

## LANGTOFT PRIMARY SCHOOL

### Safeguarding and Child Protection Policy and Procedures (v16)

**Article 19** (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 36** (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

#### **Named personnel with designated responsibility for safeguarding September 2021:**

Head Teacher: Mrs B Wood

Chair of Governors: Mr R Seaton

Designated Safeguarding Lead: Mrs B Wood

Deputy Designated Safeguarding Lead/s: Mr S Dolby

Safeguarding Governor: Mrs E Graham

Dedicated teacher for Looked After Children: Mrs B Wood

SENCo: Mrs E Pennell

The Designated Safeguarding Lead (DSL) and Deputies (DDSL) have responsibility for ensuring that the safeguarding of children is central to the ethos of our school. They are suitably trained and experienced and carry out the duties of the DSL role as outlined in [Keeping Children Safe in Education September 2021](#) and summarised in this policy.

This policy is reviewed annually or following national or local safeguarding changes to policy and procedure throughout the academic year.

Next Review Date: September 2022

## I. Introduction

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide.

## II. Definitions:

**Safeguarding is defined as:**

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

*(Working Together to Safeguard Children, 2018)*

The term 'Child' or 'Children' refers to as anyone under the age of 18 years.

### Section 1 SCHOOL COMMITMENT

**1.1 This policy applies to all adults, including volunteers, working in or on behalf of Langtoft Primary School (referred to as 'the school' or 'we' hereafter).**

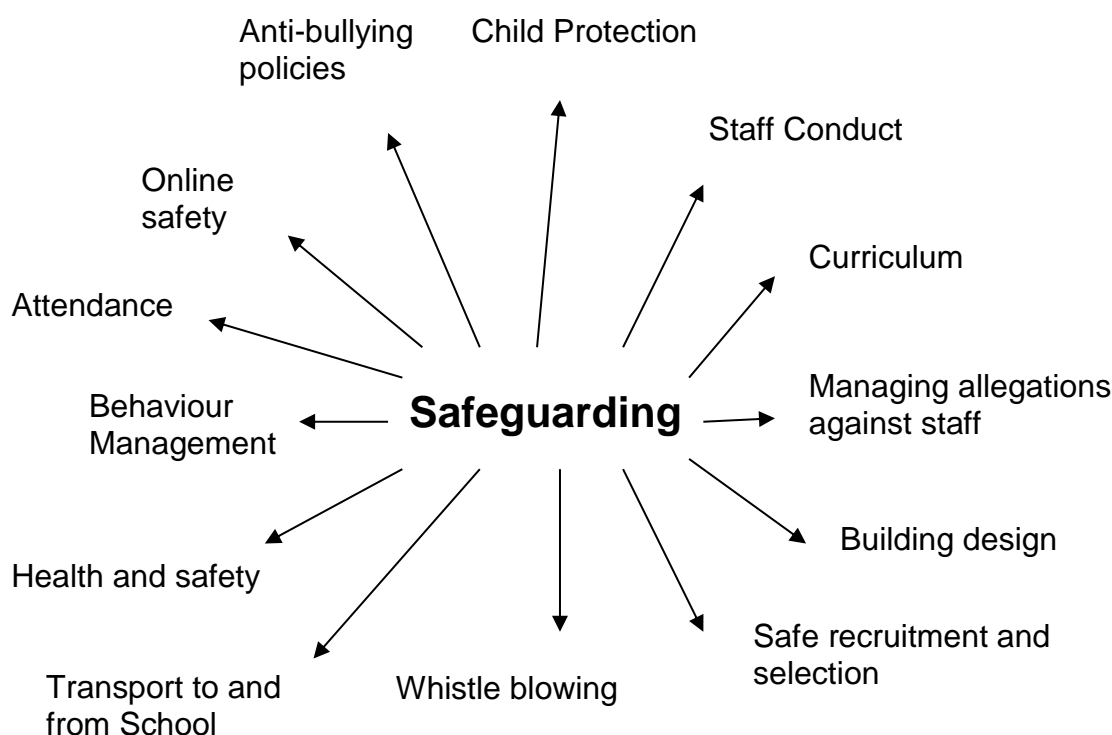
**1.2** We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by *Working Together to Safeguard Children* (2018) and *Keeping Children Safe in Education* (September 2019). Everyone working in or for the school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in the school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the school setting
- creating a whole school approach to safeguarding through a culture of care where children are listened to, and heard, with the knowledge that their concerns and worries will be taken seriously.

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

support all of our pupils.

1.4



- 1.5 We follow the above national guidance for schools (Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2018) so we are clear what to expect and can explain this to our children and their families. Where there are additional risks we will refer to other specific guidance which is listed in Appendix 2.

Our Governing Body is responsible for ensuring school staff read the appropriate Part 1 and Annex B of Keeping Children Safe in Education 2021. Governors will review regularly to ensure that staff are appropriately informed.

In our school we follow a six-year training pathway which ensures that all staff receive suitable training to undertake their role. To guide us we follow the [Lincolnshire Safeguarding Children's Partnership \(LSCP\)](#) pathway and guidance and access the expertise from the partnership.

The DSL (and any deputies) will undergo additional specific training at least every two years to provide them with the knowledge and skills required to carry out the role. If we recruit a new DSL or Deputy, we will ensure they are fully trained and undertake the Safeguarding Essentials course provided by the local authority.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals to allow them to understand and keep up to date with any developments relevant to their role. This will be done by attending the termly local authority DSL Safeguarding Updates, of which we attend a minimum of two per year, accessing DSL drop-in sessions and by attending appropriate LSCP inter-agency training and other relevant training and/or conference opportunities.

We use the LCC Self-Assessment Safeguarding Audit Tool which allows us to regularly assess the safeguarding in our school and identify areas of good practice as well as areas for improvement. We use this as our evidence to annually respond to the [LSCP on the compliance of safeguarding in our school](#)

## 1.6 Whistleblowing and Professional Resolution and Escalation

***Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.***

It is essential that our school expect good practice and professional conduct from ourselves, and others involved in the safeguarding of our children. Staff must be committed to providing a high standard of service and children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. They will follow the procedures for reporting low level concerns which are in our Code of Conduct and Disciplinary Policy and raise with the Head teacher and involve the [Local Authority Designated Officer \(LADO\)](#) if required. If a member of staff notices anything that gives them cause for concern, it is vital that this is raised. Acting upon staff concerns is fundamental to ensuring good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the school. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms in addition to compliments.

Our staff are encouraged to use the Whistleblowing policy as appropriate to raise or pass on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the children or the school
- e) Anything which is illegal or unacceptable behaviour.

We will always listen to any concerns and try to resolve them but should staff feel unable to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled in the school, they can use the NSPCC helpline [The NSPCC's 'What you can do to report abuse dedicated helpline'](#) or call 0800 028 0285 – line is available from 8am-8pm, Mon-Fri or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

If the school have concerns with the way other agencies are handling a safeguarding concern, then we will follow the Lincolnshire LSCP Professional Resolution and Escalation Protocol the [LSCP Professional Resolution & Escalation Protocol](#). This allows us to open up a dialogue with other professionals and resolve any issues in an open and honest approach and in the best interest of the child.

## Section 2 CHILD PROTECTION PROCEDURES

2.1 ALL staff follow the school's Child Protection Procedures which are consistent with:

- ['Working Together to Safeguard Children 2018'](#),
- [Keeping Children Safe in Education 2021](#); and
- [the Lincolnshire Safeguarding Children Partnership Procedures Manual](#).

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. Appendix 1 outlines the definitions of abuse. The relationships between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will have an awareness of specific safeguarding issues, as referred to in Appendix 2. Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding are some of these areas.

All staff will also be aware that safeguarding concerns can manifest themselves via peer-on-peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are clear as to the school's procedures with regards to peer-on-peer abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children will be recorded and discussed with the DSL (or the deputy DSL in their absence) prior to any discussion with parents.

