



St Hugh's School Safeguarding and Child Protection Policy



“Safeguarding and promoting the welfare of children is everyone’s responsibility.” KCSIE 2019

St Hugh's School is committed to the welfare, protection and overall safeguarding of its children and staff. Where safeguarding is concerned our staff always have the best interest of the child at the forefront of everything they do.

The following policy relates to all children at St. Hugh's School, including boarding and those in the EYFS (Early Years Foundation Stage).

At St Hugh's School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<p>Natalie Wallis – Head of Pre-Prep and Early Years</p> <p>nwallis@st-hughs.lincs.sch.uk</p>	<p>Richard Goodhand – Head of Pastoral</p> <p>rgoodhand@st-hughs.lincs.sch.uk</p>	<p>Adam Langsdale</p> <p>ael@oundleschool.org.uk</p>

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)
<p><i>Jeremy Wyld - Head Teacher</i></p> <p>headmaster@st-hughs.lincs.sch.uk</p>	<p><i>Natalie Wallis - DSL</i></p> <p>nwallis@st-hughs.lincs.sch.uk</p>	<p><i>John Harris – Chair of Governors</i></p> <p>john.harris@brownbutlin.co.uk</p>

SAFEGUARDING DEFINITION:

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

- Protecting children from maltreatment;
- Preventing impairment of children’s 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
([“Working Together to Safeguarding Children” DfE 2018](#))

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

RATIONALE:

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. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children’s Services (in Lincolnshire or neighbouring authorities dependent upon the child’s area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps. In order to do this staff at St Hugh’s school are encouraged to be aware of the whole context of a child’s social sphere.
<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.

- 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 against teaching staff, Head Teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Hugh's School. They are consistent with Lincolnshire Local Safeguarding Children's Partnership (LSCP) multi-agency child protection procedures.

www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

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

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

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

Parent refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in Keeping Children Safe in Education - September 2019 together with the school's individual procedures.

1 PREVENTION

St Hugh's has an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty. Children are reminded of these key adults in assemblies and in Form Times, especially during PSHEE.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children 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 and support available
- 1.6 It is ensured that children can recognise and manage risks in different situations, including on the internet. This is done through specific lessons in ICT and training of staff. Staff and children understand that abuse takes many forms. It can happen wholly on-line. Furthermore

technology can be used to facilitate off-line abuse. Training in CSE and Peer-on Peer abuse has helped staff to differentiate and appreciate the impact of technology in abuse cases.

- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children (‘Think the unthinkable’ Keeping Children Safe in Education - September 2019).
- 1.8 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.
- 1.9 St Hugh’s works in accordance with ‘Working Together to Safeguard Children 2018’ 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.
- 1.10 Our school’s arrangements for consulting with, listening and responding to pupils are both formal and informal.
- 1.11 There is a commitment to the continuous development of staff with regard to safeguarding training;
 - All staff follow the LSCP 6 year training pathway (Appendix 7) and access Safeguarding e-learning as part of their induction, as well as Prevent training, Online Safety Training and and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
 - In addition the DSL and DDSL complete training at least every 2 years to help them understand their role and responsibilities.
 - The DSL and DDSL follow the LSCP 5 year training pathway and attend the LSCP Inter-Agency Safeguarding training and Safeguarding Briefings. Furthermore both staff attend annual briefings and training to ensure that they are both aware of any changes and updates. The DDSL is trained and involved in Safeguarding on the same level as the DSL.

2 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

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 or Team Around the Child (TAC) Coordinators.

- 2.1 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.
- 2.2 All staff understand and are reminded of the safeguarding procedures and protocols in INSET meeting 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. 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 2019).
<https://www.gov.uk/whistleblowing>, <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

2.3 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.

