, the rule of law and individual liberty
 - Age-appropriate relationships, health and wellbeing education;
 - Religious Education and opportunities for pupils to develop understanding of different faiths and beliefs
 - Opportunities for pupils to develop critical thinking and media and digital literacy
 - Effective anti-bullying, behaviour and equality arrangements
 - Support for pupils experiencing discrimination, racism, isolation or other vulnerabilities
 - Appropriate support for pupils with SEND
 - Online safety, filtering and monitoring arrangements
 - Appropriate management of visitors, visiting speakers and external organisations
 - Safeguarding arrangements for pupils in the boarding and residential environment
 - Appropriate controls relating to the use of school premises by external organisations
 - Effective staff training and awareness
- b. These measures form part of the school's wider safeguarding arrangements and are not intended to prevent legitimate discussion or debate.

17.9 Online radicalisation:

- a. The school recognises that children may encounter extremist or terrorist material, individuals or communities online
- b. Online safety arrangements, including filtering and monitoring, acceptable-use requirements, supervision and education, will be used to reduce the risk of children being exposed to harmful or illegal material

- c. Where staff become aware of online activity which raises a safeguarding concern relating to radicalisation, extremism or terrorism, they will report the concern to the DSL in accordance with the school's safeguarding procedures
- d. The school will consider online radicalisation alongside other forms of exploitation and safeguarding risk

17.10 Curriculum and external speakers:

- a. The school will ensure that curriculum content and wider educational activities are age-appropriate and consistent with its safeguarding responsibilities.
- b. External speakers, visitors and organisations will be subject to proportionate safeguarding and suitability checks appropriate to the nature of their involvement with pupils.
- c. The school will consider:
 - The purpose and content of the proposed activity
 - The suitability of the individual or organisation
 - Any relevant publicly available information
 - The level of access to pupils
 - Whether supervision is required;
 - Whether the activity is consistent with the school's values and safeguarding responsibilities and
 - Whether any Prevent, safeguarding or other risks require mitigation
- d. The school will not permit the use of its premises or facilities for activities which are unlawful or which create an unacceptable safeguarding or terrorism-related risk.

18. Prevent Risk Assessment

18.1 School-specific risk assessment - St Hugh's School maintains a proportionate assessment of the risk of children being drawn into terrorism or becoming vulnerable to radicalisation.

18.2 The assessment considers the school's particular circumstances, including:

- a. Its location and local context
- b. The age and developmental profile of pupils
- c. Boarding and residential provision
- d. SEND and other vulnerabilities
- e. Online risks
- f. Use of school premises
- g. Visitors and external speakers
- h. Community and safeguarding issues
- i. Relevant local Prevent and counter-terrorism information and
- j. Any emerging national or local risks

- 18.3 Review and mitigation - The Prevent risk assessment is reviewed periodically and when there is a significant change in circumstances or information.
- 18.4 Where risks are identified, the school will consider proportionate mitigating measures, which may include additional staff training, curriculum provision, supervision, visitor controls, online-safety measures, partnership working or targeted pastoral support.
- 18.5 The DSL, Head Teacher and relevant safeguarding/governance personnel will ensure that Prevent risks are incorporated into the school's wider safeguarding and risk-management arrangements.
- 18.6 Local information and advice - The school will maintain current contact details for the relevant Lincolnshire Prevent, police and safeguarding services within its safeguarding contacts and operational procedures.
- 18.7 The school will have regard to relevant local Prevent information and advice and will work with local partners where appropriate.
- 18.8 The school will not rely solely on a historic local risk assessment or profile and will review local arrangements as part of its safeguarding review process.

19. Visitors, Visiting Speakers and Use of Premises

- 19.1 Visitors - The school will apply its visitor and safeguarding procedures to all visitors. The level of supervision or escorting will be determined by the nature of the visit, the visitor's access to pupils and the school's assessment of risk.
- 19.2 DBS eligibility and checking requirements will be considered in accordance with current safeguarding and safer-recruitment requirements. Where a particular visitor is not eligible for a DBS or barred-list check, the school will use appropriate alternative safeguarding measures, including supervision where necessary.
- 19.3 Visiting speakers and organisations - The school will undertake proportionate due diligence in relation to visiting speakers and external organisations.
- 19.4 The school will consider whether the proposed visit or activity:
 - a. Is suitable for the age and maturity of pupils
 - b. Is consistent with the school's safeguarding responsibilities
 - c. Creates any Prevent or other safeguarding concerns
 - d. Requires supervision or additional controls
 - e. Provides an appropriate opportunity for pupils to engage in respectful and lawful discussion
- 19.5 Where appropriate, the school may require a speaker or organisation to provide information in advance about the proposed activity and may impose conditions on access to pupils or school premises.

- 19.6 Records - Relevant visitor and speaker checks, risk assessments and decisions will be recorded in accordance with the school's safeguarding and data-protection arrangements.
- 19.7 Any safeguarding concern arising from a visitor, speaker or external organisation will be reported immediately to the DSL or, where appropriate, to the Head Teacher or another member of the safeguarding team.
- 19.8 External use of school premises - Organisations and individuals using St Hugh's School premises, including those involved in swimming lessons, holiday clubs, hobbies, community activities or other external provision, will be subject to the school's conditions of use and relevant safeguarding requirements.
- 19.9 Where appropriate, external providers will be required to demonstrate that they have suitable safeguarding arrangements and will be provided with relevant information about the school's expectations.
- 19.10 Providers remain responsible for complying with the legislation and guidance applicable to their own activities.

20. Working in Partnership

- 20.1 Partnership approach - Prevent is most effective when delivered as part of a wider safeguarding and partnership approach.
- 20.2 St Hugh's School will work, where appropriate, with:
- The local authority
 - The Lincolnshire Prevent team
 - Lincolnshire Police
 - Local safeguarding partners
 - Children's social care
 - Health and other relevant services
 - Channel/Prevent Multi-Agency Panel arrangements
 - Other agencies where their involvement is necessary to safeguard a child
- 20.3 Information, advice and support - The school may seek advice from the relevant Prevent or safeguarding professionals when considering whether a concern meets the threshold for a Prevent referral or whether another safeguarding response is more appropriate.
- 20.4 Seeking advice does not remove the school's responsibility to act where there is a safeguarding concern.
- 20.5 Information sharing - Information will be shared on a lawful, necessary and proportionate basis and in accordance with the school's safeguarding and data-protection procedures.
- 20.6 Where information needs to be shared to safeguard a child or prevent terrorism, the school will consider the relevant statutory safeguarding and information-sharing framework.

21. Staff Training and Awareness

- 21.1 Training requirements - All staff will receive appropriate Prevent awareness training as part of the school's safeguarding training programme.
- 21.2 Training will enable staff to:
- Understand the purpose and requirements of the Prevent duty
 - Understand different forms of terrorism and extremism
 - Recognise factors which may indicate vulnerability to radicalisation
 - Understand that no single indicator is necessarily evidence of radicalisation
 - Recognise the potential significance of online activity
 - Understand how to report a concern internally
 - Understand when and how a Prevent referral may be appropriate
 - Understand the importance of a proportionate and child-centred response
- 21.3 DSL and safeguarding leaders - The DSL and Deputy DSLs will maintain an appropriate level of Prevent knowledge and awareness relevant to their safeguarding responsibilities.
- 21.4 The school will ensure that those responsible for making or advising on Prevent referrals understand the current referral pathway and local arrangements.
- 21.5 Induction and refresher training - Prevent awareness will form part of safeguarding induction for new staff where relevant to their role.
- 21.6 Training will be refreshed in accordance with the school's safeguarding training programme and whenever significant changes to Prevent guidance or local procedures make further training necessary.
- 21.7 The school will maintain appropriate records of staff training.

22. Prevent Concerns, Referral and Channel

- 22.1 Internal reporting - Any member of staff who has a concern that a child may be vulnerable to radicalisation, may be being drawn into terrorism, or may be exposed to extremist or terrorist activity must report the concern promptly to the DSL or Deputy DSL in accordance with the school's safeguarding reporting procedures.
- 22.2 Staff should not attempt to investigate the concern themselves or confront a child about their beliefs or suspected radicalisation.
- 22.3 Notice, Check, Share - Where appropriate, staff and safeguarding leaders will follow the Prevent Notice, Check, Share approach:
- a. Notice – recognise and record the concern
 - b. Check – discuss the concern with the DSL or appropriate safeguarding professional and consider the context, vulnerability and available information

- c. Share – where appropriate, make a Prevent referral or other safeguarding referral using the relevant local procedure

- 22.4 A concern will be considered on its individual circumstances and will not automatically result in a Prevent referral.
- 22.5 Prevent referral - Where, following appropriate consideration and advice, there is a concern that a child may be susceptible to radicalisation into terrorism, the school may make a Prevent referral through the current local referral process.
- 22.6 The school recognises that a Prevent referral is not the same as a Channel referral. Prevent referrals are assessed through the appropriate police and safeguarding pathway. Where the threshold is met, the individual may subsequently be considered for support through Channel.
- 22.7 The school will cooperate with the relevant agencies in assessing and managing a referral.
- 22.8 Channel - Channel is a voluntary, multi-agency safeguarding process designed to provide support to individuals who are susceptible to being drawn into terrorism.
- 22.9 Where a child is considered for Channel, the school will cooperate with the Channel/Prevent Multi-Agency Panel and other relevant agencies as appropriate.
- 22.10 The school will continue to meet its own safeguarding responsibilities while any Prevent or Channel assessment is taking place.
- 22.11 Emergency situations - Where there is an immediate risk of harm, an imminent threat of terrorism, or another emergency requiring an immediate police response, the school will contact the emergency services without delay.
- 22.12 A Prevent concern which is serious but does not constitute an immediate emergency will be managed through the appropriate safeguarding, Prevent and/or police referral pathway.
- 22.13 Safeguarding alongside Prevent - A Prevent concern may also indicate that a child is experiencing another form of harm or vulnerability.
- 22.14 The school will therefore consider whether the concern also requires:
- Referral to children's social care
 - An early help response
 - Pastoral or mental-health support
 - Action under the school's behaviour or anti-bullying procedures
 - Action in relation to online safety
 - Police involvement
 - Another safeguarding response
- 22.15 Prevent action will not replace the school's normal safeguarding responsibilities.