### 2.2 Concerns that staff must act on immediately and report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- any explanation given to the above which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of FGM
- any potential indicators of Radicalisation

- any potential indicators of living in a household with Domestic Abuse

## 2.3 Responding to disclosure

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

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

Staff will:

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

## 2.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the child/family
- consulting with appropriate persons e.g. [Duty and Advice Team](#)
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a [child protection referral](#) to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Help Assessment - EHA)

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Lincolnshire's Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

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

The DSL (or deputy DSL in their absence) will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent [child protection conference](#)
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings and ensure that they understand the content
- where in disagreement with a decision and concerns remain with the child firstly:
  1. talk in the first instance to the social worker/customer service centre
  2. check the referral including all the relevant information and clearly document the concerns about the child
  3. finally follow the [professional resolution and escalation protocol](#) if the concern remains
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the social worker and/or Children's Social Care Customer Service Centre.

## **2.6 Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen. **Our school uses the reporting tool My Concern to log all cause for concerns. Photographs of injuries will not be taken. A paper Cause for Concern form is available for volunteers/visitors in school or in the absence of access to My Concern. The form reflects the online reporting tool.**

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All records of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.



All documentation relating to a pupil will be stored securely on My Concern (separate from the child's school file) with appropriate level of limited access.

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

Our school recognises that the child's welfare is paramount and that good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on a rare 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 also 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 DSL will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

## **Section 3 PUPIL INFORMATION**

### **3.1i In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:**

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, of person(s) who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents/carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes.
- If the child is a Looked After Child (LAC) or previously looked after
- name and contact detail of General Practitioner
- any other factors which may impact on the safety and welfare of the child



- 3.1ii The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements. The school will check information for all children on an annual basis.

### **3.2 Transfer of files**

- 3.2i **When a child leaves the school, the pupil's record, including the child protection file is transferred to the new school within 5 days for an in-year transfer or within 5 days after the start of a new term.**  
**For files created prior to September 2021: The child protection file is transferred separately in a sealed envelope is clearly marked: PRIVATE AND CONFIDENTIAL: Child Protection; FOR THE ATTENTION OF: Designated Safeguarding Lead. A receipt of this transfer will be retained. This will be achieved by the receiving school i) signing a copy of the list to verify that they have received the files listed and ii) returning signed list to our school for tracking and auditing purposes.**  
**For files created post September 2021: The child protection file is securely transferred via My Concern to the receiving school.**
- 3.2ii This information should be added to a record of transfer which the sending school keeps until the child reaches their twenty-fifth birthday and must contain:
- Name and date of birth of child
  - Name and address of receiving school
  - Date file(s) transferred with name and role of person who received it
  - Date sending school received confirmation of receipt of files from receiving school
  - Brief description of case at the time of transfer e.g. Child Protection Plan: Neglect.
- 3.2iii 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 in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- 3.2iv The full child record is transferred to the next school unless there are any records with a short retention period. It is important that full information is transferred to ensure a vital piece of information is not missing that could contribute at a later stage.
- 3.2v Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.
- 3.2vi We will not keep any copies of any records 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.
- 3.2vii The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil's 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, for example, 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.

3.2viii If any records relating to child protection issues are placed on the pupil file, it should be stored securely on My Concern or if a paper copy, in a sealed envelope and then retained for the same period of time as the pupil's file: that is, until the child's twenty-fifth birthday

3.2ix Sources of further support:

- [IRMS Information Management Toolkit for Schools June 2019](#)
- [DfE Data protection: a toolkit for Schools August 2018](#)
- [LCC Data Protection Advice Service for Schools](#)
- Perspective Light/Safeguarding/Safeguarding Documents/IRMS Toolkit for schools 2019 + Data Protection Toolkit for Schools

## Section 4 ROLES AND RESPONSIBILITIES

**4.1 Our Governing Body is so important in robust safeguarding practice. Our Governors will ensure that:**

- i. there is a named Safeguarding Governor
- ii. 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 and the school has one deputy DSL who is trained to the same standard as the lead DSL
- iii. the school has an effective Safeguarding and Child Protection Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis
- iv. school staff read Part 1 and Annex B of Keeping Children Safe in Education and this is recorded for evidence and reviewed regularly
- v. the school has a staff 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
- vi. 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 safer recruitment training
- vii. 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
- viii. the school has procedures for dealing with low level concerns in relation to staff behaviour and that there is a culture of openness in reporting and dealing with these concerns and a process of escalation if any allegation reaches or contributes to a risk of harm to children
- ix. 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

- x. 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
- xi. 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 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 pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.
- xii. staff including the headteacher undertake appropriate safeguarding training which is updated annually
- xiii. they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- xiv. a governor is nominated to be responsible for liaising with the Local Authority and/or partner agencies in the event of allegations of abuse being made against the headteacher
- xv. 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
- xvi. they review their policies and procedures annually
- xvii. 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 headteacher will ensure that:**

- i. the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff
- ii. 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.
- iii. there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s).
- iv. 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. The line is available from 8am until 8pm, Monday to Friday. Staff can also email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) .
- v. 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.

- vi. allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- vii. low level concerns in relation to staff behaviour are dealt with through disciplinary policy and a culture of openness and transparency is developed
- vii. 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) and Deputy (DDSL) as stated in *Keeping Children Safe In Education* (September 2021) will ensure that they:**

**4.3i** Are available during school hours for staff to discuss any safeguarding concerns. At Langtoft Primary School, the Designated Safeguarding Lead available will be Mrs B Wood in the first instance and Mr S Dolby in the second. All staff (including governors) have been given the mobile telephone number of both Leads. Volunteers should ring the school and/or email using [enquiries@langtoft.lincs.sch.uk](mailto:enquiries@langtoft.lincs.sch.uk). Arrangements will be made for appropriate cover for any out of hours/out of term activities.

They will ensure that all staff know who their vulnerable or potentially vulnerable pupils are, understand their additional needs, academic progress and attainment and maintain a culture of high aspirations for this cohort by supporting teaching staff to identify the challenges that children in this group might face and the additional support and adjustments, both pastoral and academic that could be made to best support them.

**4.3ii Manage referrals**

- a. refer cases of suspected abuse to the local authority children's social care (Customer Service Centre).
- b. support staff who make referrals to Customer Service Centre.
- c. seek advice from Prevent Team regarding radicalisation concerns and refer cases to the Channel programme when necessary.
- d. support staff to report any cases of Female Genital Mutilation (FGM) as outlined in the duty.
- e. support the headteacher 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.
- f. refer cases to the police where a crime may have been committed

**4.3iii Work with others**

- a. liaise with the headteacher to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- b. as required, liaise with the 'case manager' (as per Part Four of *Keeping Children Safe in Education*) and the Local Authority's Designated Officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer).

- c. 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.
- d. liaising with mental health team or lead where safeguarding concerns are linked to mental health
- e. help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

#### **4.3iv Undertake training**

- a. The school's DSLs with responsibility for child protection, undertake appropriate child safeguarding training and inter-agency working training (provided by the Lincolnshire Safeguarding Children Partnership) to provide them with the knowledge and skills required to carry out the role. The training will be updated at least every two years. They will also undertake Prevent awareness training.
- b. 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. This will be done by attending the termly Designated Safeguarding Lead Safeguarding Updates and Briefings and by attending appropriate Lincolnshire Safeguarding Children Board inter-agency training and other relevant training and/or conference opportunities 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 *Safeguarding and Child Protection Policy and Procedures*
  - are alert to the specific needs of children in need, those with special educational needs and young carers
  - be able to understand the unique risks associated with online safety and keep up to date with knowledge to keep children safe whilst they are online at school
  - understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and know what is needed in responding to this in promoting educational outcomes

- understand the importance of information sharing, both with the school and with the safeguarding partners, other agencies, organisations and practitioners
  - 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 may put in place to protect them
- c. The headteacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated and follow the [LSCP 6 year training pathway](#). In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.
- d. All staff (including temporary staff and volunteers) are provided with the school's Safeguarding Policy and informed of the school's child protection arrangements on induction.
- e. Support, Advice and Guidance for
- Staff will be supported by the school, the Local Authority and professional associations
  - The DSLs will be supported by the Safeguarding Governor, Chair of Governors, other DSLs and the LSCP.
  - Langtoft Primary School seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultant, Claire Bristow. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695 or [safeguardinginschool@lincolnshire.gov.uk](mailto:safeguardinginschool@lincolnshire.gov.uk) for non-urgent safeguarding advice about training, policy, audit etc.