2.4 The school knows how to identify and respond to:

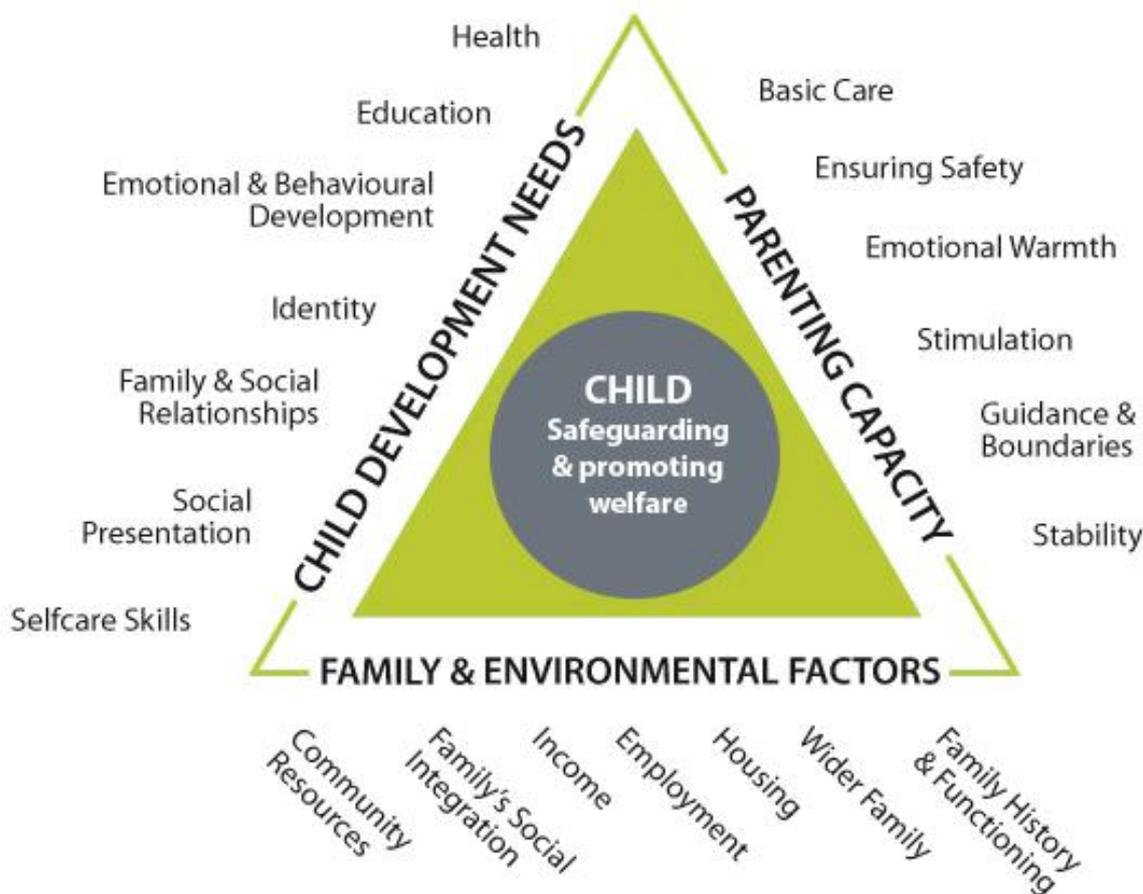
- [abuse](#) (DfE advice for practitioners)
- [bullying including cyberbullying](#) (DfE advice for headteachers, staff and governing bodies)
- [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A (Inset Training 2019)
- [children missing education](#) (DfE advice for schools) and Annex A
- [child missing from home or care](#) (DfE statutory guidance)
- [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A
- [domestic abuse](#) (Home Office advice) and Annex A
- [drugs](#) (DfE and ACPO advice for schools)
- [fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)
- [faith based abuse](#) (national action plan)
- [female genital mutilation](#) (FGM) (multi agency statutory guidance) and Annex A
- [female genital mutilation](#) (Home Office advice)
- [forced marriage \(FM\)](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy) including so called honour based violence including FGM, FM.
[gender-based violence/violence against women and girls](#) (Home Office information)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools)
- [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) and Annex A [protecting children from radicalisation](#) (DfE Prevent advice for schools)
- [relationship abuse](#) (disrespect nobody website)
- [sexual violence and sexual harassment between children in schools and colleges](#) (DfE advice for schools and colleges)
- [sexting](#) (UK Council for Child Internet Safety advice for schools and colleges)
- [trafficking and modern slavery](#) (DfE and Home Office guidance)
- Children and the court System - www.cafcass.gov.uk
- Children with family members in Prison - www.familylives.org.uk and www.barnardos.org.uk
- Homelessness - <https://england.shelter.org.uk>
- Peer on peer abuse - <https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/safeguarding-in-schools/127728.article>

St Hugh's School feels it is important for the links to these support networks to be made available to staff through this policy as well as in the staff room. Information for schools and colleges can also be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. Please see the 6 year training pathway (**Appendix 7**) for details on how Staff are trained in dealing with the above.

- 2.5 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.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>



2.6 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. [Working Together to Safeguard Children \(2018\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead practitioner who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

2.7 What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young

people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

2.8 **Support and Guidance Available;** Please refer also to the LSCP Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](#)') at www.lincolnshire.gov.uk/lscb. In addition the following staff are available to support practitioners;

Early Help Advisors are available to support practitioners. These advisors are based within 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.