- 22.16 Parents and carers - The school will consider whether and when to inform parents or carers about a Prevent or radicalisation concern in accordance with the school's safeguarding procedures and relevant professional advice.
- 22.17 Information will not be shared with parents or carers where doing so would place the child or another person at increased risk of harm or would otherwise be inappropriate, subject to applicable safeguarding and legal requirements.

23. Information Technology and Online Safety

- 23.1 Filtering and monitoring - St Hugh's School maintains appropriate filtering and monitoring arrangements designed to protect children and staff from harmful and illegal online content.
- 23.2 These arrangements form part of the school's wider online-safety and safeguarding framework.
- 23.3 Acceptable use - All pupils and staff are expected to comply with the school's acceptable-use requirements.
- 23.4 The school's policies prohibit the use of school systems to access, create, store or distribute illegal material or material prohibited by school policy.
- 23.5 Where staff become aware of potentially illegal terrorist material or other content which raises a safeguarding concern, they must report it in accordance with the school's safeguarding and online-safety procedures.
- 23.6 Online radicalisation - The school recognises that radicalisation may occur online and will consider online exposure, social media, gaming platforms, messaging services and other digital environments where relevant to a safeguarding concern.
- 23.7 Staff will not routinely monitor pupils' personal online activity outside the school's systems, but information about off-site online activity may be considered where it is brought to the school's attention and is relevant to safeguarding.

24. Monitoring, Governance and Compliance

- 24.1 Monitoring - The school will monitor the effectiveness of its Prevent arrangements through its wider safeguarding governance and review processes.
- 24.2 This will include consideration of:
- Staff training
 - Prevent risk assessment
 - Safeguarding records and referrals
 - Visitor and speaker arrangements
 - Online-safety arrangements
 - Curriculum provision
 - Partnership working
 - Emerging local and national risks

- Lessons learned from safeguarding concerns or incidents

- 24.3 Independent school requirements - As an independent school, St Hugh's School will comply with the Independent School Standards and relevant safeguarding requirements applicable to independent schools in England.
- 24.4 The school recognises that safeguarding arrangements may be considered as part of inspection and regulatory activity and will ensure that appropriate evidence of its safeguarding and Prevent arrangements is maintained.
- 24.5 Review - This section will be reviewed as part of the annual review of the Safeguarding and Child Protection Policy and sooner where there are significant changes to legislation, statutory guidance, local safeguarding arrangements or the terrorism and radicalisation threat.

25. Wider Safeguarding and Prevent Considerations

- 25.1 Fundamental British values - St Hugh's School promotes the fundamental British values of:
- Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs
- 25.2 These values are promoted through the curriculum, pastoral provision, school ethos and the everyday life of the school.
- 25.3 The promotion of these values is undertaken in a manner which supports lawful freedom of expression and respectful discussion and does not prevent pupils from engaging with challenging or controversial ideas in an age-appropriate and properly managed educational context.
- 25.4 Curriculum - St Hugh's School provides age-appropriate Religious Education, RSHE, PSHE and other curriculum provision which supports pupils' personal development, resilience, critical thinking, respect for others and understanding of different beliefs and perspectives.
- 25.5 Curriculum content and resources will be selected with regard to pupils' age, developmental stage and individual needs and will be consistent with current statutory requirements and Department for Education guidance.
- 25.6 The school may use recognised educational resources and programmes where these are considered suitable for its pupils and curriculum.
- 25.7 Equality, inclusion and discrimination - The school recognises that discrimination, racism, bullying, social exclusion and feelings of isolation may increase vulnerability for some children.
- 25.8 The school's equality, anti-bullying, behaviour, pastoral and SEND arrangements therefore form part of its wider approach to preventing vulnerability to radicalisation.

- 25.9 The school will seek to challenge racist, discriminatory or hateful behaviour while ensuring that pupils are supported to discuss difficult subjects safely and respectfully.
- 25.10 Support for pupils - Where a pupil is identified as vulnerable to radicalisation, the school will seek to understand the underlying needs and circumstances of the child and will consider appropriate safeguarding, pastoral and multi-agency support.
- 25.11 Interventions will be proportionate, child-centred and based on the individual circumstances of the pupil.
- 25.12 External support - The school may seek advice or support from appropriate local authority, police, Prevent, safeguarding, education or specialist services where this would assist in safeguarding a pupil.
- 25.13 Current contact details for relevant services will be maintained in the school's safeguarding contacts and procedures rather than relying on static contact details within this policy.

26. Related Legislation and Guidance

26. This section should be read alongside the school's wider Safeguarding and Child Protection Policy and the following legislation and guidance, as amended or replaced from time to time:

- Counter-Terrorism and Security Act 2015, including sections 26 and 36–41 and relevant Schedules.
- Prevent Duty Guidance: England and Wales (2023).
- Channel Duty Guidance: Protecting people susceptible to radicalisation.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.
- Independent School Standards and current Department for Education guidance on regulating independent schools.
- Government definition of extremism published in 2024.
- Department for Education guidance concerning the Prevent duty and safeguarding learners vulnerable to radicalisation.
- Relevant local Lincolnshire safeguarding, Prevent and police procedures.

- 27. Online Safety** (Please refer to our [E-Safety policy](#) for full details). In relation to Safeguarding and Child Protection:

- 27.1 It is ensured that children can recognise and manage risks in different situations, including on the internet. This is done through specific lessons in computing and PSHE using a spiral curriculum

that builds on the children's understanding and knowledge based on a scheme of work from 2BeSafe.

- 27.2 It also relies on training of staff. Staff are trained at Induction through Educare but also as part of a discussion with the DSL at Induction about the expectations, applicable roles and responsibilities in relation to online safety, filtering, monitoring and safeguarding.
- 27.3 Any member of staff can discuss online safety issues with the children in their care, as a group or individual. Staff understand that somebody may abuse or neglect a child by inflicting harm or **by failing to act to prevent harm**.
- 27.4 Children may be abused in a family or in an institutional or community setting by those known to them or 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.
- 27.5 Children and Staff at St Hugh's have to sign an Acceptable Use Policy and the Remote Learning Policy also reflects the importance of staying safe online.
- 27.6 St Hugh's School has a robust and long established system of filtering and monitoring of school devices. The school system is filtered by RM, and the filtering lists as well as 'blocks or alerts' are monitored by the DSL on at least an annual basis. This is done alongside the IT support from Repton.
- 27.7 Staff and Governors also recognise that 'over blocking' is detrimental to the children's education, and teaching them how to navigate the internet safely is part of our duty of care.
- 27.8 It is imperative that parents understand the need to apply filters to their children's devices, and monitor the access and use of personal devices when they are not at school. To this end we send parents an annual update about internet safety, reiterating these responsibilities. We also send termly updates to parents from a variety of sources such as National Online Safety, NSPCC and Purple Mash. If certain sites or apps are highlighted in safeguarding briefings these are also sent home to parents. Parents have also been informed about the updated links in KCSIE 2026.
- 27.9 As stated in KCSIE 2026 the breadth of issues classified within online safety is considerable and ever evolving. It is for this reason that staff are trained in the four areas of risk, and these have been copied and detailed into this policy for reference.
1. **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, faith-based prejudice, antisemitism, radicalisation, extremism, misogyny, misandry, self-harm, suicide, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
 2. **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
 3. **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying. For advice and the latest guidance we refer to [Generative artificial](#)

[intelligence \(AI\) in education - GOV.UK](#) and staff have access to the latest support materials in the staff room. [Using AI in education settings: support materials - GOV.UK](#)

4. **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group [APWG](#)

27.10 There is a wealth of information about keeping children safe online in KCSIE including resources for parents about screentime. Below is a list of some of the resources we have used as a school, this list is not limited to these links and new information is accessed all the time.

- a. [Teaching online safety in schools](#)
- b. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- c. [Harmful online challenges and online hoaxes](#)
- d. [Education for a Connected World](#)
- e. [UKCIS Online Safety Audit Tool](#) - [UK Council for Internet Safety - GOV.UK](#)
- f. [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)
- g. [Digital Resilience Framework](#)
- h. [Online safety in schools and colleges: Questions from the Governing Board](#)

27.11 St Hugh's School has been a mobile free environment for several years now. Children are not allowed their mobile phones in school, this includes on buses and in the boarding house. When a child is transferring between homes and needs to take their personal devices to a parent's home, we ask parents to let us know and the device is stored in the office.