#### 4.3v Raise Awareness

- a. ensure the school's child protection policies are known, understood and used appropriately

- b. ensure the school's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with the governing body regarding this
- c. ensure the child protection 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 in this
- d. link with the Lincolnshire Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding

**4.3vi All staff and volunteers will:**

- i. read and sign to say that they understand and will fully comply with the school's policies and procedures
- ii. read and sign to say that they understand Parts 1 and Annex B of *Keeping Children Safe in Education* (September 2021)
- iii. 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
- iv. ensure there is a culture of listening to children and always considering their thoughts and wishes
- v. recognising the difficulties that some children have in approaching and sharing concerns with adults, putting in place measures to build relationships
- vi. attend annual whole school safeguarding training and other appropriate training identified (6 Year Pathway)
- vii. provide a safe environment in which children can learn
- viii. be aware that they may be asked to support a Social Worker to take decisions about individual children
- ix. inform the DSL of any concerns about a child immediately
- x. inform the headteacher of any concerns regarding an adult within school at the earliest opportunity
- xi. inform the Chair of Governors of any concerns regarding the headteacher at the earliest opportunity
- xii. act on the concern and make the referral themselves if they feel the concern is not being taken seriously.



## Section 5 CHILD ABUSE, NEGLECT AND SPECIFIC SAFEGUARDING SITUATIONS

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people may be abuse in a family, an institutional or community setting by those known to them or by other (e.g. via the internet). They may be abused by an adult/s or another child/ren. Sometimes they tell us about abuse, sometimes they don't.

**5.1** Abuse is categorised in Working Together into four areas Sexual Abuse, Emotional Abuse, Physical Abuse and Neglect (**Appendix 1**)

**5.2** Children also face risks within several safeguarding situations, these are detailed in **Appendix 2**. The school ensures that staff training focuses on the situations that are relevant to our children in our school environment, recognising also that children are part of a wider community and that a 'it may happen here' culture allows early intervention. We also ensure that children themselves develop skills in recognising risks and keeping themselves and others safe within these situations.

### **5.3 Child on Child Sexual Violence and Harassment**

**5.3i** The school is more aware and vigilant in addressing this safeguarding concern. We refer to the recent guidance [Sexual violence and sexual harassment between children in schools and colleges](#)

**5.3ii** The school will create a culture where sexual harassment including online sexual abuse is not tolerated. The school will ensure this is a whole school approach assuming that sexual abuse is, to some extent, happening in the school. This will allow to identify issues and intervene early to better protect the children. Further specific details can be found in **Appendix 2**.

## Section 6 PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### **6.1 Safer Recruitment and Selection**

**6.1i** The school pays full regard to Department for Education guidance *Keeping Children Safe in Education* (September 2021)

**6.1ii** We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult including, for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applications, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, for example, Disclosure and Barring Service and right to work in the UK..

- 6.1iii Key staff involved in staff recruitment are trained in safer recruitment and vetting as detailed in the LCC Employment Manual. At least one member of the recruitment panel, including appointment of volunteers and contracted services, will have received safe recruitment training in the last 5 years and accessed more regularly updates on changes to legislation and procedures.
- 6.1iv In line with statutory changes, underpinned by regulations, the school will maintain a Single Central Record (SCR). This document will cover all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- 6.1v The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:
- an identity check;
  - a barred list check;
  - an enhanced Disclosure and Barring Service (DBS) check
  - a prohibition from teaching check;
  - a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
  - further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
  - a check of professional qualifications; and
  - a check to establish the person's right to work in the United Kingdom.
  -
- 6.1vi For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, the school will record this on the single central record. **Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child and if necessary a risk assessment will be carried out based on the nature of the work with children, what is known about the volunteer, whether the volunteer has other employment or volunteering where referees can be acquired and if the role is eligible for a DBS check and at what level.**
- 6.1vii Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school. In addition the school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. The school will refer to the DfE Guidance: Recruit Teachers from Overseas and will contact the senior LCC HR advisor for further guidance.
- 6.1viii One of the personnel named at the head of the policy (in addition to the School Bursar) have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **6.1ix Home-stays (Exchange Visits)**

- 6.1x 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 to 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

### **6.1xi Use of school premises**

- 6.1xii We will ensure that adequate checks are carried out when the school premises are used by others not employed by the school:
- With the person's consent, apply for a DBS
  - Check for any updates to the DBS every 3-6 months
  - Check if the person involved is with a regulated body and if so, contact the body to see if there are any concerns
  - Ask the person involved for names of other schools that they have worked in and contact these schools to see if any concerns have been raised

## **6.2 Safe Working Practice**

- 6.2i Langtoft Primary School will comply with the current [Guidance for Safer Working Practice for Adults working with Children & Young People in education Settings](#)
- 6.2ii Safe working practice ensures that pupils are safe and that all staff:
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
  - work in an open and transparent way;
  - work with other colleagues where possible in situations open to question;
  - discuss and/or take advice from school management over any incident which may give rise to concern;
  - record any incidents or decisions made;
  - apply the same professional standards regardless of gender, sexuality or disability;
  - comply and are aware of the confidentiality policy;
  - are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- 6.2iii Staff having concerns about another member of staff:
- Staff members having concerns about another member of staff will report these to the headteacher.

- Where staff members have concerns about the headteacher, these will be reported to the Chair or Governors. When this is not appropriate, then the concern should be reported to the Local Authority Designated Officer (LADO).

6.2iv Staff having concerns about safeguarding practices:

- should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime or concerns about other agencies by using the [LSCB Professional Resolution and Escalation Protocol](#). Any such concerns will be taken seriously by the senior leadership team and others involved.

### 6.3 Risk Assessments

- 6.3i Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. They can be found on the school's G: drive, accessible by staff only and available to parents on request. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.
- 6.3ii Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

### 6.4 Safeguarding Information for Pupils

- 6.4i All pupils in our school are regularly reminded that they can approach any member of staff. The school is committed to ensuring that pupils are aware of behaviours towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff, called a Designated Safeguarding Lead (DSL), with responsibility for child protection and safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine and NSPCC Speak Out Stay Safe.
- 6.4ii Our school will ensure that pupils are made aware that information can be found at the following helplines: NSPCC and CEOP.
- 6.4iii School's arrangements for consulting with and listening to pupils are through the School Council and the school's mini police. The School Council reports to the headteacher at least fortnightly following Friday Free Speech. The mini police report at least weekly on a range of local and national themes including playtime behaviour and anti-bullying.

### 6.5 Partnership with Parents

- 6.5i The school shares a purpose with parents to educate and keep children safe from harm. Information on how to do this is shared through the monthly newsletter, through the school's website and through workshops. Advice, information and recognized organisations are signposted, such as [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb) [www.nspcc.org.uk](http://www.nspcc.org.uk); [www.ceop.gov.uk](http://www.ceop.gov.uk) and Lincolnshire Customer Service Centre 01522 782111

- 6.5ii We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- 6.5iii Langtoft Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- 6.5iv We encourage parents to discuss any concerns they may have with their child's class teacher, with the school's SENCo and/or with the headteacher.
- 6.5v The school's Safeguarding and Child Protection policy is available by accessing the school website or a printed copy will be provided on request to the school office.
- 6.5vi Langtoft Primary School follows the Lincolnshire Safeguarding Children Partnership procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their children; however, there may be exceptional circumstances when the school will discuss concerns with the Customer Service Centre and/or the police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Partnership Procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers.
- 6.5vii If a visitor is worried about the safety of a child, they need to do something about it. If a child is in immediate danger, make sure the child is safe, inform a member of staff and if necessary call the police on 999 or Lincolnshire Customer Services on 01522 782111.