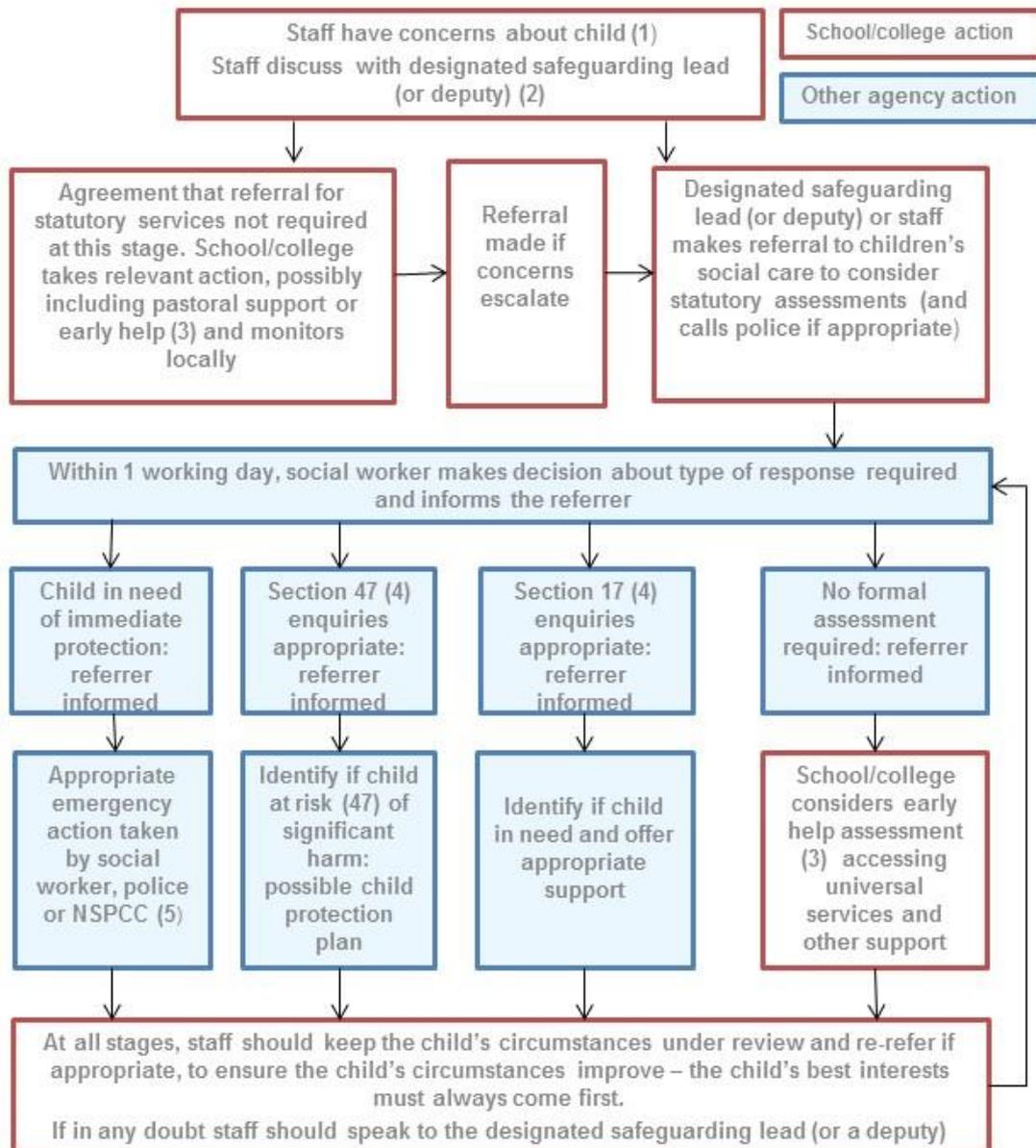
Early Help Consultants provide support, advice and guidance to lead practitioners on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost practitioners to local services. Contact tacadmin@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 TAC cases where the Lead Practitioner is employed in an educational setting. For these cases administrative support can be 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 www.lincolnshirechildren.net/tac

2.9 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. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving 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.

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four KCSIE 2019
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of [Working together to safeguard children](#) 2018 provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) 2018 provides detailed guidance on statutory assessments.
- (5) This could include applying for an Emergency Protection Order (EPO).

3 PROCEDURES AND RECORD-KEEPING

St Hugh's School follows Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCP "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCP Inter-Agency procedures](#)).

At St Hugh's School staff are regularly reminded about the importance of reporting concerns, however small. Staff need to complete the concerns form, found in the staff room. This is then handed directly to either the DSL or DDSL.

The school ensures that:

- 3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the **Data Protection Act 2018** <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> ensuring that information is:
 - used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.
- 3.2 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. Records will be signed, dated and where appropriate, witnessed.
- 3.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a locked file in a named folder.
- 3.4 There is always a Designated Safeguarding Lead DSL/Deputy (DDSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 3.5 This policy is updated at least annually and changes are made in line with any new DfE or other government department guidance.
- 3.6 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.
- 3.7 Staff must report any concerns about adults who work with children or young people to the Head Teacher or to the Chair of Governors in the event of an allegation of abuse made against the Head Teacher. The Head Teacher or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (Keeping Children Safe in Education - September 2019) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 3.8 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.

- 3.9 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.
- 3.10 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
 - At no time promise confidentiality to a child or adult.

(See Appendix 5)

4 ROLES AND RESPONSIBILITIES

4.1 Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Child Protection and Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media. This includes e-learning and face to face training with the Head of ICT.
- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- a senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has one or more deputy DSL’s who are trained to the same standard as the lead DSL.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships

Education and Relationships and Sex Education, and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary age pupils) and Health Education mandatory from September 2020.

- staff including the Head teacher undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually
- the school appoints an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Looked After Children (LAC).

4.2 Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- there are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the LSCP Professional Resolution & Escalation Protocol. The NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Looked After Children Reviews out of school term time when needed
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO)
- individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.