28. Child-on-Child Abuse (including Harmful Sexual Behaviour (HSB), Sexual Harassment and Sexual Violence)

28.1 **Overview** - St Hugh's School recognises that children can abuse other children and that child-on-child abuse can happen both inside and outside school, online and offline. Child-on-child abuse is a safeguarding issue and must always be treated seriously.

28.2 This section should be read alongside **Part Five of Keeping Children Safe in Education (KCSIE) 2026**, which provides statutory guidance on managing reports of child-on-child sexual violence and sexual harassment. The Designated Safeguarding Lead (DSL) will follow the procedures and guidance set out in KCSIE 2026 whenever concerns are raised.

28.3 All staff are expected to complete regular safeguarding training, including specific training on child-on-child abuse, Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence.

Staff also receive regular safeguarding updates and attend INSET training to ensure they remain familiar with current legislation, guidance and best practice.

28.4 Staff understand the progressive continuum of sexual behaviours, from age-appropriate behaviour through to problematic, harmful and abusive sexual behaviour, and are familiar with guidance on typical sexual development and behaviour in children, including resources published by the NSPCC.

28.5 Staff recognise that:

- Child-on-child abuse is a safeguarding concern for both the victim and the alleged perpetrator
- Abuse is never acceptable and should never be tolerated or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- All reports of child-on-child abuse will be taken seriously and responded to promptly, proportionately and sensitively
- Child-on-child abuse can be prevented through an effective safeguarding culture, education, early intervention and appropriate action

28.6 Staff are aware that children may be particularly vulnerable to child-on-child abuse both in person and online.

28.7 **Definition of child-on-child abuse** - Child-on-child abuse is any form of abuse by one or more children against another child or young person. It can involve physical, sexual, emotional or financial abuse, coercive or controlling behaviour, and abuse within intimate or non-intimate relationships. It can occur between children of any age or gender and may involve an imbalance of power.

28.9 As with many forms of abuse, child-on-child abuse rarely occurs in isolation and may be associated with other safeguarding concerns.

28.10 **Where child-on-child abuse may occur** - child-on-child abuse may occur:

- Within school
- During educational visits
- On transport
- In the local community
- Within friendship groups or intimate personal relationships
- Online through social media, messaging platforms, gaming platforms or other digital technology

28.11 The school recognises that abuse occurring outside school or online may still have a significant impact on pupils within school and will be managed as a safeguarding concern where appropriate.

28.12 **Forms of child-on-child abuse** - child-on-child abuse may include, but is not limited to:

- Bullying (including cyberbullying, racist, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, including behaviour facilitated online
- Sexual violence, including rape, assault by penetration and sexual assault, including behaviour facilitated online
- Sexual harassment, including sexual comments, sexualised remarks, unwanted sexual attention, sexual jokes, online sexual harassment and behaviour that forms part of a wider pattern of abuse
- Causing someone to engage in sexual activity without consent
- Sharing, creating, possessing or threatening to share nude or semi-nude images and/or videos, including AI-generated or digitally manipulated intimate images (deepfakes)
- Image-based abuse, including upskirting and other forms of non-consensual intimate image creation or sharing
- Initiation or hazing-type violence and rituals
- Coercive or controlling behaviour
- Child sexual exploitation
- Gender-based violence and violence against women and girls (VAWG)
- Behaviour motivated by prejudice relating to race, religion, disability, sex, sexual orientation, gender reassignment or other protected characteristics

28.13 Types of abuse to be considered - When considering concerns relating to child-on-child abuse, staff should recognise that abuse may involve one or more of the following:

- Physical abuse
- Emotional abuse
- Coercive or controlling behaviour
- Bullying, including cyberbullying
- Racist, faith based prejudice and other prejudice-based or discriminatory behaviour
- Harmful sexual behaviour (HSB)
- Sexual harassment
- Sexual violence
- Child sexual exploitation
- Image-based abuse
- Serious youth violence
- Abuse within intimate personal relationships

- Online abuse

28.14 Sexual violence includes rape, assault by penetration and sexual assault as defined within the Sexual Offences Act 2003. Full legal definitions are contained within KCSIE 2026 and staff receive regular safeguarding training in recognising and responding appropriately to these behaviours.

28.15 Staff understand that:

- A child under the age of 13 cannot legally consent to any sexual activity
- The age of consent is 16, but a child may still be vulnerable to abuse
- Consent must be freely given, informed and can be withdrawn at any time
- Consent to one activity does not imply consent to another
- Silence, lack of resistance or previous consent do not constitute ongoing consent

28.16 Any concerns relating to consent, sexual harassment, sexual violence or Harmful Sexual Behaviour will always be treated as safeguarding matters.

28.17 **Children who may be more vulnerable** - child-on-child abuse can affect any child regardless of age, gender, ethnicity, culture, religion, disability, sexual orientation or background.

28.18 Some children may be more vulnerable due to their individual circumstances or protected characteristics. These may include, but are not limited to:

- Children with special educational needs and disabilities (SEND)
- Children who are or have been looked after
- Children experiencing domestic abuse, including seeing, hearing or experiencing its effects
- Children who have experienced abuse, trauma, neglect or bereavement
- Children with mental health needs
- Children who are LGBTQ+ or who are perceived by others to be LGBTQ+
- Children with protected characteristics
- Children who are isolated from their peers
- Children who may be viewed as different from their peers for any reason

28.19 Staff recognise that any child may become a victim or an alleged perpetrator of child-on-child abuse and will avoid making assumptions based on age, gender, sexual orientation, disability, culture or background.

28.20 **Power imbalance and contextual safeguarding** - child-on-child abuse often involves an imbalance of power between those involved. This imbalance may arise through age, size, physical strength, social status, popularity, perceived authority, gender, disability, race, sexual orientation, economic circumstances or other vulnerabilities. It may also occur within controlling friendships or intimate personal relationships.

28.21 The school recognises that child-on-child abuse may occur in a range of contexts both inside and outside school, including online. Staff understand that safeguarding concerns occurring outside

school or within the wider community may still require a school safeguarding response and, where appropriate, a contextual safeguarding approach involving other agencies.

- 28.22 **Prevalence** - child-on-child abuse is recognised as one of the most common forms of abuse affecting children and young people. Staff understand that the absence of reported incidents within St Hugh's School does not mean that abuse is not occurring. Abuse can occur in any school regardless of its size, ethos or safeguarding culture.
- 28.23 The school is committed to creating an environment in which children feel safe to disclose concerns and where staff are confident to identify, report and respond to concerns promptly.
- 28.24 Regular safeguarding training, policy updates and supervision ensure that staff remain vigilant and confident in recognising indicators of child-on-child abuse.
- 28.25 **Sexual harassment and sexual violence** - St Hugh's School recognises that sexual harassment and sexual violence can occur between children of any age and can happen both inside and outside school, including online.
- 28.26 The school adopts a **zero-tolerance approach** to sexual violence and sexual harassment. Such behaviours are never considered acceptable, will never be dismissed as banter, part of growing up or "just having a laugh", and will always be treated as safeguarding concerns.
- 28.27 The school recognises that sexual harassment can create a culture that may normalise inappropriate behaviour and increase the risk of more serious sexual violence if left unchallenged.
- 28.28 The school also recognises that technology can facilitate abuse through social media, messaging platforms, gaming platforms, image sharing and the use of artificial intelligence (AI), including AI-generated intimate images and deepfakes.
- 28.29 **Recognising indicators of child-on-child abuse** - children who experience child-on-child abuse may not recognise that they are being abused or may be reluctant to report concerns.
- 28.30 Possible indicators may include, but are not limited to:
- Poor attendance or refusal to attend school
 - Avoidance of particular lessons, locations or individuals
 - Becoming withdrawn, anxious or isolated
 - Deterioration in behaviour or presentation
 - Aggression or challenging behaviour
 - Deterioration in academic performance
 - Changes in friendship groups
 - Self-harm
 - Suicidal thoughts or behaviours
 - Low mood, depression or anxiety
 - Eating difficulties

- Alcohol or substance misuse
- Unexplained injuries
- Reluctance to use mobile devices or social media, or increased distress relating to online activity

28.31 These indicators rarely occur in isolation and do not necessarily indicate child-on-child abuse. Staff should always consider the wider safeguarding context and report concerns to the DSL without delay.

28.32 **Responding to concerns** - where a member of staff receives a disclosure, witnesses an incident or has concerns that child-on-child abuse may have occurred, they must respond in accordance with the school's safeguarding procedures.

28.33 Staff should:

- Remain calm and supportive
- Listen carefully without expressing shock or judgement
- Reassure the child that they have done the right thing by speaking out
- Explain that the information cannot be kept confidential because it must be shared with those who need to know to help keep them safe
- Make a clear, factual and contemporaneous record using the school's safeguarding recording system
- Report the concern immediately to the Designated Safeguarding Lead (DSL) or deputy DSL

28.34 Staff **must not**:

- Investigate the incident themselves
- Ask leading questions
- Interview multiple children to establish what happened
- Promise confidentiality
- Attempt to mediate between those involved

28.35 Any immediate safeguarding concerns should be reported without delay. If a child is in immediate danger or at risk of significant harm, staff should contact Children's Social Care and/or the police if necessary, in line with the school's safeguarding procedures.