## **6.6 Partnerships with others**

- 6.6i Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## **6.7 Alternative Provision**

- 6.7i The school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.
- 6.7ii When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

## **Section 7 ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING VOLUNTEERS)**

- 7.1 As per guidance in section 4 of KCSIE 2021, the school recognises two levels of concerns:
- Allegations that meet the harms threshold – further details outlined in the Managing Allegations policy
  - Allegation/concerns that do not meet the harms threshold referred to as 'low level concerns'. The school's Code of Conduct policy outlines expectations of staff and how they should behave.

Any concerns may impact on a staff member's employment, therefore the school refers to the LCC School Employment Manual/Disciplinary policy.

### **7.2 Allegations that meet the harms threshold**

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children

- 7.2i The school will apply the same principles as in the rest of this document and will always follow the Lincolnshire Safeguarding Children Partnership Procedures that can be accessed at [Lincolnshire Safeguarding Children Partnership](#).

- 7.3ii The Head teacher will be the case manager who will take the lead in any investigation. If the Head teacher is the subject of the allegation, then the chair of governors will manage the case. If there is any doubt as to the procedure to follow, the Lincolnshire Local Authority Designated Officer (LADO) will be contacted for advice.

- 7.3iii The priority in any allegation is the safety of the child. The DSL will follow normal safeguarding procedures if there is risk of harm to a child.

- 7.3iv Following procedures, the case manager will undertake basic enquiries to obtain facts and not jeopardise any potential police investigation. All investigations will be carried out by:

- applying common sense and judgement
- dealing with the allegation quickly, fairly and consistently
- providing protection for the child and support for the person subject to the allegation

- 7.3v The school will inform the person subject to the allegation when it is right to do so based on advice from LADO and if appropriate Social Care and the Police.

- 7.3vi Following the initial investigation and discussions with LADO there may be an outcome of:

- no further action – record of decision and rationale is made as well as decision of information to be shared with the individual
- further enquiries – following discussion with LADO, these are carried out by a senior member of staff or an independent investigator depending on the nature of the investigation. The case manager will monitor the progress of this following the timescales and reviews outlined in the Managing Allegations Policy

7.3vii If the allegation is in relation to a **supply teacher**, the school will seek guidance from the LADO and the agency as to the appropriate actions in relation to employment or deployment of the individual within the school and across other schools. The agency should then fully cooperate with the school in any investigations that need to take place. The allegations management meeting arranged by LADO will take into consideration any previous concerns in relation to the individual.

7.3viii If the allegation is in relation to a governor, we will follow our local procedures; removing the person from office should the allegation be substantiated.

7.3ix Suspension is not an automatic response when an allegation is reported. The case manager will make a decision on this and review regularly throughout any investigation. The case manager will consider all possibilities to avoid suspension including temporary redeployment. Suspension will be implemented if there is cause to suspect a child is at risk of any harm or if the case is so serious that it is most likely to result in dismissal. The governing body will seek guidance from LADO as well as social care and the Police to decide whether suspension is the most appropriate action.

7.3x The schools recognises that this process can be very stressful for all involved; the school are committed to provide support as outlined in our Managing Allegations policy.

7.3xi Information sharing is crucial in this process. This includes all relevant information about the person subject to the allegation to aid investigations as well as information about the child involved to determine the level of protection required. School policy outlines conditions related to the confidentiality of this information.

7.3xii The outcomes from an allegation are:

**Substantiated:** there is sufficient evidence to prove the allegation;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

7.3xiii Following the decision, the case manager, with support from LADO will determine the next actions. If an allegation was found to be malicious, the school must consider whether the



person/child who made the allegation is in need of help themselves and whether a referral to customer services is required.

- 7.3xiv Details of the allegations will be kept on the file of the person accused, except those resulting in a malicious outcome where the choice to retain is that of the individual.

#### **7.4 Non-recent allegations**

- 7.4i If an adult wishes to raise an allegation to the school that they were abused as a child, the adult will be strongly advised to contact the police. Any non-recent allegation made by a child must be reported to the LADO who will follow the local authority procedures for dealing with historic reporting of incidents.

#### **7.5 Allegations that do not reach the harm threshold**

- 7.5i The school fosters a culture in which all allegations and concerns about adults are taken seriously and responded to promptly and appropriately. By being open and transparent about addressing 'low level concerns' we can respond early and reduce the escalation of situations and potential risk of harm to children.
- 7.5ii Further details can be found in our Low Level Concerns section of the staff Disciplinary policy
- 7.5iii A low level concern is defined as behaviour that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work,
  - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- 7.5iv Examples of such behaviour could include, but are not limited to:
- being over friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone;
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
  - using inappropriate sexualised, intimidating or offensive language.
- 7.5v The school will ensure staff are clear about what appropriate behaviour is and are confident to share any low level concerns with the Head teacher. All unprofessional behaviour will be address at early stage with sensitivity and proportionality. Any weakness in the school safeguarding system that has allowed this behaviour to exist will be addressed.
- 7.5vi All low level concerns will be reported to the Head teacher who will follow the procedures in the policy to address these. Low level concerns will be recorded and kept safe. They will be reviewed regularly to see if there are any emerging patterns in relation to an individual so that a decision can be made as to whether to escalate to an allegation that meets the harm threshold.

## **APPENDIX 1 Definitions of safeguarding abuse and neglect**

(Working Together' 2018 and 'Keeping Children Safe in Education' 2021)

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

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

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

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

## **APPENDIX 2 Definitions and procedures for specific safeguarding situations**

In addition to the situations below the LSCP policy and procedures manual maintains an extensive section on ['Children in Specific Circumstances'](#) – (section 5) that DSL and any deputy DSLs should be familiar with.

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

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children **Going to Court** [5-11 year olds](#) and [12-17 year olds](#).

### **Children Missing out on Education**

Missing school can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may also 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 missing school in the future. It is the school's duty to notify the local authority of any children who go missing from school and cannot be found at the known place of residence,

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

Schools understand 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. Support is available from the National Information Centre of children of offenders [NICCO](#) who provide information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child Sexual Exploitation**

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 \(2017\)\)](#)

School staff are trained in recognising the key indicators of CSE and understand their role in the prevention of CSE and the importance of awareness within the curriculum e.g. within the teaching of Healthy Relationships.

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 will make referrals to the CSC as appropriate. The school also appreciates that they have a role to play in sharing soft intelligence in relation 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.

### **Child Criminal Exploitation: County Lines and Cyber Crime**

School recognise that criminal exploitation of children is a geographically widespread form of harm that can affect children both in a physical and virtual environment. We recognise that experienced of boys and girls being exploited may be very different; appropriate support will be given to address the individual needs of our children.

**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 is missing school 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. First responders organisations e.g. the local authority can complete the referral, on the schools behalf, online.

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

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

- missing from school
- showing signs of other types of abuse/aggression towards others
- having low self-esteem, and feelings of isolation, street or fear
- lacking trust in adults and appearing fearful of authorities
- having poor concentration or excessively tired
- becoming anti-social
- displaying symptoms of substance dependence
- excessive time online computer/gaming forums
- social Isolation in school with peers
- high-functioning with an interest in computing

This is not an exhaustive list and our school are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Further advice and support regarding concerns of this nature can be found in the contacts section.

### **Domestic Abuse and Operation Encompass**

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.
- actions that encompass, but are not limited to a psychological, physical, sexual, financial and emotional impact.
- controlling behaviour that includes 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 that includes 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 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. Where domestic abuse 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. Further guidance is available in the [Domestic Abuse Resource Pack for Schools and Educational Settings in Lincolnshire](#); <https://edanlincs.org.uk/> email: [info@edanlincs.org.uk](mailto:info@edanlincs.org.uk) Tel: 01522 510041

## **Operation Encompass**

Operation Encompass is a national police-led initiative to notify schools, prior to the start of the next school day, when a child or young person has experienced, any domestic abuse. The police officer attending a domestic abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification to the DSL and Deputy DSL in our school in readiness for the start of the next school day. We will not discuss the domestic abuse notification with the parent. Notifications are about the child in the school the following contact/day. The information is limited and therefore does not safely allow any such discussion and we could increase the risk by discussing with the child, or parents of the child. We will however talk to parents about the situation should they wish to raise this with the school.