4.3 Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2019) will ensure that they:

- manage referrals
- refer cases of suspected abuse to the local authority children's social care (Customer Service Centre)
- support staff who make referrals to Customer Service Centre
- seek advice from Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary
- support staff who make referrals to the Channel programme when advised by Prevent team
- support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases to the Police where a crime may have been committed

Work with others:

- liaise with the head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- liaise with the Head of ICT to ensure that all aspects of Online safety referred to in this policy are understood and implemented

Support the child and maintain a working partnership with parents

School recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. We will provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why. We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so • ensure each member of staff, especially new and part time staff has access to and understands the school's or college's child protection policy and procedures
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- ensure the school or college's child protection and safeguarding policies are known, understood and used appropriately
- ensure the school or college's child protection and safeguarding policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this.
- ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability:

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Both the DSL and DDSL are contactable outside of school hours, for boarding and also in holiday activities, breakfast club and after school club.

4.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and sign to say that they understand parts 1 and 5 of 'Keeping Children Safe in Education' (2019)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified

- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.
- follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018', Keeping Children Safe in Education 2019 and the Lincolnshire Safeguarding Children Partnership guidance.
- have an awareness of specific safeguarding issues as referred to in section 3, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding. Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

5 SUPPORTING VULNERABLE PUPILS AT RISK

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 (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- higher risk of peer group isolation (KCSIE 2019)

St Hugh's School endeavours to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its 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.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.

- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCP multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
- Ensuring that the DSL is responsible for information being stored and transferred safely and securely.

When a child leaves the school, the pupil record, including child protection file which is separated from the main pupil record in a sealed envelope clearly marked as such, is transferred to the new school as soon as possible. This is usually done with a face-to face meeting unless the child moves out of area. If this is the case, the file is transferred with an accompanying list of the files, e.g. pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead and a receipt of this transfer will be retained. The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes.

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

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

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

The pupil record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage. Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed. Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school.

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

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the

term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

- Following Lincolnshire's procedures for Child Sexual Exploitation including using the CSE Risk Assessment Toolkit as necessary. Having reference to guidance on the Criminal Exploitation of Children (County Lines – highlighted in Inset Training 2019)
- Ensuring that support staff are highlighted to children. The School independent Listener (Mrs Wendy Trotter) is available for pupils to talk to on any matter. She is introduced to the pupils on a regular basis, with contact information published around the School.
- Ensuring that children's views are valued and specifically canvassed in regular School Council meetings and Boarding House meetings. Pupils also complete a termly questionnaire, which allows them to summarise how a term has gone, highlighting any concerns they may have.

6 SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to behaviours such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

6.1 Children and the court system

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

6.2 Children Missing from Education All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

6.3 Children with family members in prison. School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6.4 Child Sexual Exploitation. St Hugh's School is aware that; Child Sexual Exploitation (CSE) 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 the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017) Staff have been made aware of some of the key indicators of CSE by training provided by DSL. In addition St Hugh's school appreciates that it has a role to play in the prevention of CSE within its curriculum.

If staff identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services Team. St Hugh's School also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police on Tel: 101.

6.5 Child Criminal Exploitation: County Lines. St Hugh's School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

6.6 Domestic Abuse. St Hugh's School understands that the cross-government definition of domestic violence and abuse is:

- any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- the abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.
- controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services. Where DV Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place. Domestic Abuse Resource Pack for

Schools and Educational Settings in Lincolnshire 2019 Ending Domestic Abuse in Lincolnshire site; <https://edanlincs.org.uk/> email: info@edanlincs.org.uk Tel: 01522 510041

6.7 Homelessness. Being homeless or at risk of homeless presents a real risk to a child's welfare. The DSL (and deputy) should be aware of contact details and referral routes in to the Lincolnshire Housing Authority so they can raise /progress concerns at the earliest opportunity. Homeless Reduction Act Factsheets summarise the new duties that focus on early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

6.8 'Honour-based' violence (including Female Genital Mutilation and Forced Marriage). So called 'honour-based violence' (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk from HBV, or already having suffered HBV.

6.9 Female Genital Mutilation/FGM. St Hugh's School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Staff know that FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers:

St Hugh's School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (and those employed or engaged to carry out teaching work) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

6.10 Forced Marriage. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Staff at St Hugh's School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The Forced Marriage Unit may be contacted on Tel; 020 7008 0151 for advice or information and has published statutory guidance;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

6.11 Preventing Radicalisation, The Prevent Duty and Channel

- Children are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL.
- Under section 26 of the Counter-Terrorism and Security Act 2015, St Hugh's School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.
- In order to fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty.

If staff identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

- Prevent duty guidance: for England and Wales – see page 57-76 which contains specific information for schools.
- The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism.

The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. Channel guidance

- St Hugh's School has incorporated the promotion of fundamental British Values into the Curriculum in order to help build pupils' resilience and enable them to challenge extremist views.
- Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

Contact Lincolnshire Police, Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk or LCC, Prevent Officer 01522 555367 prevent@lincolnshire.gov.uk to bullying.