28.36 **Managing reports of child-on-child abuse** - all reports of child-on-child abuse will be managed by the DSL (or deputy DSL) in accordance with KCSIE 2026.

28.37 Following a report, the DSL will undertake an immediate risk assessment which will consider:

- The safety and wellbeing of the victim
- The wishes of the victim, wherever possible
- The nature and seriousness of the alleged incident
- The ages and developmental stages of those involved
- Any ongoing risks to the victim, alleged perpetrator or other pupils

- Whether the children involved should continue to share classes, transport, social times or other activities
- Any safeguarding concerns relating to the alleged perpetrator
- Any wider contextual safeguarding issues

28.38 The risk assessment will be recorded, regularly reviewed and updated as circumstances change.

28.39 The DSL will determine the most appropriate course of action, which may include:

- Managing the incident internally with appropriate support
- Implementing additional safeguarding measures
- Undertaking or requesting an Early Help assessment
- Consulting with Children's Social Care
- Making a referral to Children's Social Care
- Reporting the matter to the police where appropriate
- Working with other safeguarding partners and external agencies

28.40 The school will ensure that appropriate support is provided to:

- The victim
- The alleged perpetrator
- Any witnesses affected by the incident
- Parents or carers, where appropriate

28.41 The school recognises that the needs of the victim remain paramount throughout the process while also ensuring that the alleged perpetrator receives an appropriate safeguarding response.

28.42 **Recording, information sharing and ongoing review** - all reports, disclosures, decisions, actions taken, risk assessments and outcomes relating to child-on-child abuse will be accurately recorded on the school's safeguarding recording system.

28.43 Information will be shared only with those who need to know in order to safeguard children and in accordance with data protection legislation, information sharing guidance and statutory safeguarding duties.

28.44 The school recognises that child-on-child abuse can occur even where robust preventative measures are in place. Where incidents occur, leaders will review the circumstances to determine whether improvements to safeguarding practice, supervision, education or policy are required.

28.45 Where an allegation is determined to be unfounded, unsubstantiated, false or malicious, the DSL will consider whether any pupil requires additional support, whether disciplinary action is appropriate, and whether the circumstances indicate any wider safeguarding concerns requiring further intervention.

28.46 All safeguarding records relating to child-on-child abuse will be retained in accordance with the school's record retention procedures.

28.47 Preventative strategies at St Hugh's School - St Hugh's School is committed to preventing child-on-child abuse through a whole-school safeguarding approach that promotes respectful relationships, inclusion and a culture of openness.

28.48 We will:

- Provide regular safeguarding training for all staff on recognising and responding to child-on-child abuse, Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence
- Ensure safeguarding training is regularly updated in line with KCSIE and local safeguarding partnership guidance
- Promote an open, inclusive and respectful culture in which all pupils feel safe to report concerns
- Educate pupils through a planned and progressive PSHE and Relationships, Sex and Health Education (RSHE) curriculum that promotes healthy relationships, respect, consent, online safety and appropriate behaviour
- Ensure pupils understand what constitutes unacceptable behaviour, including online abuse and image-based abuse
- Challenge inappropriate language, discriminatory behaviour, misogyny, misandry, sexualised behaviour and prejudice at the earliest opportunity
- Ensure that abuse is never normalised, minimised or dismissed as banter, "just having a laugh", "part of growing up" or "boys being boys"
- Encourage pupils to report concerns about themselves or others, knowing they will be listened to and taken seriously
- Provide appropriate support for pupils who have experienced trauma or abuse
- Work collaboratively with parents and carers to promote safeguarding and respectful relationships
- Maintain effective links with Children's Social Care, the Police, Health services, the Local Safeguarding Partnership and other relevant agencies
- Regularly review safeguarding procedures, training and curriculum provision to ensure continued effectiveness

28.49 The school recognises that effective prevention relies upon a positive safeguarding culture where all members of the school community understand that everyone has a responsibility to safeguard children.

- 28.50 **Reporting concerns** - any member of staff who has concerns about child-on-child abuse, or who receives a disclosure from a child, must report this immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.
- 28.51 If a child is in immediate danger or at risk of significant harm, staff must take immediate action in accordance with the school's safeguarding procedures. This may include contacting Children's Social Care and/or the Police without delay if the DSL or Deputy DSL is unavailable. The DSL must be informed as soon as possible thereafter.
- 28.52 Staff must never assume that another person has reported a concern or delay making a referral because they are uncertain whether abuse has occurred.
- 28.53 All concerns will be treated seriously and responded to promptly.
- 28.54 **Multi-agency decision making** - following consideration of all available information, the DSL will determine the most appropriate course of action, which may include:
- Managing the incident internally with appropriate safeguarding measures and ongoing monitoring
 - Implementing additional support for one or more children involved
 - Undertaking or requesting an Early Help assessment
 - Consulting with or referring to Children's Social Care
 - Reporting the matter to the Police where a criminal offence may have occurred
 - Seeking advice from other safeguarding partners or specialist agencies where appropriate
- 28.55 The school recognises that safeguarding decisions should always be proportionate, evidence-informed and focused on the safety and wellbeing of all children involved.
- 28.56 The wishes of the victim will be considered throughout the decision-making process wherever possible and appropriate.
- 28.57 **Supporting children involved** - the welfare of the victim remains the school's paramount consideration.
- 28.58 Following any report of child-on-child abuse, the school will ensure that appropriate, proportionate and ongoing support is provided.
- 28.59 Support may include:
- Regular welfare check-ins
 - Pastoral support
 - Access to counselling or therapeutic services where appropriate
 - Safety planning
 - Adjustments to timetables, classrooms, transport or supervision arrangements where required
 - Support for reintegration into school

- Referrals to external agencies where additional specialist support is required

28.60 The school also recognises that the alleged perpetrator may have unmet safeguarding needs and will ensure that appropriate support, assessment and intervention are considered alongside any disciplinary or criminal processes.

28.61 Where appropriate, support will also be offered to pupils who have witnessed incidents or who have otherwise been affected.

28.62 Parents and carers will normally be involved unless doing so would place a child at increased risk of harm or there are other safeguarding reasons not to do so.

28.63 **Safeguarding culture and staff expectations** - all staff understand that child-on-child abuse is a safeguarding issue and that every concern must be taken seriously.

28.64 Staff are expected to:

- Maintain an attitude of "it could happen here"
- Remain professionally curious
- Act immediately upon any concern
- Record concerns accurately and promptly
- Follow the school's safeguarding procedures at all times
- Work collaboratively with the DSL and external agencies where appropriate
- Maintain appropriate professional boundaries
- Undertake regular safeguarding training and updates

28.65 Staff will never:

- Dismiss abusive behaviour as banter or normal childhood behaviour
- Minimise reports because of the age, gender, disability, sexual orientation, race or background of those involved
- Make assumptions about consent
- Allow concerns to go unreported
- Investigate allegations themselves

28.66 St Hugh's School is committed to creating and maintaining a culture in which all children feel safe, respected and listened to. We recognise that effective safeguarding depends upon vigilance, professional curiosity, timely information sharing and a whole-school commitment to protecting every child from harm.

29. **Making, Taking, Sharing or Receiving Self-Generated Intimate Images and/or Videos Including Those Generated Using AI e.g. Deepfakes.**

29.1 Definition: Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or videos, primarily between mobile phones.

29.2 Definition: A deepfake is synthetic media—images, audio, or video—created using deep learning

AI to realistically replace one person's likeness with another.

- 29.3 If a child or young person originally shares the image they have no control over how other people might use it.
- 29.4 If the image is shared around peer groups it may lead to bullying and isolation. Perpetrators of abuse may circulate a self-generated intimate images and/or videos including those generated using AI e.g. deepfakes more widely and use this to blackmail a child and/or groom them for further sexual abuse.
- 29.5 It's a criminal offence to create or share explicit images of a child, even if the person doing it is a child. If self-generated intimate images and/or videos including those generated using AI e.g. deepfakes are reported to the police, they will make a record but may decide not to take any formal action against a young person.
- 29.6 Any situations involving our pupils and self-generated intimate images and/or videos including those generated using AI e.g. deepfake image sharing are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.
- 29.7 A copy of the following document has been highlighted to staff and placed in the staffroom for their reference: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) . It is understood by staff that all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual.
- 29.8 The following document has also been shared with staff: [Sexting: advice for professionals](#)
- 29.9 Furthermore staff know to refer to the following organisation for information: [UK Council for Internet Safety - GOV.UK](#)
- 29.10 All incidents involving self-generated intimate images and/or videos including those generated using AI e.g. deepfakes will be responded to in line with the school's safeguarding and child protection procedures.
- 29.11 It should also be noted here that upskirting is now a crime, and should never be seen as a prank, but as a criminal act that is liable to prosecution under the Voyeurism Act (2019). ['Upskirting' law comes into force - GOV.UK.](#)
- 29.12 Downblousing is not currently a crime, however staff have been made aware of what it is and that it will probably be made a crime, but is certainly unacceptable behaviour. Hence it has been included in this section.
- 29.13 **Serious Violence:** Updated information about Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and County Lines has been shared with staff from KCSIE 2026. Training on CCE, CSE, Modern Slavery and county lines during INSET September 2026 has included reference to the following documents:
- a. [Advice to schools and colleges on gangs and youth violence](#)

- b. [Criminal exploitation of children and vulnerable adults: county lines](#)
- c. [Preventing Child Sexual Exploitation | The Children's Society](#)
- d. [Modern slavery: how to identify and support victims - GOV.UK](#)
- e. [Modern Slavery: Statutory Guidance for England and Wales \(under s49 of the Modern Slavery Act 2015\) and Non-Statutory Guidance](#)

29.14 Staff are aware that any exposure to incidents of serious violence can affect a child and also put a child at further serious risk. KCSIE makes reference to the fact that CCE can happen to boys or girls, and that their experiences may differ. These differences may mean that indicators for exploitation may differ too. KCSIE 2026 highlights the fact that Child Sexual Exploitation can be led by a gang or an individual and that “Most sexual abuse is committed by individuals known to the victim.”