All staff will receive training on the Operation Encompass process. If we are unsure whether our concerns need to be reported to Children's Services, we will contact 01522 782111 and request a consultation with a social worker, which will be arranged for the following working day. If we notify the parents that we wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the social worker can review any relevant history beforehand. If we do not notify the parents, a hypothetical consultation will be held and the social worker will only have the information available during the discussion.

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

## Homelessness

Being homeless or at risk of homelessness presents a real risk to a child's welfare. The DSL (and deputy) is aware of contact details and referral routes into the Lincolnshire Housing Authority so they can raise /progress concerns at the earliest opportunity. We refer to the [Homeless Reduction Act Factsheets](#) which summarises 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.

## '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 abusive and should be handled and escalated as such. Our staff are alert to the possibility of a child being at risk from HBV, or have already suffered HBV and understand the duty on them to protect the welfare of these children

## Female Genital Mutilation/FGM

Our 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.

## The reporting of FGM is a mandatory duty for teachers.

Our teachers are 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 **them (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 children. We refer to the DfE guidance [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 will follow usual safeguarding procedures reporting to DSL.

## 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 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.



Our staff understand that, likewise this is a potential safeguarding issue and that they must pass on concerns by applying the usual referral process and Child Protection procedures and passing this information to the Designated Safeguarding Lead (DSL). We refer to The Forced Marriage Unit on Tel; 020 7008 0151 and their statutory guidance;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

### **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, our 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 a staff member identifies 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). If the individual is at immediate risk of harm or immediate risk of terrorist related activity then the Police should be contacted on 999. If there is no immediate risk, the Designated Safeguarding Lead will contact the Lincolnshire Prevent team (Lincolnshire Police, Prevent Officer 01522 558304 [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or LCC, Prevent Officer 01522 555367 [prevent@lincolnshire.gov.uk](mailto:prevent@lincolnshire.gov.uk)) to seek further help. The Prevent officer may be able to support the school or may decide that a referral into the Channel process is required. [Channel guidance](#). It may be decided that there are no Prevent related concerns but a referral into Lincolnshire Customer Services is required.

Our School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build children's resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

We refer to the [Prevent duty guidance: for England and Wales](#) which contains information for schools. For further local guidance we refer to the Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 2018.

## **Peer on Peer Abuse**

All staff are 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, prejudice-based and discriminatory 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;
- abuse in intimate relationships
- 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;
- nudes/semi-nudes (sexting); and
- initiation/hazing type violence and rituals;

## **Body Shape**

Young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, through social media and through their own view of themselves. Research shows more than half of young people worry about the way they look, and this can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and teach body confidence at the school and encourage young people to work together to present a positive and healthy view of body shape.

## **Bullying**

Bullying is a form of abuse and can cause serious anxiety and distress leading to poor attendance at school and further safeguarding risks. It comes in many different forms which are detailed in this appendix. All bullying including cyber bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. The school will make a child protection referral if required. Staff are fully trained to deal with bullying within the school and support children who are being bullied. Staff recognise the different levels of bullying and the seriousness of racist, homophobic and gender related bullying. We recognised that, whilst those who are bullying may need sanctions put in place, we also recognise that they may be in need of support and we will engage with appropriate services to address this.

## **Serious Violence**

- All staff are 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 are aware of the associated risks and understand the measures in place to manage these. We refer to the Home Office publication for advice and guidance. <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

## **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.

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.

Any report of sexual violence will trigger the school to do a risk assessment to consider

- the needs of the victim and their support and protection
- any other potential victims
- the perpetrators and,
- all other children, and if appropriate, students and staff if protection is required against the perpetrator.

This risk assessment does not replace those assessments carried out by professionals but helps the school decide on the next course of action particularly in relation to keeping the victim and other potential victims safe from harm or distress. The assessment may result in reorganisation of classes or transport arrangements, for example to ensure that the victim and perpetrator are not in close proximity. It may be necessary to consider a move to an alternative school or educational setting based on the risk assessment or the decision of the court. Where a managed move is being considered, we may contact the local authority Pupil Reintegration Team for further advice. Any decisions will be made based on the wishes of the victim, the nature of the incident and the safety

of others. Actions will be taken immediately to reduce risk and undue distress and assessments will be reviewed regularly.

The outcome of a report of sexual violence may be that we will manage the situation within our own processes, request early help from the local authority, report the incident to social care or report to the Police. All reports will be reviewed and potential lessons to be learnt by the school will be considered.

We recognise in our school that reporting of the above can be difficult for children and therefore we provide a range of ways in which children can let us know of their concerns and we will promote these regularly. We will adopt an understanding that it could and is most likely happening in our school and not depend on reporting to dictate actions. We will develop a 'zero tolerance' approach and not judge any disclosure as 'low level' or acceptable. We understand that peer on peer abuse does not only happen in school but also outside of the setting and online. The way we respond to a concern is likely to have a long lasting impact on how others react if they wish to disclose therefore we are very aware of ensuring appropriate support is in place. We will continue to reflect on our approaches using the experiences of children and families to guide this. If we find the information to be false, unfounded or malicious, we will also reflect and act on if necessary, why this disclosure was made and any potential 'cry for help' that could escalate into a safeguarding concern. Support will also be considered for the perpetrator in order to reduce harmful behaviour and potential risk to others.

All staff have received the appropriate level of training to be able to respond to sexual abuse and harassment incidents.

Our behaviour policy provides further information on the process followed by the school and **All** staff have read and understood this policy.

## **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 will always act in the best interests of a child and follow usual safeguarding procedures.

**Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (sexting or nudes)** <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Where there is a disclosure or the school becomes aware that a child may have been involved in sending nudes or semi-nudes images or videos 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).

[Overview of Sexting Guidance](#)

Staff understand that when an incident comes to their attention the incident should be referred to the DSL as soon as possible. The DSL will then hold an initial review meeting with appropriate school staff and subsequent interviews with the young people involved (if appropriate). Parents will 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 will be made to children's social care and/or the police immediately

We will refer to the following guidance if appropriate:

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

## **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/>

## **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 all relevant personnel. The guidance on [Searching, Screening and Confiscation for Head teachers, schools and Governors January 2018](#) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a child of 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 child may be an exploited child and victim to which the school will offer support

## **Children who may require Early Help**

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;
- risk of modern slavery, trafficking, exploitation, radicalised;
- not in education, training or employment after the age of 16 (NEET);
- unborn babies – LSCP pre-birth protocol

These children are more vulnerable and therefore the school will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

We refer to the guidance for Early Help at [www.lincolnshire.gov.uk/tac](http://www.lincolnshire.gov.uk/tac) or seek help via [TACadmin@lincolnshire.gov.uk](mailto:TACadmin@lincolnshire.gov.uk)

### **Children with special educational needs and disabilities or physical health issues**

[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. It is common to see a disability first and abuse second which may delay support required. Vulnerable children can be disproportionately impacted by things like bullying and abuse, without outwardly showing any signs. There may also be communication barriers and difficulties in overcoming these barriers

These additional challenges are addressed through a high level of pastoral care and 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. Our communication with parents will be frequent and informative allowing on-going risk assessments to be carried out to avoid any assumptions being made in relation to any change in behaviour or physical appearance.

### **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 it is important to ensure their wellbeing, safety and welfare as well as help them to reach their potential. This includes the looked

after child who is moving out of care.. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and that a full working relationship is maintained with the Lincolnshire Virtual School

We have a member of staff who is dedicated to supporting Looked After Children. This member of staff liaises with the Lincolnshire Virtual School in respect of all children at the school who have 'looked after' status. [virtualschool@lincolnshire.gov.uk](mailto:virtualschool@lincolnshire.gov.uk) Schools address any queries directly to the child's social worker until they are 17 years 6 months after which they are transferred to Lincolnshire Leaving Care Service.

### **Online safety**

Young people are increasingly using mobiles phones, tablets and computers on a daily basis. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home. The school follows UK Council for Internet Safety and Department for Education Guidance around sexting and staff will immediately report concerns to the Designated Safeguarding Lead.