VISITORS

Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). At St Hugh's School we use our professional judgment about the need to escort or supervise visitors. To this end all visitors/speakers arranged by the school undergo an initial Risk Assessment.

Staff directly working with or responsible for the visitor complete the RA form and hand this to the office. The person responsible for the visitor is to carry out a Google search and if any issues arise the findings are passed to the Head Teacher and a decision is made about the appropriateness of that visitor.

The RA is kept as a record of checks. Failure to ensure the suitability of relevant visiting speakers is to be reported under paragraph 7(a) and (b).

6.12 Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals;

Recognising signs that may indicate peer-on-peer abuse

Peer-on-peer abuse can impact children and young people in many ways. The child or young person may think that it is a part of normal friendships or relationships. As a consequence of peer-on-peer abuse a child or young person may exhibit the following, but it is important to understand that how abuse affects a young person will vary. A child or young person may;

- not attend school or college
- truant from lessons
- be withdrawn
- be experiencing a breakdown of family relationships
- be anxious
- be aggressive or argumentative
- self-harm
- become involved in alcohol or substance misuse.

These factors rarely occur in isolation. Where a child exhibits any behaviour that is out of character or abnormal for their age, staff should always consider whether an underlying concern is contributing to their behaviour.

What to do when you suspect peer-on-peer abuse

If you suspect a child is in immediate danger, you must report your concerns to your designated safeguarding lead (DSL). They will make a referral to children's social care and/or the police. If the DSL is not available you must not delay in reporting the abuse yourself, but you must inform the DSL as soon as possible.

If you suspect a child is at risk of or experiencing peer-on-peer abuse or that child is abusing their peers, you should discuss your concerns with your DSL so that a course of action can be decided.

A decision should be made on whether to:

- report to social care and/or the police
- undertake an early help assessment
- manage internally with or without external agency support.

When dealing with peer-on-peer abuse it is important that the victim's welfare is of paramount importance. Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow these simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in causing harm.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff do not tolerate any form of abuse. Abuse is abuse and is never tolerated or passed off as 'banter' or 'Just having a laugh' or 'part of growing up'.

Managing peer-on-peer abuse internally

When dealing with peer-on-peer abuse internally you should:

- Act quickly and sensitively
- Gather the information from all parties concerned to obtain all the facts before any details are forgotten
- Think about the language you are using. We do not use the word perpetrator, but initiator.

Only ask open questions to obtain clarity:

- o What happened?
- o Who saw what happened?
- o What was seen and heard?
- o Did anyone intervene?
- Decide on the next course of action.

In doing so, you should consider:

- o Was the act deliberate and with the intent to cause physical or emotional harm?
- o Has the child experienced this abuse before?
- o Has the child done this before?
- o Does the child understand the impact of their behaviour on others?

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

Preventative strategies at St Hugh's School

To help in the prevention of peer-on-peer abuse St Hugh's School takes a proactive approach.

We:

- Train all staff on what peer-on-peer abuse is and how to respond when they have concerns.
- Create a culture where children and young people can report their concerns.
- Create a culture where peer-on-peer abuse is not accepted.
- Promote a safe environment within the school or college by talking to pupils. This is strengthened through a strong and positive PHSE curriculum that tackles such issues as

prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

- Integrate a robust peer-on-peer abuse procedure within the Safeguarding and Child Protection Policy and refer to the following guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

- Build relationships with parents.
- Understand the local community and how it influences the whole school or college.
- Build relationships with agencies and charities.
- We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them.

6.13 Serious Violence

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's guidance; <https://www.gov.uk/government/publications/advice-to-schoolsand-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-andvulnerable-adults-county-lines>

6.14 Sexual Violence and Sexual Harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse their peers in this way. Sexual violence refers to Rape, Assault by Penetration and Sexual Assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment we do so in a context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Keeping Children Safe in Education 2019 section 5 has guidance. Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive

an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

6.15 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Staff should always act in the best interests of a child.

6.16 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- the incident should be referred to the DSL as soon as possible
- the DSL should hold an initial review meeting with appropriate school staff
- there should be subsequent interviews with the young people involved (if appropriate)
- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to:

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

6.17 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

<https://www.contextualsafeguarding.org.uk/>

6.18 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed.

The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil/student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support.

6.19 Children who may require Early Help

Meeting the needs of children and families in Lincolnshire 2018 is Lincolnshire's safeguarding model based on Signs of Safety. All Staff (Governors and Volunteers) working within the School are aware safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities.
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's security taking into account the local context.
- Young carers;
- Privately fostered children;
- Children who have returned home to their family from care:
- Children showing signs of engaging in anti-social or criminal behaviour;
- Family circumstances presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Early signs of abuse and/or neglect;
- Signs of displaying behaviour or views that are considered to be extreme;
- Children misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;

www.lincolnshire.gov.uk/tac TACadmin@lincolnshire.gov.uk

These children are therefore more vulnerable; St Hugh's will identify who the vulnerable children are, ensure all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND; Lincolnshire SEND offer.