30. Female Genital Mutilation (FGM)

30.1 Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated practitioners including qualified teachers or persons who are employed or engaged to carry out teaching work in schools **are required to report cases of FGM to the Police by law**. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty is also related to a disclosure that FGM has already happened and this should be reported to the Police. Where a girl discloses information that identifies her as at risk of FGM, practitioners should follow the normal safeguarding procedures. The latest government guidelines, updates in 2020 are here: [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

31. Safer Recruitment And Professional Boundaries

- 31.1 The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2026 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We acknowledge the advice about trainee teachers and choose to put trainee teachers on the SCR as a full member of staff, just as we would for any safe and trustworthy adult. We have always included Volunteers in full DBS checks and SCR listing as they are in regulated activity and are not supervised. [Crime and Policing Act 2026](#)
- 31.2 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, section 128 checks for all management staff including governors, trustees, the Head Teacher, members of the SLT and Department Heads, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children’s List and the existence of any teacher prohibition orders (checked via the 'DfE Check a Teacher’s record' system) and the right

to work in England checks in accordance with DBS and Department for Education procedures. We conduct online searches for shortlisted candidates 'in-house' at present. The office manager conducts these searches and reports back any relevant information. She is slightly removed from the recruitment process and seen as an appropriate person to search various online platforms.

- 31.3 From August 2018 the DfE issued additional guidance to the 'Disqualification Under the Childcare Act 2006' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs before or after school).
- 31.4 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ online conduct as part of the Staff Code of Conduct, updated annually.
- 31.5 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education – September 2026 and LSCP, LADO and HR Policy, procedures and guidance.
- 31.6 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Staff Code of Conduct and signing an agreement for acceptable use of ICT. This agreement sets out clearly restrictions on the use of any personal mobile devices the Early Years and on School Premises.
- 31.7 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 31.8 Supporting staff confidence to report misconduct through the use of a low level concerns policy.
- 31.9 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years.
- 31.10 Staff have access to training on reasonable force. The inclusion of this in our safeguarding and child protection policy highlights the fact that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. We refer to the guidance: [Use of reasonable force in schools - GOV.UK](#)
- 31.11 Core Definitions
- **Restrictive Intervention:** An umbrella term for physical and non-physical actions that limit a child's bodily movement.
 - **Reasonable Force:** Minimal physical force used proportionately for the shortest time necessary to prevent immediate harm.
 - **Restraint:** Limiting or immobilising movement, which can occasionally happen without direct physical contact (such as removing a student's mobility aid).

- **Seclusion:** Confining a student alone in a designated space where they are prevented from leaving, used strictly as an emergency safety measure for acute behavioural dysregulation.

31.12 Furthermore we ensure that personal plans and arrangements are in place for children who have SEND or behavioural difficulties so that the need for the use of reasonable force is minimised.

31.13 St Hugh's School has hosted work experience students. We have liaised with the schools to provide proof of our eligibility to host the student, our safer recruitment statement and a variety of policies and risk assessments are shared with the schools. Any work experience student is chaperoned around school at all times and a specific timetable is put in place to ensure their safety and also the safety of the children in our school. Policies and procedures are shared with students beforehand, and a brief Induction takes place on their first morning, with the DSL. The DSL checks and authorises any work experience placements.

32. **Whistleblowing Procedure: [Whistleblowing For Employees](#)**

32.1 Staff are encouraged to follow the process for Whistleblowing as detailed in the Whistleblowing policy 2026. This sets out the procedure for reporting concerns to the appropriate member of staff. At regular termly INSET meetings school staff are reminded that they can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk in case a staff member feels they should report to someone outside the school. The governing body minutes include a record of:

- a. The school's whistleblowing arrangements
- b. The people in and outside the school that staff members should report concerns to
- c. Every staff member, including temporary staff and contractors, are informed of:
 - i. What protection is available to them if they decide to report another member of staff.
 - ii. What areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure.
 - iii. the different routes available to them for reporting a concern, including who they can approach both in and outside the school

32.2 All staff and contractors should be aware of the NSPCC Whistleblowing Advice Line for Practitioners (0800 028 0285) [Whistleblowing Advice Line | NSPCC](#) and be aware that they can use this line if:

- a. The school doesn't have clear safeguarding procedures to follow
- b. They believe their concerns won't be dealt with properly or may be covered-up
- c. They have raised a concern but it hasn't been acted upon

d. They are worried about being treated unfairly.

32.3 They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

33. Communication With Parents And Carers

33.1 The school takes steps to ensure all parents and carers understand the Safeguarding and Child Protection Policy. The policy is available through the school website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

33.2 Parents are regularly given information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment. This includes online safety as mentioned in Section 7.

33.3 Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

33.4 St Hugh's is responsible for the safeguarding of all their pupils. When children are placed in an alternative provision including Home Stays, we ensure that full DBS checks have been carried out. We make a decision about children over 16 in the home on a case by case basis.

34. Governing Board Responsibilities

34.1 The Governing Board at St Hugh's School fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

34.2 The Governing Board have agreed processes and training which allow them to monitor and ensure that the school meets the Safeguarding and Child Protection requirements.

34.3 Has robust Safeguarding procedures in place as evidenced from minutes.

34.4 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. Regular compliance checks are carried out on the SCR by the DSL as well as a trained governor.

34.5 Has procedures for dealing with allegations of abuse against any member of staff or adult on site.

34.6 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.

34.7 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

34.8 Liaises with the LA and/or partner agencies in the event of allegations of abuse against the Head Teacher; this is the Chair.

34.9 Carries out an annual review of the Safeguarding and Child Protection Policy and procedures.

35. (LADO) Safeguarding Concerns And Allegations Made About Staff, Including Supply Teachers, Trainee Teachers, Volunteers And Contractors

- 35.1 If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, trainee teachers, volunteers, and contractors), then:
- a. This should be referred to the headteacher or principal, who will consider whether an onward referral to the LADO is required
 - b. Where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
 - c. In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s). Details of your local LADO should be easily accessible on your local authority's website
- 35.2 The Head Teacher must be notified or, where the allegation is against the Head Teacher, the Chair of Governors must be informed. The LADO would then be contacted. It is also understood that where there is a conflict of interest in reporting the matter to a head then LADO can be contacted directly. The first priority is whether any immediate action needs to be taken to ensure a child or other children are safe.
- 35.3 All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO). (Contact information in Appendix 1) This guidance needs to be followed especially closely where the person is dismissed or removed from their duties or would have been had they not left of their own accord. In this instance a referral needs to be made to the DBS. Furthermore if there is proof of professional misconduct then a referral to the TRA (Prev NCTL) must be made.
- 35.4 Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:
- a. The vulnerability of children away from home
 - b. The higher standards of conduct demanded by law and regulation of those caring for other people's children
 - c. The position of trust enjoyed by such people
- 35.5 Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has:

- a. Behaved in a way that has harmed a child, or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child
- c. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- d. Behaved or may have behaved in a way that indicates they may not be suitable to work with children

35.6 A LADO referral form should be completed for each contact with LADO at the following link: A LADO referral can be made using this link: [LADO referral | Completing the form – Lincolnshire County Council](#) LADO can be contacted to provide advice and support in making referrals and deciding when and if a low level concern meets threshold.

35.7 This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individual's personal life or be historic.

35.8 Whilst schools and colleges are not the employer of supply teachers or contractors, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college.

35.9 Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

36. Children Missing Education, Including School Absence) Cme Is Now Referred To As 'children Who Are Absent From Education For Prolonged Periods And/Or Repeated Occasions'

36.1 For the purpose of this document a child missing education is defined as: Any child of compulsory school age (5-16) who is not on a school roll being educated otherwise (e.g.at home, privately, or in alternative provision [Alternative provision - GOV.UK](#)) and who had been out of any education provision for a substantial period of time (practice nationally is four weeks or more). Department for Education.

36.2 Children and young people with poor school attendance are often the most vulnerable and are more likely to become children missing from education. Therefore we monitor school attendance using iSAMS and also refer to specific children who are absent more frequently or without cause. We use government guidance on improving school attendance and liaise with the Local Authority where families have social workers in place.