"Chatrooms" and social networking sites are the more obvious sources of inappropriate and harmful behaviour and young people cannot access these on our IT system. We will work with young people on how to maintain their own safety and how to summon help if they are concerned about what they see on line. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

The staff Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with young people in our care.

All staff are aware of and follow the DfE guidance [Teaching online safety in school 2019](#) to ensure our children 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](#)

### **Photography and Images**

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable and acceptable reasons. However, we know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of young people. The school provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy they should contact the Head teacher.



To protect young people we need to:

- a) seek parental consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) ensure that the child is appropriately dressed.
- c) encourage young people to tell us if they are worried about any photographs that are taken of them.

Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home, and include what to do if young people are worried about an image they see. At school, children will be taught about healthy relationships and the dangers of inappropriate images and the sharing of these.

### **Private Fostering**

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents.

By law, the local authority must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the school) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

### **Pre-Birth Protocol**

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

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

A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment including timetable and learning environment adjustments. It is important that the provision participate in the Team Around the Child) in order for them to fully support the continued education of the young parent. Education establishments should have a clear strategy for engaging with the

young person while they are away from the provision so as to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral to the pupil reintegration team on 01522 554525 who will assess and consider alternative arrangements if appropriate.

The Lincolnshire Pre-Birth Protocol link to the full document is below;

[https://lincolnshirescb.proceduresonline.com/chapters/p\\_pre\\_birth\\_protocol.html?zoom\\_highlight=pre+birth+protocol](https://lincolnshirescb.proceduresonline.com/chapters/p_pre_birth_protocol.html?zoom_highlight=pre+birth+protocol)

[https://lincolnshirescb.proceduresonline.com/pdfs/pre\\_birth\\_flow\\_chart.pdf](https://lincolnshirescb.proceduresonline.com/pdfs/pre_birth_flow_chart.pdf)

## **Substance Misuse**

The school takes a serious view of substance misuse while recognising that young people may get caught up in misusing substances through vulnerability or exploitation. All cases of substance misuse should be brought to the attention of the Head teacher who will consider both the student behaviour policy and any factors that may indicate a young person is in need of help or protection

## **Trafficking and exploitation**

The two most common terms for the illegal movement of people – ‘trafficking’ and ‘smuggling’, are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent.

Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents.

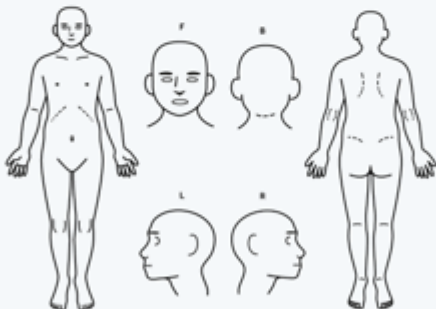
Any concerns about trafficking and exploitation will be reported by the school to Customer Services immediately.

## APPENDIX 3 Record of Concern Form (in the absence of access to My Concern or for volunteers/visitors in school)

### LANGTOFT PRIMARY SCHOOL / RECORD OF CAUSE FOR CONCERN

#### INSTRUCTIONS:

1. Please complete each box fully, accurately and based on the evidence available to you.
2. Do not take photographs of injuries.
3. Deliver to Mrs Wood or to Mr Dolby immediately. In their absence, deliver to a member of the office staff.
4. Treat the information confidentially.

Child's Full Name	
Date / Time	
Concern Summary	
Details of concern (times, dates, who was present, pupil's actual words)	
Injury details / Body map	
Location of incident	
Action taken	
Completed by	

## **APPENDIX 4 Body Map Guidance**

**Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.**

**At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person. The body map below should be used. Any concerns should be reported and recorded without delay to Customer Service Centre or the child's Social Worker if already an open case to social care.**

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

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

**Ensure First Aid is provided where required and then recorded appropriately.**

**Safeguarding is everyone's responsibility**  
Customer Service Centre for referrals and advice  
Tel: 01522 782111

## **APPENDIX 5 Guidance & 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 2021](#)
- [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](#)
- [Guidance for Safer Working Practice for those Adults who work with Children and Young People](#)
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- [Sexual violence and sexual harassment between children in schools and colleges](#)

Elective Home Education (EHE) [ehe@lincolnshire.gov.uk](mailto:ehe@lincolnshire.gov.uk)

Children Missing Education (CME) [cme@lincolnshire.gov.uk](mailto:cme@lincolnshire.gov.uk)

Child in Entertainment or Employment [cee@lincolnshire.gov.uk](mailto:cee@lincolnshire.gov.uk)

School Attendance Queries [attendance@lincolnshire.gov.uk](mailto:attendance@lincolnshire.gov.uk)

### **Prevent**

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

### **Online Safety incidents**

National helpline  
[Saferinternet Helpline](#)

## Early Help Team

[TACadmin@lincolnshire.gov.uk](mailto:TACadmin@lincolnshire.gov.uk)

[www.lincolnshire.gov.uk/tac](http://www.lincolnshire.gov.uk/tac)

[earlyhelpconsultants@lincolnshire.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gov.uk)

## Training Materials

LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training:

[LSCP Training](#)

LCC Safeguarding in Schools Training Package

[safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk)

Safeguarding Governor Training [governorsupport@lincolnshire.gov.uk](mailto:governorsupport@lincolnshire.gov.uk)

Prevent Training; All staff can undertake e-learning which is equivalent to WRAP 2 via the LSCP Training

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](mailto:prevent@lincs.pnn.police.uk).
- Lincolnshire County Council, Prevent Officer, 01522 555367, [prevent@lincolnshire.gov.uk](mailto:prevent@lincolnshire.gov.uk)