6.20 Children with Special Educational Needs and/or Disabilities

Lincolnshire SEND offer is available for every child and family in Lincolnshire. Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.
- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

6.21 Looked After Children

All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Lincolnshire Virtual School head teacher Kieran Barnes, Head of Virtual School LAC Lincolnshire, email Kieran.barnes@lincolnshire.gov.uk in respect of all pupils at the school who are subject of 'looked after' status. Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager, M: 07770 648 087, T: 01522 553916 Andrew.Morris@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Andrew for broader queries and once they are 18. In Lincolnshire all 16 year old Looked After Children (LAC) have a social worker until they are 17 years 6 months. At that point they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect schools to be working closely with the young person and their social worker.

6.22 Online safety

Staff are aware of and follow the DfE guidance Teaching online safety in school 2019 to ensure our pupils understand how to stay safe and behave online as part of existing curriculum requirements. We also make use of UKCIS Education for a connected world framework

7 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2019 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.

- 7.1 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 'Teacher Services' system) and the right to work in England checks in accordance with DBS and Department for Education procedures. KCSIE 2019
- 7.2 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). In accordance with the changes St Hugh's requests a disqualification declaration from all staff, but no longer requests a declaration for 'disqualification by association'.
- 7.3 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/ on-line conduct as part of the Staff Code of Conduct, **updated annually and included in Induction..**
- 7.4 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 2019 and LSCP, LADO and HR Policy, procedures and guidance. See section 14.
- 7.5 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 clear restrictions on the use of any personal mobile devices in the Early Years. Furthermore the pupil agreement requests that pupils do not use mobile devices in school, and that these are handed in to the office on arrival and collected again at the end of the day. When out on trips or visits the use of mobile devices does not include 3G and 4G and pupils are asked to put their mobile on airplane mode.
- 7.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 7.7 Supporting staff confidence to report misconduct.
- 7.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years.
- 7.9 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. 'The term 'reasonable force' covers the broad range of actions used by staff that may involve a degree of physical contact to control or restrain children – KCSIE 2019'. We refer to the

guidance: Use of Reasonable Force in Schools. 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.

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary

8 WHISTLEBLOWING PROCEDURE

Staff are encouraged to follow the process for Whistleblowing as detailed in the Whistleblowing policy. 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:

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

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

- the school doesn't have clear safeguarding procedures to follow
- they believe their concerns won't be dealt with properly or may be covered-up
- they have raised a concern but it hasn't been acted upon
- they are worried about being treated unfairly.

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.

9 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. The Head Teacher must be notified or, where the allegation is against the Head Teacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. 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) Further guidance is in part 4 of the statutory document; Keeping Children Safe in Education – September 2019). 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.

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:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

A LADO referral form should be completed for each contact with LADO & emailed to LADO@lincolnshire.gcsx.gov.uk

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 individuals personal life or be historic.

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.

10 COMMUNICATION WITH PARENTS AND CARERS

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.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

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.

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.

11 OTHER RELATED POLICIES

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.

Acceptable Use policy - ICT
Anti-Bullying policy – Positive Behaviour Policy
Attendance policy
Behaviour policy
Boarding Policy
Complaints procedure/policy
Intimate Care policy
Medical Policy
SEND policy
Staff Code of Conduct / Staff Handbook
Trips Policy
Curriculum Policies
Recruitment Policy
Transport Policy
Whistleblowing
Health and Safety Policy
ICT Curriculum – Online Safety

St Hugh's School Safeguarding and Child Protection written by and reviewed:

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 has been authorised by the Board of Governors and is addressed to all members of staff and volunteers. 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. It applies wherever staff or volunteers are working with pupils, even where this is away from the School, for example on an educational visit.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education (Independent School Standards) 2014 <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made> . ISI Handbook - regulatory requirements – updates to schools 2019 and the National Minimum Standards for Boarding Schools March 2015 (Due for review in 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416186/20150319_nms_bs_standards.pdf . It is also in accordance with the Statutory

Framework for the Early Years Foundation Stage 2017 - www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf. This policy is directly in line with Keeping Children Safe in Education (KCSIE September 2019). It also refers to the additional statutory guidance: Disqualification under the Childcare Act 2006 (Updated 2018), Working Together to Safeguard Children (WT) 2018 and Prevent Duty Guidance; For England and Wales (PREVENT) March 2015 as well as the FGM act 2003. KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015). WT refers to the non-statutory advice: Information sharing (March 2015). Copies of all these documents are highlighted to staff and made available for them to read.