- 36.3 The monitoring of children at risk of missing education at St Hugh's School is carried out in partnership with the Local Council.
- 36.4 Why children go missing from education: Children and young people can go missing from school or agreed education provision, for a wide variety of reasons. Their personal circumstances or those of their families may contribute to the withdrawal process. Children can go missing when there is no systematic process in place to identify them and ensure they re-engage with appropriate provision. The most common reasons why children miss education include:
- a. Failing to register at school at age 5
 - b. Failing to make successful transition from infant to junior and primary to secondary
 - c. Ease to attend due to exclusion (formal/illegal withdrawal) and no AP (Alternative Provision) in place
 - d. Mid-year transfer of school
 - e. Unable to find a school place after moving into local authority
 - f. Victims of bullying
 - g. Frequent moves of house including periods of homelessness or periods in a refuge
 - h. Transience/family mobility
 - i. Family breakdown
 - j. Frequent absence leading to low attendance (especially Yr10 and Yr11)
 - k. Disaffection resulting in parents withdrawing the pupil or 'being asked to leave'
 - l. Involvement in youth offending
- 36.5 A significant number of children referred as missing education are either found in education following initial investigations or found but not in education and subsequently supported to return. There are a number of children who are not found in education as the family cannot be located following the normal investigations.
- 36.6 A child who is not found in education following CME investigations does not infer that the child is at risk. However, it is appropriate to escalate the concerns to consider potential risks to the child. A process is in place to facilitate this.
- a. Registration: St Hugh's School has an admission register and an attendance register, both on the ISAMS system. St Hugh's School ensures that at least 2 contact numbers are available for every child
 - b. St Hugh's School has informed the Local Council of any pupil who has been removed from the admission register where the pupil:

- i. Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
 - ii. Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
 - iii. Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
 - iv. Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period or,
 - v. Have been permanently excluded
- c. St Hugh's School also informs the Local Council of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. This is defined as unexplainable and or/persistent absences from education

37. Other Related Policies

- 37.1 The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school. It is understood that Safeguarding links to a variety of policies, both pastoral and academic.

38. St Hugh's School Safeguarding And Child Protection Written By And Reviewed

- 38.1 This policy has been written by the DSL. Any member of staff who has sufficient Safeguarding and Child Protection knowledge and training can contribute to the compilation of this policy. This policy is updated annually and shared with all staff at which time they are encouraged to read it and ask questions if there are any areas that are not clear.
- 38.2 This policy has been authorised by the Board of Governors and is addressed to all members of staff, It is available to parents and is published on the School website. This policy can be made available in large print or other accessible format if required.
- 38.3 It applies wherever staff are working with pupils, even where this is away from the School, for example on an educational visit. **Staff refers to all those working for or on behalf of St Hugh's School in either a paid or voluntary capacity.**
- 38.4 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education (Independent School Standards) 2014 [The Education \(Independent School Standards\) Regulations 2014](#). ISI Handbook - regulatory requirements – updates to

schools and the National Minimum Standards for Boarding Schools.[Boarding schools: national minimum standards](#)

- 38.5 It is also in accordance with the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and [Early education and childcare - GOV.UK Human Rights Act 1998](#)

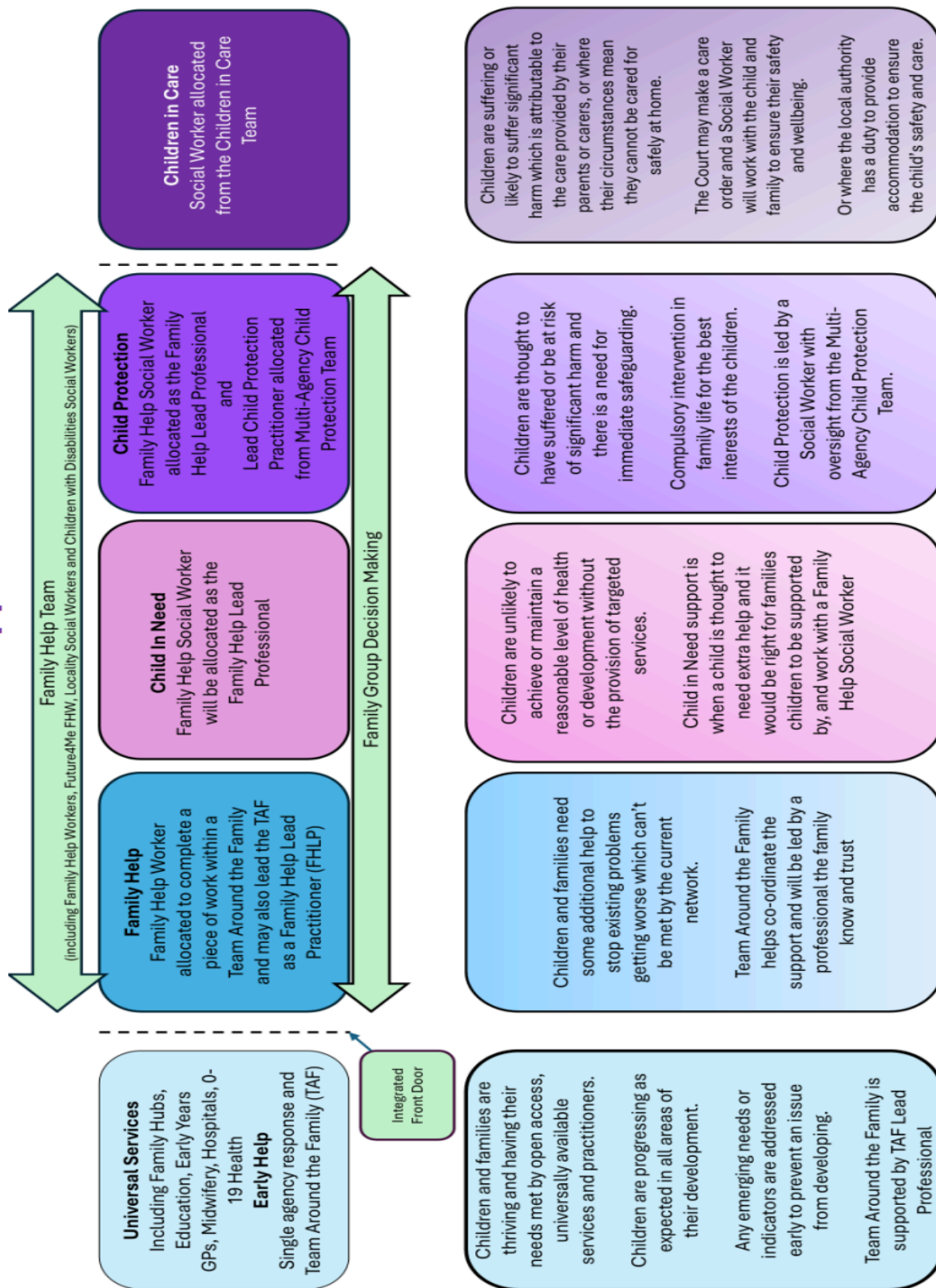
Author	DSL	ISI Doc Code	A6, B2, B10, B15, B16, B17
Reviewer	SLT	Date of Last Review	Autumn 2026
Authorised by	Head	Date of Authorisation	September 2026
		Updates	
Applicable to	Whole School	Date of Next Review	Autumn 2027

Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team:

Designated Safeguarding Lead	Mrs Natalie Wallis N Wallis
Deputy Safeguarding Lead	Head of Early Years Ann-Marie Hainsworth
Deputy Safeguarding Lead	Headmaster Jeremy Wyld
Our local contact numbers are:	
Safeguarding of children concerns (<i>Children living in Lincolnshire</i>)	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (6pm-8am + weekends and Bank Holidays) Emergency Duty Team
Allegations against /concerns about adult(s) working with children	Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors. The Head/Chair must contact LADO to discuss concerns & course of action. Lincolnshire Local Authority Designated Officers (LADO) 01522 554674 LADO@lincolnshire.gcsx.gov.uk
Police (Emergency) Police (Non Emergency)	999 101 01522 947590 (Lincolnshire Police Public Protection Unit, Central Referral Unit)
Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits etc.</i>	01522 554695 safeguardingschools@lincolnshire.gov.uk

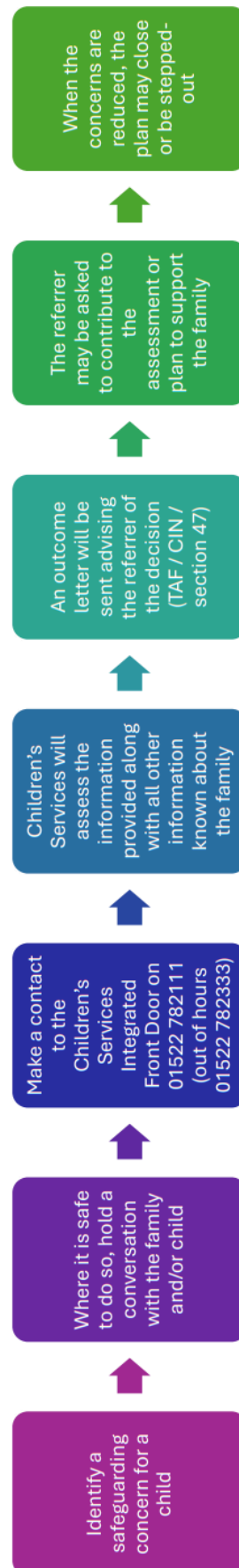
Lincolnshire's Continuum of Need and Support