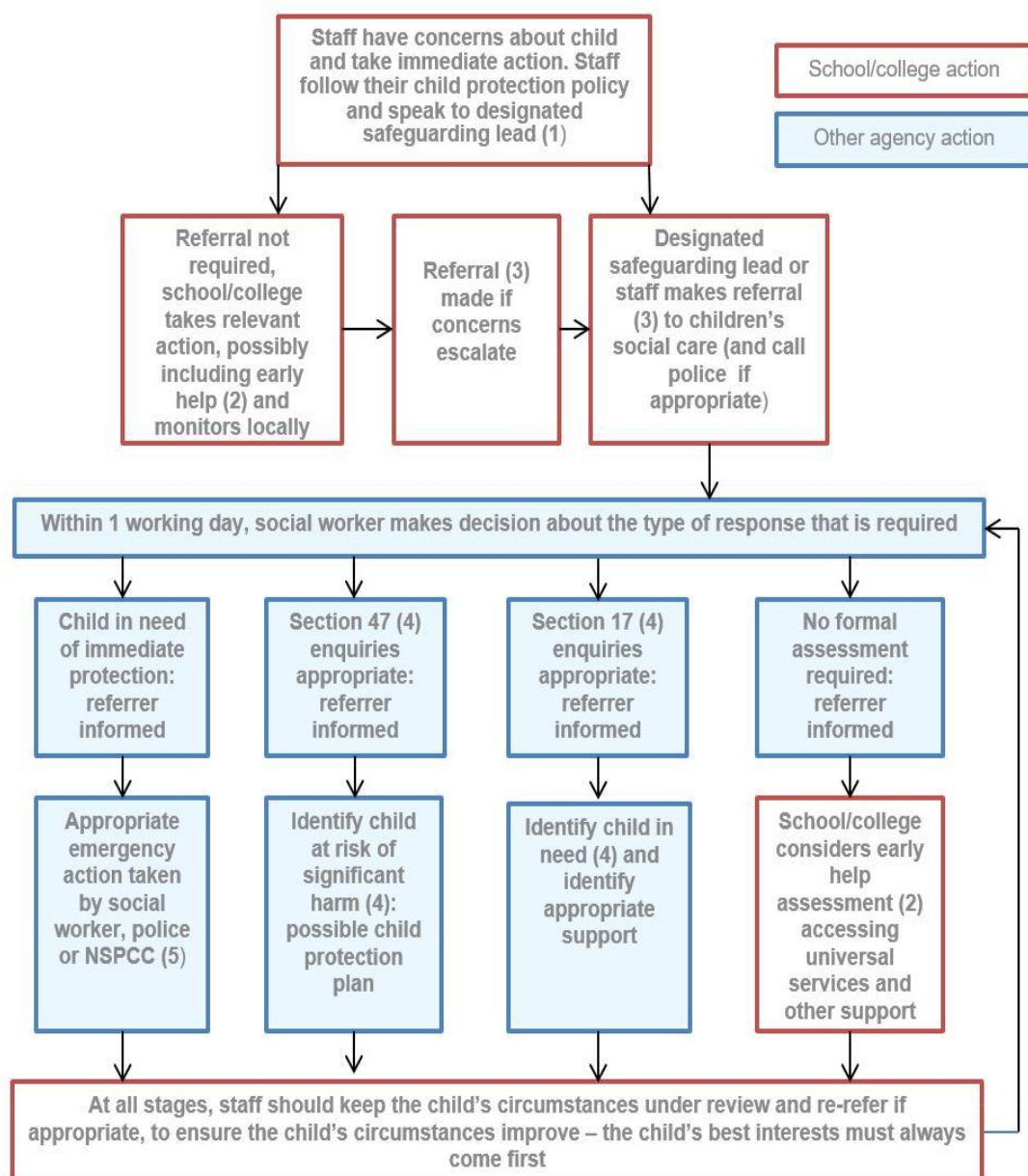
## Safeguarding Contacts

Advice on any aspect of Child Protection and Safeguarding may be sought from the Safeguarding Team;

<b>Designated Safeguarding Lead (DSL)</b>	<b>Mrs B Wood (01778 343419)</b> <a href="mailto:enquiries@langtoft.lincs.sch.uk">enquiries @langtoft.lincs.sch.uk</a>
<b>Deputy Designated Safeguarding Lead(s)</b>	<b>Mr S Dolby (01778 343419)</b> <a href="mailto:enquiries@langtoft.lincs.sch.uk">enquiries @langtoft.lincs.sch.uk</a>
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> <i>(Children living in Lincolnshire)</i>	<b>01522 782111</b> <b>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</b>  <b>Emergency Duty Team</b> <b>01522 782333</b> (6pm-8am + weekends and Bank Holidays)
<b>Safeguarding of children concerns</b> <i>(Children living in other Authorities)</i>	<i>Please add in relevant authority contact numbers if applicable as concerns for children need to be reported to the local authority in which the child resides (or state n/a)</i>
<b>Allegations against /concerns about adult(s) working with children</b>  <b>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.</b>	<b>Lincolnshire Local Authority Designated Officers (LADO)</b>  <b>Rachael Powis, Kim Murray &amp; Ildiko Kiss</b> <b>01522 554674 <a href="mailto:LSCP_LADO@lincolnshire.gov.uk">LSCP_LADO@lincolnshire.gov.uk</a></b>  <b>The Head/Chair must contact LADO to discuss concerns &amp; course of action.</b>
<b>Police (Emergency)</b> <b>Police (Non-Emergency)</b>	<b>999</b> <b>101</b>
<b>Safeguarding Cluster</b>	
<b>LCC Safeguarding in Schools</b> <i>for advice around safeguarding policy, audits, training etc.</i>	<b>Ruth Fox</b> <b>Miriam Shucksmith</b>  <a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a>

## APPENDIX 6 Referral Flowchart from *Keeping Children Safe in Education*

### Actions where there are concerns about a child



**Annex A**

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

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

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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



## APPENDIX 7 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
- 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)



**T**ell me what you mean by that?/ Can you **T**ell me how that happened?

**E**xplain that to me

**D**escribe that....

### **Reassure**

- Stay calm, telling 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: speak with Mr McCullough or Mr Dolby
- Be honest about what you can do

### **Report and Record**

- Make a brief, accurate, timely and factual written 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 first or second 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 8 The 6 Year Safeguarding Training Pathway



### Lincolnshire Safeguarding Children Partnership 6 Year Safeguarding Children Training Pathway

The LSCP recommends a programme of multi-agency safeguarding training for all practitioners. This runs alongside your own single agency safeguarding training.

- The courses are delivered via a combination of **eLearning** and **virtual workshops**.
- The pathway is designed to develop safeguarding knowledge, making it important to start at year 1.
- Participants can select the most relevant course for their needs, but please note the conditions for course entry (**prerequisites**). It is important these are completed as all courses build on the **prerequisites**.
- Courses with an orange star ★ indicate minimum safeguarding training for Designated Safeguarding Lead over a 6 year period; however the other courses demonstrate a commitment to Safeguarding children and young people.
- Charges may apply for e-learning courses and virtual workshops. See **page 4** for details.

*Minimum requirements for staff that are not in frequent contact with children and families. For example: librarians, GP receptionists, housing maintenance staff, environmental health officers and early years support staff.*

Module title	Year	Method of Delivery
★ Introduction to Safeguarding Everyone in Lincolnshire	Induction	eLearning
Domestic Abuse Awareness – Short Course	Induction	eLearning
Tackling Exploitation and Modern Slavery in Lincolnshire	Induction	eLearning

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

Module title	Year	Method of Delivery
● Introduction to Safeguarding Children	1	eLearning Must be completed before applying for Inter-Agency Safeguarding Children & Young People
● Inter-Agency Safeguarding Children & Young People <b>Prerequisites:</b> Inter Agency Safeguarding Children Module 1 - Introduction to Safeguarding Children in Lincolnshire Inter Agency Safeguarding Children Module 2 of 4 - Voice of the Child Inter Agency Safeguarding Children - Module 3 of 4 Early Help Inter Agency Safeguarding Children - Module 4 of 4 Child in Need & Child Protection	1	4 eLearning & 3 virtual workshops (includes Early Help workshop)
Understanding healthy parental relationships and its impact on child outcomes	1	eLearning
Awareness of Domestic Violence and Abuse	1	eLearning
Radicalisation & Extremism	2	eLearning
Child Exploitation	2	eLearning
Missing Children in Lincolnshire	2	eLearning
● Child Exploitation in Lincolnshire <b>Prerequisites:</b> Child Exploitation & Missing Children in Lincolnshire	2	1 virtual workshop
● Select an Early Help Consultant workshop	2	1 eLearning & 1 virtual workshop
● Refresher: Safeguarding Children	3	eLearning
Modern Slavery and Trafficking	3	eLearning
Toxic Trio	3	eLearning
● DASH Training <b>Prerequisite:</b> Awareness of Domestic Violence and Abuse	3	eLearning
● MARAC & MOP Training <b>Prerequisite:</b> Awareness of Domestic Violence and Abuse	3	eLearning
Recognising and Supporting Parents in Parental Conflict <b>Prerequisites:</b> Recognising and Supporting Parents in Parental Conflict – Prerequisite Understanding Healthy Parental Relationships and its Impact on Child Outcomes	3	1 eLearning & 1 virtual workshop
● Select an Early Help Consultant workshop	3	1 eLearning & 1 virtual workshop

Self-Harm	4	eLearning
Responding to child exploitation and missing children during Covid-19	4	eLearning
FGM (Abuse linked to faith or belief)	4	eLearning
Awareness of Private Fostering	4	eLearning
<b>● Control, Coercive Behaviour and Stalking</b> <b>Prerequisites:</b> <i>Controlling, Coercive Behaviour and Stalking - Prerequisite</i>	4	1 eLearning & 1 virtual workshop
An Introduction to Autism Spectrum	5	eLearning
e-Safety	5	eLearning
Suicidal Thoughts	5	eLearning
<b>● Online Safety</b> <b>Prerequisite:</b> e-Safety	5	1 virtual workshop
● Select an Early Help Consultant workshop	5	1 eLearning & 1 virtual workshop
Young Carers (Short Course)	6	eLearning
An Introduction to Child Poverty	6	eLearning
Safe Sleeping for Babies	6	eLearning
<b>● Working with Parents and Young People that use Drugs or Alcohol</b> <b>Prerequisite:</b> Toxic Trio	6	1 virtual workshop
● Select an Early Help Consultant workshop	6	1 eLearning & 1 virtual workshop