Policy Last Reviewed	Autumn 2019
Policy Next Reviewed	Autumn 2020 – or before if Regulatory Changes
Staff Responsible	DSL
Governor Last Review	Full Board Governors – Autumn 2019
ISI Reference	A6, B2, B10, B15, B16, B17, E1
Website	Yes

Staying Safe

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

Designated Safeguarding Lead	Mrs Natalie Wallis nwallis@st-hughs.lincs.sch.uk
Deputy Safeguarding Lead	Mr Richard Goodhand rgoodhand@st-hughs.lincs.sch.uk
Our local contact numbers are:	
Safeguarding of children concerns (<i>Children living in Lincolnshire</i>)	01522 782111 Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice 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 Lincolnshire Local Authority Designated Officers (LADO) Rachel Powis & Jemma Parkinson 01522 554674 LSCP_LADO@lincolnshire.gov.uk The Head/Chair must contact LADO to discuss concerns & course of action
Police (<i>Emergency</i>)	999
Police (<i>Non Emergency</i>)	101
Safeguarding Children Officer (Education Settings) <i>for advice around safeguarding policy, audits</i>	Ruth Fox 01522 554695

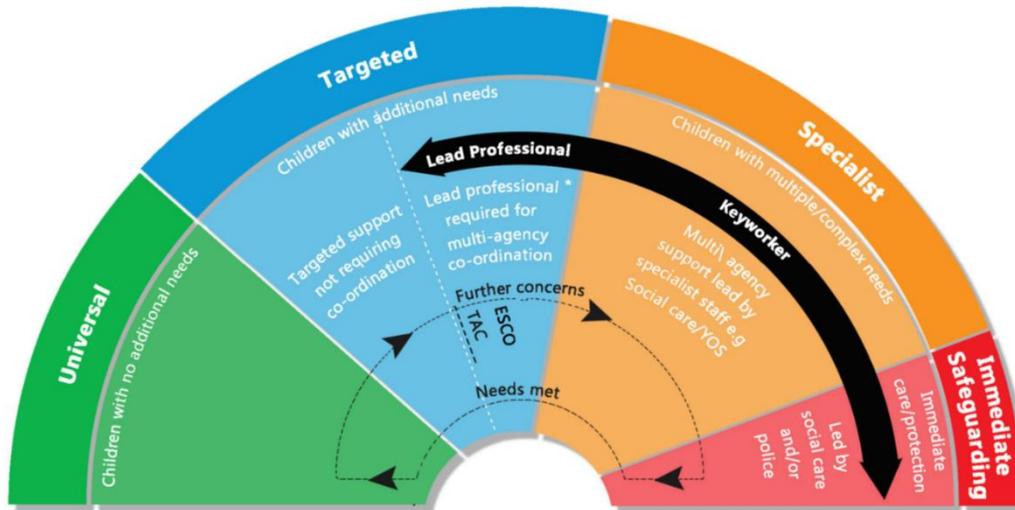
etc.

safeguardingschools@lincolnshire.gov.uk

[Stay Safe Partnership](#) 'Safeguarding in Schools' tab

Continuum of Need

Appendix 2



<p style="text-align: center;">UNIVERSAL</p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> • RESPONSE: - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need. 	<p style="text-align: center;">TARGETED</p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> • RESPONSE: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.
<p style="text-align: center;">COMPLEX</p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • RESPONSE: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead practitioner to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p style="text-align: center;">SPECIALIST</p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> • Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