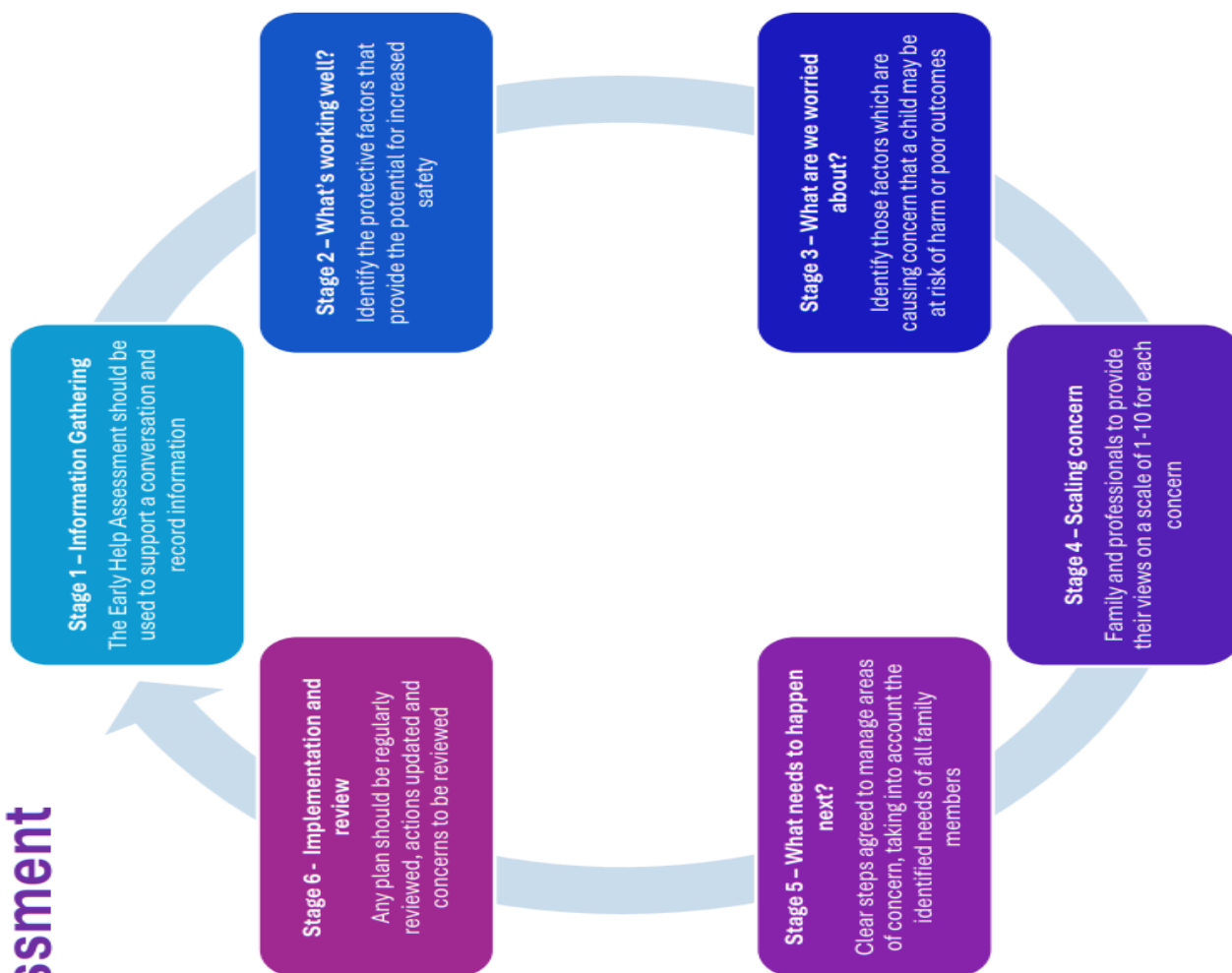
Accessing Support – Team Around the Family



Accessing Support – Safeguarding



A Model of Assessment



KCSIE 2026: CATEGORIES OF HARM

SAFEGUARDING CONCERNS AND CONTEXTUAL SAFEGUARDING RISKS



Keeping Children Safe in Education 2026 (KCSIE) sets out the types of harm that practitioners may encounter and should be alert to. Harm can occur inside or outside of school and online or offline.

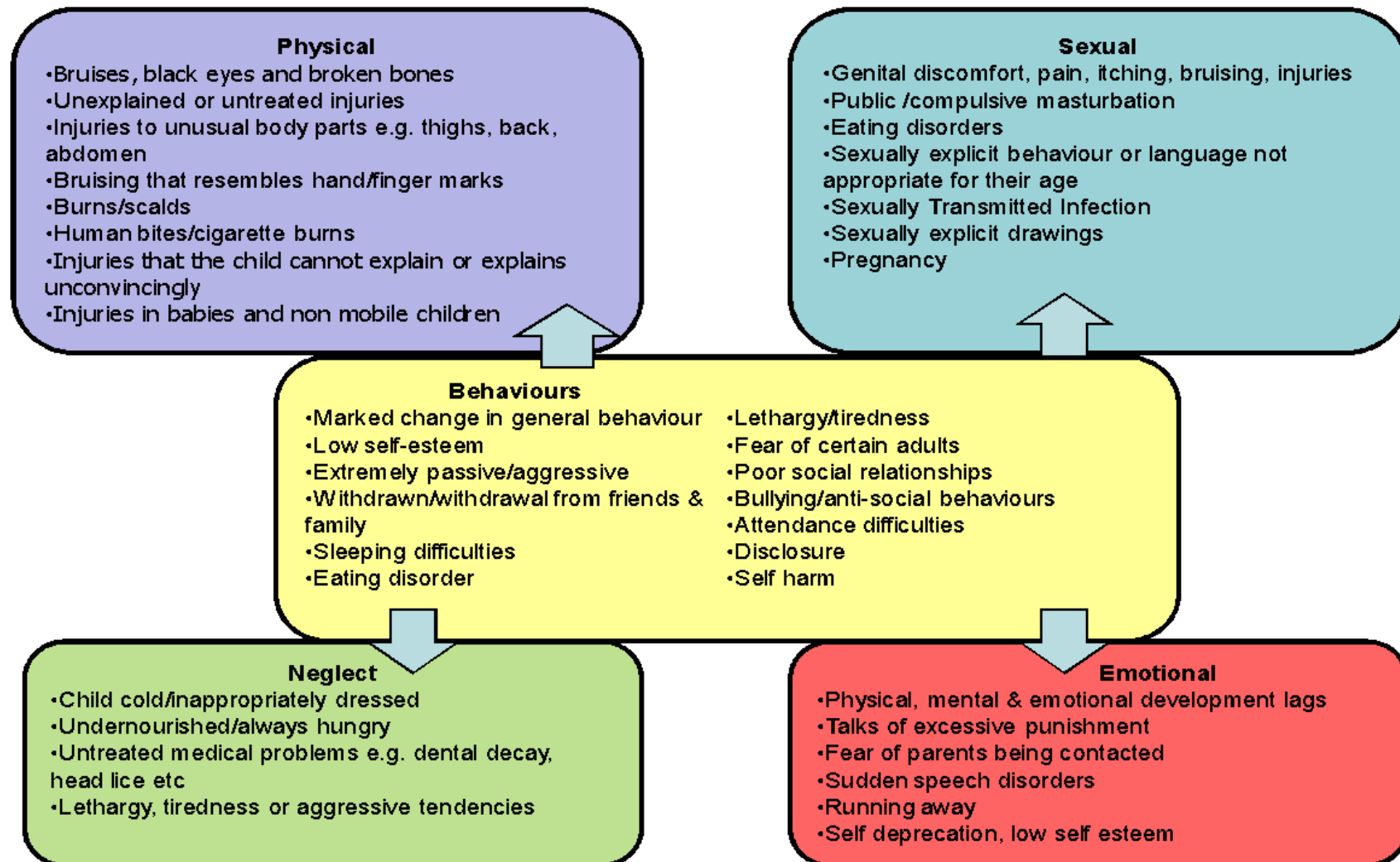
1. ABUSE The four main types of abuse are: - Physical abuse - Emotional abuse - Sexual abuse - Neglect	2. CHILD SEXUAL EXPLOITATION (CSE) Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 for sexual purposes.	3. CHILD CRIMINAL EXPLOITATION (CCE) Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under 18 into criminal activity.	4. COUNTY LINES County lines is where drugs are transported from one area to another, often by children or vulnerable people who are coerced, exploited or forced into involvement.	SIGNIFICANT HARM OUTSIDE THE HOME Practitioners should be alert to the following risks and harms in a child's wider environment.
5. SERIOUS VIOLENCE Violence which is serious, intentional and often carried out with weapons, including knife crime and youth violence.	6. DOMESTIC ABUSE Domestic abuse is any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members.	7. MENTAL HEALTH Mental health problems can, in some cases, be a safeguarding concern. Practitioners should be alert to signs that a child's mental health is affecting their safety or welfare.	8. ONLINE SAFETY Online risks can take many forms: - Content – harmful or inappropriate content - Contact – with strangers or adults - Conduct – bullying, harassment, hate - Commerce – online shopping, scams, financial exploitation - AI-related risks – including deepfakes, AI-generated content and chatbots	PEER INFLUENCE AND ASSOCIATIONS Negative peer influence, inappropriate relationships and associations with individuals or groups that may put children at risk.
9. CHILD-ON-CHILD ABUSE Children can abuse other children. It can occur inside and outside of school and online or offline. - Bullying (including cyberbullying) - Prejudice-based or discriminatory bullying - Physical abuse - Serious assault - Sexual violence - Sexual harassment - Non-consensual sexual activity - Sharing nudes and semi-nudes - Upskirting - Initiation / hazing rituals		10. HARMFUL SEXUAL BEHAVIOUR Developmentally inappropriate sexual behaviours shown by children and young people which may be harmful towards themselves or others.	11. HONOUR-BASED ABUSE Forced Marriage Female Genital Mutilation (FGM) Abuse committed to protect perceived 'honour' of the family or community.	SUBSTANCE MISUSE OUTSIDE THE HOME Access to, or use of, drugs, alcohol or other substances in the community, including being supplied by others.
				FINANCIAL EXPLOITATION Theft, scamming, exploitation for money or goods, including county lines drug debt bondage.
12. RADICALISATION AND EXTREMISM (PREVENT) The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.	13. MISSING EDUCATION Children missing education (including persistent absence) can be at increased risk of harm.	14. HOMELESSNESS Homelessness and housing insecurity are associated with increased safeguarding risks.	15. MODERN SLAVERY AND HUMAN TRAFFICKING Exploitation through force, fraud or coercion for labour, services or sexual exploitation.	ONLINE RISKS BEYOND THE HOME Exposure to harmful content, online grooming, cyberbullying, scams, coercion, radicalisation or financial exploitation online.
				COMMUNITY SAFETY RISKS Exposure to violence, gangs, weapon carrying, antisocial behaviour and areas where children may be at risk.
16. FABRICATED INDUCED ILLNESS When a child is made to look ill, or is deliberately poisoned or harmed.	17. SO-CALLED 'GHOST CHILDREN' Children who do not exist legally or have no proof of identity.	20. CONTEXTUAL SAFEGUARDING The circumstances and environments in which children and young people live, learn and play can affect their safety and welfare. Practitioners should be alert to extra-familial risks and vulnerabilities that may be associated with the above harms.		LEISURE AND DAYTIME RISKS Risks in settings such as parks, shopping centres, public transport, leisure facilities and after-school / school holiday activities.
18. SUBSTANCE MISUSE The use of drugs, alcohol or other substances that may harm a child's health or development.	19. CHILDREN WITH SEND (SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES) Children with SEND are likely to face additional challenges and are at greater risk of harm. Practitioners should consider extra barriers to communication, support and protection.			ABSENCE FROM HOME / GOING MISSING Children who go missing from home or care, including night-time or recurrent absences, which may increase their vulnerability to harm.
				TECHNOLOGY AND DEVICE MISUSE Inappropriate or excessive use of mobile phones, gaming, social media and other devices which may expose children to harm.
				DISCRIMINATION AND HATE Exposure to prejudice, discrimination, hate crime or extremist views because of identity, beliefs or characteristics.
				EXTRA-FAMILIAL HARM Harm and abuse occurring outside the family environment by individuals or groups within the community.
				SETTING-SPECIFIC RISKS Risks linked to faith settings, sports and leisure venues, online environments, transport hubs and other places children and young people frequent.