<b>● It is recommended that those in regular contact with children and young people also attend the Early Help Consultant workshops, forums and supervision sessions to enhance knowledge and support continued professional development.</b>	
TAC - Support Networks	1 eLearning & 1 virtual workshop
TAC - Planning & Review	1 eLearning & 1 virtual workshop
TAC - Worry Statement and Goals	1 eLearning & 1 virtual workshop
TAC - Lead Professional	1 eLearning & 1 virtual workshop
TAC - Voice of the Child	1 eLearning & 1 virtual workshop
TAC - Questioning and Professional Curiosity	1 eLearning & 1 virtual workshop
TAC Multi Agency Forums	1 hour virtual workshop
Group Supervision	2 hours

**N.B.**

- In addition there are specialist e-learning modules available via the LSCP website which compliments your learning and role.
- For full details of the [LSCP charging and cancellations policy](#) can be found on the [Enable system](#), click on Learning then scroll down to Resources
- All e-learning courses are **free** to LSCP members and the voluntary sector. For more detail please refer to the LSCP Training Programme for costs and charges for non-attendance/completion. [Enable system](#), click on Learning then scroll down to Resources.

## APPENDIX 9 Arrangements for Covid-19

Caring ~ Considerate ~ Cooperative ~ Courteous ~ Conscientious ~ Citizenship ~ Courageous




### Covid Outbreak Contingency Plan - September 2021

This plan is based on the [contingency framework for managing local outbreaks](#) of COVID-19, provided by the Department for Education (DfE).




We will only implement some, or all, of the measures in this plan in response to recommendations provided by our local authority (LA), director of public health (DsPH), Public Health England (PHE) health protection team or the national government.



It may be necessary to implement these measures in the following circumstances, for example:

- To help manage a COVID-19 outbreak within the school
- To help managed a suspected COVID-19 outbreak within school
- If COVID-19 infection rates in the community are extremely high, and other measures have failed to reduce transmission
- As part of a package of measures responding to a 'variant of concern' (VoC)

<b>When should my child self-isolate or miss school?</b> 	 NO	<ul style="list-style-type: none"><li>• <b>All children MUST attend school unless they are ill</b></li><li>• From 16<sup>th</sup> August 2021, children under 18 years (or double-vaccinated adults) do not need to self-isolate or miss school if a member of their household or a contact has Covid-19.</li><li>• <b>Instead, they will need to book a PCR test but can continue coming to school so long as they have no symptoms and the test result is negative.</b></li></ul>
	 YES	<ul style="list-style-type: none"><li>• If your child develops Covid symptoms at home, they should <u>stay at home</u> and should book a PCR test (NOT a lateral flow test).</li><li>• If your child develops Covid symptoms at school, they will be sent home and you should book them a PCR test.</li><li>• <b>If your child tests positive for Covid, they will need to self-isolate. The rest of the household does not need to self-isolate if they are under 18 or fully vaccinated – but instead should book a PCR test.</b></li></ul>

Community Covid Risk	Description	Actions
----------------------	-------------	---------

 <p><b>Low Community Transmission. No School Cases</b></p>	<ul style="list-style-type: none"> <li>• There have been no cases of Covid within school for 10 school days.</li> <li>• Cases of Covid locally are low and/or stable.</li> <li>• Hospitalisations/deaths due to Covid nationally are low.</li> </ul>	<p>No Covid measures are necessary beyond:</p> <ul style="list-style-type: none"> <li>• Reminding children of good hand hygiene.</li> <li>• Ensuring good ventilation encourage where practical.</li> <li>• Ensuring rigorous cleaning schedule maintained.</li> <li>• Ensuring children/staff stay at home if they have Covid symptoms (and to book a PCR test).</li> </ul> <p>Staff will continue to test themselves using lateral flow tests until the end of September.</p>
 <p><b>Rapidly Rising Community Transmission</b></p>	<ul style="list-style-type: none"> <li>• No current Covid cases have been recorded at school, but...</li> <li>• Cases of Covid are rising rapidly in the community causing disruption to other local schools.</li> <li>• LCC Public Health/Public Health England issue warnings of expected local/national infection wave.</li> </ul>	<ul style="list-style-type: none"> <li>• Ventilation and cleaning of classrooms increase and hand washing supervised.</li> <li>• Visitors/parents on site reduced.</li> <li>• Staffroom capacity is reduced.</li> <li>• Whole-school assemblies are replaced with Key Stage/Class assemblies.</li> <li>• Clinically Vulnerable/Extremely Vulnerable staff meet with Headteacher to review their individual risk assessment and discuss additional protection measures (e.g. use of face coverings, reduction in movement between classes/groups)</li> <li>• We will review our child protection policy to make sure it reflects the local restrictions and remains effective.</li> </ul>
Number of Cases	Description	Actions
 <p><b>A single child tests positive</b></p>	<ul style="list-style-type: none"> <li>• A single child tests positive for Covid in a class.</li> <li>• There are fewer than 5 cases in the class/school.</li> <li>• No other classes are affected.</li> </ul>	<ul style="list-style-type: none"> <li>• The child self-isolates for 10 days. Remote learning will be provided if they are well enough to complete it.</li> <li>• School reports positive case and follows PHE advice.</li> <li>• Rigorous cleaning of classroom/high touch areas in which positive case identified.</li> <li>• The parents of the child are contacted directly by NHS Track and Trace to establish likely contacts.</li> <li>• Likely contacts will be contacted by NHS Track and Trace and advise to book PCR test. The school will contact parents to advise this if close contacts are known.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Children do not need to miss school or self-isolate whilst they wait for the result of the PCR test unless they have Covid symptoms.</b></li> </ul>		
 <p><b>5 children or staff within the school tests positive within 10 days of each other</b></p> <p><b><u>OR</u></b></p> <p><b>3 children or staff in a single class</b></p>	<ul style="list-style-type: none"> <li>• There have been 5 cases of Covid within 10 days in pupils or staff, who are likely to have mixed closely with each other, which could mean that Covid is spreading within that group of children</li> </ul>	<ul style="list-style-type: none"> <li>• <b>As above for each positive case.</b></li> <li>• The school will discuss the outbreak with the Health Protection Team (HPT) within Lincolnshire County Council and agree strengthening protective measures for 10 school days, including: <ul style="list-style-type: none"> <li>• Re-introducing staff face coverings for corridors, communal areas and where social distancing is not possible.</li> <li>• Requesting that parents wear masks when dropping off and collecting children especially when on school premises.</li> <li>• Increased ventilation, cleaning and hygiene routines.</li> <li>• Adapting, limiting or postponing indoor sporting events, trips, open days, performances and visitors/parents on the school site.</li> <li>• Reverting to video-link assemblies in classrooms.</li> <li>• Reducing the number of classes staff work across.</li> <li>• Resuming twice-weekly staff lateral flow tests.</li> </ul> </li> </ul>
 <p><b>Covid cases continue to increase rapidly within a 10 day period</b></p>	<ul style="list-style-type: none"> <li>• Despite the measures indicated above, Covid cases within the school continue to rise within a 10 day period with multiple classes and staff affected, suggesting that Covid is spreading widely throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Incident Management Team meeting held between the school and LCC Public Health to agree further measures, for a further 10 school days, including: <ul style="list-style-type: none"> <li>• Re-introducing class bubbles.</li> <li>• Reverting to staggered school start and finish times.</li> <li>• Reverting to class-based school lunches.</li> <li>• Limiting all non-essential visitors to school.</li> <li>• Postponing all non-essential events.</li> <li>• Re-introducing remote learning for individual classes for 10 school days considered.</li> <li>• Follow shielding advice from government in the event of a major outbreak or Variant of Concern.</li> </ul> </li> </ul>

The above procedures are subject to change based on Local or National guidance and situations. The school will inform parents of any changes to Covid measures should these be needed.