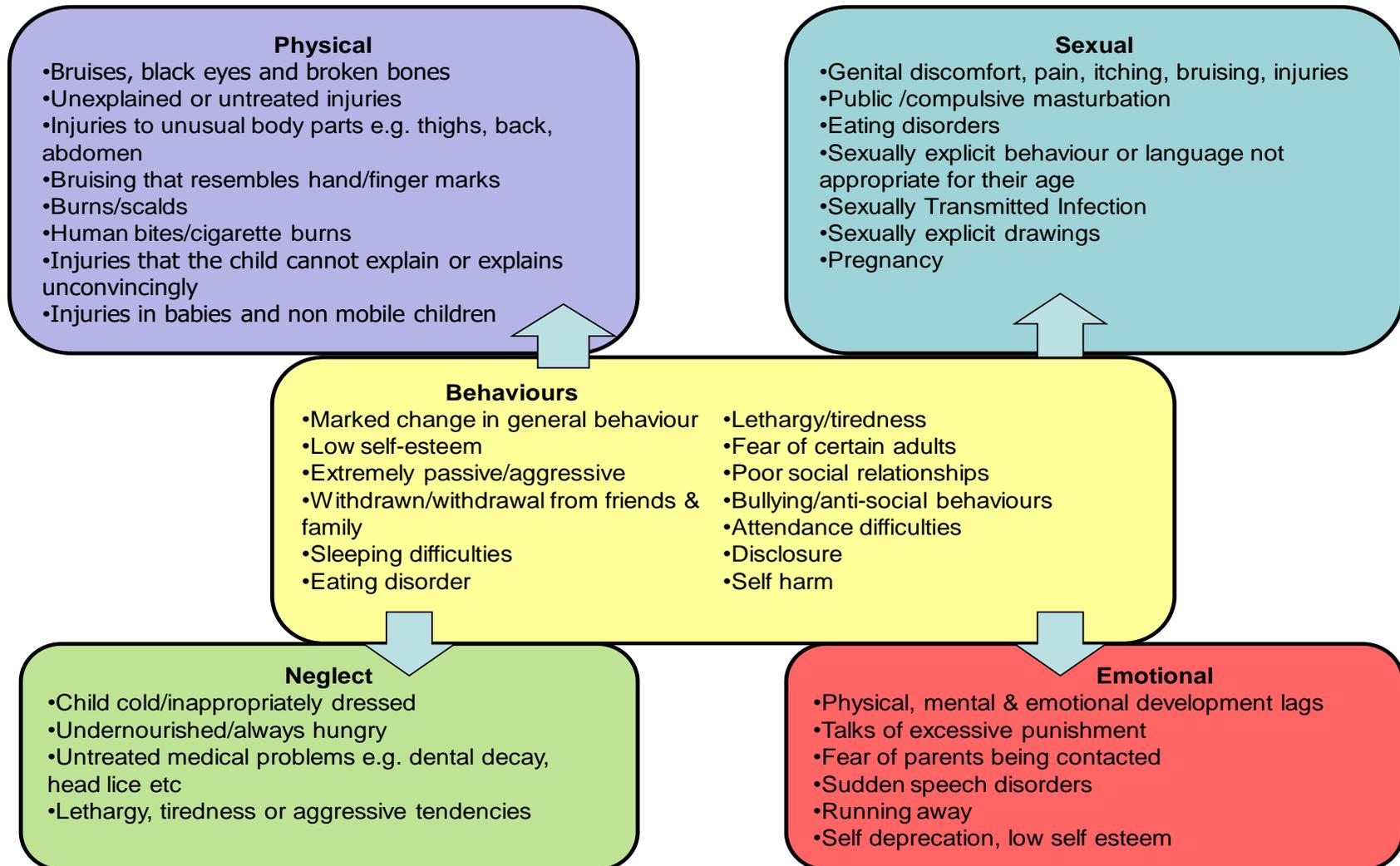
Tel: 01522 782111

Appendix 3

**DEFINITIONS OF ABUSE
“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2018**

<div data-bbox="336 421 571 593" data-label="Section-Header"> <p align="center">Neglect</p> </div> <p>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.</p> <p>It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment) • protect a child from physical and emotional harm or danger • ensure adequate supervision (including the use of inadequate care-givers) • ensure access to appropriate medical care or treatment. <p>It may also include unresponsiveness to, or neglect of a child's basic emotional needs.</p>	<div data-bbox="999 421 1294 616" data-label="Section-Header"> <p align="center">Emotional Abuse</p> </div> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> • conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. • not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. • developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability • overprotection and limitation of exploration and learning • preventing the child participating in normal social interaction. • seeing / hearing the ill-treatment of another. • serious bullying causing them frequently to feel frightened or in danger • exploitation or corruption of them. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</p>
<div data-bbox="347 1451 560 1624" data-label="Section-Header"> <p align="center">Sexual Abuse</p> </div> <ul style="list-style-type: none"> • forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. • physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing • Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse. 	<div data-bbox="1018 1451 1273 1624" data-label="Section-Header"> <p align="center">Physical Abuse</p> </div> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. • Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child. • Injuries in babies and non-mobile children

Symptoms of Abuse



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
- 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

Useful Contacts within the local authority

- Lincolnshire Safeguarding Children Partnership Multi-Agency Procedures
- Working Together to Safeguard Children & Young People 2018
- Keeping Children Safe in Education 2019
- Information Sharing Document 2018
- What to do if you're worried a child is being abused 2015
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2013
- Guidance for Safer Working Practice for Adults who work with Children and Young People 2019
- Sexting in Schools and Colleges 2016
- Sexual Violence and Sexual Harassment between children in Schools and Colleges May 2018
- Local Authority Designated Officers (LADO) Rachael Powis and Jemma Parkinson Tel: 01522 554674
LADO email address LSCP_LADO@lincolnshire.gov.uk
Customer Service Centre: 01522 782111

Out of Hours

Emergency Duty Service (6pm-8am + weekends and Bank Holidays) 01522 782333
Lincolnshire County Council Education Safeguarding Team
safeguardingschools@lincolnshire.gov.uk
Service Manager John O'Connor, Team Manager Jill Chandar-Nair, Team Leader Joanne Carr

Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695
Head of Virtual School LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk
Elective Home Education (EHE) ehe@lincolnshire.gov.uk
Children Missing Education (CME) cme@lincolnshire.gov.uk
Child in Entertainment or Employment cee@lincolnshire.gov.uk

Prevent

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk
- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, Email: prevent@lincs.pnn.police.uk

Online Safety incidents

National helpline
www.saferinternet.org.uk/helpline
Lincolnshire Police - 101 non-emergency or 999

Early Help Team

TACadmin@lincolnshire.gov.uk www.lincolnshire.gov.uk/tac
earlyhelpconsultants@lincolnshire.gov.uk

Training Materials

LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training and the new 6 year training pathway: LSCP training
LCC Safeguarding in Schools Training Package safeguardingschools@lincolnshire.gov.uk
Safeguarding Governor Training governorsupport@lincolnshire.gov.uk
Prevent Training

All staff can undertake e-learning which is equivalent to WRAP 2 via the LSCP website. In addition free face to face Prevent Awareness training is available through contacting either of the following:

- Lincolnshire Police, Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk.
- Lincolnshire County Council, Prevent Officer, 01522 555367, prevent@lincolnshire.gov.uk