RECOGNISE Be alert to signs of harm at home, at school, online and in the wider community.	RESPOND Listen, reassure and take appropriate action. Consider the child's voice and context.	REPORT Share concerns without delay with the designated safeguarding lead (or deputies).	If a child is at immediate risk of harm, contact the police by calling 999 .
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i This is not an exhaustive list. Practitioners should use their professional judgement and follow safeguarding policies and procedures, in line with KCSIE 2026.

KCSIE 2026 comes into force on 1 September 2026.

Symptoms of Abuse



Appendix 5

Receiving Disclosures:



Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator, it is a safeguarding issue for both victim and alleged perpetrator,
- it is preventable and it may involve serious physical
- harm or threats involving weapons.
-
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?
Explain that to me
Describe that....



Reassure

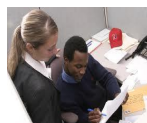
- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Appendix 6

St Hugh's School Safeguarding Training Plan.

Compiled in conjunction with the LSCP Safeguarding Children Training Pathway 2026

- The courses are delivered via a combination of eLearning, face to face, in-house training and virtual workshops.
- The pathway is designed to develop safeguarding knowledge and is reviewed against available training and completed training on an annual basis.
- Staff are allocated online training on a termly basis. They are also sent links to face to face training. In-house training is delivered termly during inset, notes from inset training are available on request. Workshops are accessed through a variety of providers.
- St Hugh's School also purchases the Lincolnshire County Council, Safeguarding in Schools Package. This includes termly meeting and updates for the DSL, updated training as and when it becomes available, training the trainer for the DSL as well as an audit tool which we are currently reviewing.
- Courses in green indicate minimum safeguarding training for designated safeguarding lead (DSL) over a 6 year period; however the other courses demonstrate a commitment to Safeguarding children and young people.

At St Hugh's new staff are sent Induction Documentation and links to Educare as soon as they have accepted. This information is comprehensive and it is sent to all staff including volunteers, governors, support staff and Peris. If a Peri or any other member of staff can provide a valid document for the main Child Protection Training they will be asked to complete the Refresher Training.

Module title		Method of Delivery
Child Protection In Education (Including Child on Child Abuse)	<i>Induction</i>	eLearning Educare Face to Face Induction Documentation
Online Safety	<i>Induction</i>	eLearning Educare
Prevent Training	<i>Induction</i>	eLearning Educare
Understanding the role of the Safeguarding Lead.	Induction	eLearning Educare
Dealing with a Disclosure	Induction	eLearning Educare

“The training listed below should be completed by those in regular contact or have a period of intense but irregular contact, with children and their families. It should also be completed by members of the workforce who work predominantly with children and their families and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and family where there are safeguarding concerns. “ LSCB

At St Hugh’s School we ask all teaching staff, Teachers and TA’s to complete all of the courses in black below.

We ask Support Staff such as Site Staff, Bus Drivers, Peris, Kitchen and Cleaners to complete the underlined courses as a minimum, however we give access to all the courses for all staff.

Green - DSL and DDSL Initial Training and Annual Updates

<i>Module title</i>		<i>Method of Delivery</i>
<i>Safeguarding Children & Young People - DSL and DDSL</i> Initial DSL training, plus training updates from: LSCP, NSPCC, E-magination, Optimus conference as well as .gov courses (filtering and monitoring/cyber), or Educare Child Protection Advanced. <i>NSPCC Safeguarding Updates - Monthly</i> <i>LSCP Safeguarding Updates - Monthly</i> <i>LSCP Perspective Lite - Updates and Noticeboard</i> <i>The Importance of Supervision for DSLs - Educare</i> <i>Managing Complex cases for DSLs - Educare</i> <i>KCSIE DSL questionnaire</i>	Advanced Training - LSCB, NSPCC	Inter-Agency - LSCP Natalie Wallis 2014 Jeremy Wyld 2021 NSPCC - Advanced Safeguarding DSL Training Ann-Marie Hainsworth 2023 Child Protection Advanced 2024 Educare
<i>Annual Safeguarding Children Refresher and Questionnaires</i>	Every Year All Staff	<i>eLearning</i> Educare
<i>Child Neglect</i>	2024	<i>eLearning</i> Educare
<i>Use of Reasonable Force</i>	2024	<i>eLearning</i> Educare
<i>Domestic Abuse - Children and Young People</i>	2025	<i>eLearning</i> Educare
<i>Building Digital Resilience</i>	2025	<i>eLearning</i> Educare
<i>Child Exploitation</i>	2026	<i>eLearning</i> Educare
<i>Harmful Sexual Behaviours</i>	2025	<i>eLearning</i> Educare
<i>Preventing Bullying</i>	2025	<i>eLearning</i> Educare

<i>Mental Wellbeing in Children and Young people</i>	2024	<i>eLearning</i> Educare
<i>Managing Allegations of Abuse against Staff</i>	2024	<i>eLearning</i> Educare
<i>Equality and Diversity</i>	2025	<i>eLearning</i> Educare
<i>FGM (Child Abuse linked to faith or belief)</i>	2025	<i>eLearning</i> Home Office Educare - no updates INSET
<i>Suicide Awareness and Prevention</i>	2025	<i>eLearning</i> Educare
<i>Prevent Duty Update</i>	2024	<i>eLearning</i> <i>educare</i>
<i>Raising Awareness of LGBT</i>	2026	<i>eLearning</i> Educare
<i>Online Safety Update and Act</i>	2026	<i>eLearning</i> Educare
<i>AI and safeguarding - understanding the impact on children</i>	2026	<i>eLearning</i> Educare
<i>Child Abuse Linked to Faith or Belief</i>	2025	<i>eLearning</i> Educare
<i>SEND</i>	2027	<i>eLearning</i> Educare
<i>Dealing with a Disclosure</i>	2023	<i>eLearning</i> Educare No updates - added to induction training
<i>Trauma informed Practice in School</i>	2025	<i>eLearning</i> Educare
<i>AI and safeguarding - Understanding the impact</i>	2025	<i>eLearning</i> Educare DSL plus others
<i>The importance of Filtering and Monitoring in schools</i>	2024	<i>eLearning</i> Educare

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