

CHILD PROTECTION & SAFEGUARDING POLICY

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Kesteven and Grantham Girls' School

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Introduction

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide
- The term “child “or “children” refers to anyone under the age of 18 years

1. School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018 and Keeping Children Safe in Education 2021. Everyone working in or for our school service 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 our 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 our school setting'

KGGS is committed to safeguarding and promoting the well-being of all of its pupils. Each student'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 students.



2. Student Information

2.1 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, 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 and 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 G.P
- any other factors which may impact on the safety and welfare of the child

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.

2.2 Transfer of Files

When a child leaves the school, the student record, including child protection file which is separated from the main student record in a sealed envelope clearly marked as such, is transferred to the new school as soon as possible. . Records may be exchanged at a face – to–face meeting, via secure post or electronically (encrypted). If done via the post the file is transferred with an accompanying list of the files, e.g. pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead and a receipt of this transfer will be retained.

The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes.

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

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

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

The student record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

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

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

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

Sources of further support:

- [IRMS Information Management Toolkit for Schools June 2019](#)
- Data Protection Toolkit for Schools August 2018

[DfE Data protection: a toolkit for Schools August 2018](#)

- Lincolnshire County Council Data Protection Advice Service

[LCC Data Protection Advice Service for Schools](#)

- Perspective Light/Safeguarding/Safeguarding Documents/IRMS Toolkit for schools 2019 + Data Protection Toolkit for Schools

3. Roles and Responsibilities

3.1 Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Child Protection and Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- a senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has two deputy DSL’s who are trained to the same standard as the lead DSL.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2021
- staff including the Headteacher undertake appropriate safeguarding training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the headteacher

- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually
- the school appoints an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Looked After Children (LAC).

3.2 Our Headteacher will ensure that:

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

3.3 Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2021) will ensure that they

- refer cases of suspected abuse to the local authority children’s social care (Customer Service Centre)
- support staff who make referrals to Customer Service Centre
- seek advice from Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary

- support staff who make referrals to the Channel programme when advised by Prevent team
- support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases to the Police where a crime may have been committed

Work with others

- liaise with the headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
 - take into account the learning from the following review: Help, protection, education: concluding the Children in Need review June 2019 (page 38)
 - 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. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Supporting the child and partnership with parents

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

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

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

Undertake training

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

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. This will be done by attending the termly LCC DSL Safeguarding Briefings and by attending appropriate Lincolnshire Safeguarding Children Partnership 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 or college's child protection policy and procedures
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

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

Availability

- during term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- It is a matter for individual school and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

3.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures
- read and complete a short assessment to say that they understand parts 1 and 5 of 'Keeping Children Safe in Education' (2021)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

4. Child Protection Procedures

4.1 Definitions ('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.

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

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

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

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

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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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.

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018', Keeping Children Safe in Education 2020 and the Lincolnshire Safeguarding Children Partnership guidance.

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. The relationships between staff, pupils, 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 also have an awareness of specific safeguarding issues as referred to in section 3, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding. Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school or college's policy and 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 pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

4.2 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 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

4.3 Responding to disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that they can make an informed decision of what to do next.

The Designated Safeguarding Lead 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
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's words on a form and pass to DSL or on Bromcom and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

4.4 Action by the Designated Safeguarding Lead (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 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) and/or make a referral to Children's Social Care- Customer Service Centre.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 6 will be followed. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

4.5 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- 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
- where in disagreement with a decision and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the professional resolution and escalation protocol shown on the LCSP website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care Customer Service Centre.

4.6 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, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1. Photographs of injuries must not be taken.

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 record 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. Staff have been trained to use Bromcom to register any safeguarding concerns which are then followed up by a member of the safeguarding team.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an

electronic file, it will be stored securely with appropriate levels of limited access. See section 1.2 for details about record transfer & retention.

5. Safeguarding Issues

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

5.1 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. This can be committed by family members and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, such as people loitering near the school or unknown adults engaging the children in conversation. It is important that students are given practical advice on how to keep themselves safe; this advice needs to build on their confidence and abilities rather than simply warning them all about strangers.

5.2 Children and the court system

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds. Making child arrangements following a separation via the family courts can be stressful and entrench conflict in families. The Ministry of Justice has launched an online 'Child arrangements information' which may be useful to some parents or carers.

5.3 Children Missing from Education

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

5.4 Children with family members in prison

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

5.5 Child Sexual Exploitation

KGGS is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity

appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017))

Staff have been made aware of some of the key indicators of CSE by the DSL. In addition KGGS appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum (e.g. Healthy Relationships, Y7 safety day, Risky Behaviour) though the student support programme.

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

5.6 Child Criminal Exploitation: County Lines, Modern Slavery and Cyber Crime

County Lines Criminal Activity: Drug Networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced compulsory labour. Exploitation can take many forms including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. 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. Further information is available in the Modern Slavery Statutory Guidance; how to identify and support victims.

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. Cyber crimes include illegal hacking, denial of service(Dos) attacks or booting and making supplying or obtaining malware. Children with a particular skill and interest in computing may inadvertently or deliberately stray into cyber-crime activity.

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

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display 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 KGGS staff 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. Please refer to useful contacts for further advice and support regarding concerns of this nature.

5.7 Domestic Abuse and Operation Encompass

KGGS staff understand that the cross-government definition of domestic violence and abuse is:

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

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Lincolnshire Customer Services. Where DV Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place. [Domestic Abuse Resource Pack for Schools and Educational Settings in Lincolnshire 2019](#) Ending Domestic Abuse in Lincolnshire site; <https://edanlincs.org.uk/> email: info@edanlincs.org.uk Tel: 01522 510041

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. An 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 our school in readiness for the start of the next school day. This information sharing will enable us to take any appropriate action we see fit.

Further guidance on what to do and the resources we may require are located via <https://www.lincolnshire.gov.uk/domestic-abuse>. If the police or school have concerns about a child's welfare, this needs 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 can be held, though 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

5.8 Homelessness

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

5.9 'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

5.10 Female Genital Mutilation/FGM

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

FGM mandatory reporting duty for teachers

KGGS is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (and those employed or engaged to carry out teaching work) **to report to the police** where they discover that FGM appears to have been carried out on a girl under 18 years of age, either by disclosure or visual evidence.. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

5.11 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at KGGS understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The Forced Marriage Unit may be contacted on Tel; 020 7008 0151 for advice or information and has published statutory guidance; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

5.12 Preventing Radicalisation, The Prevent Duty and Channel

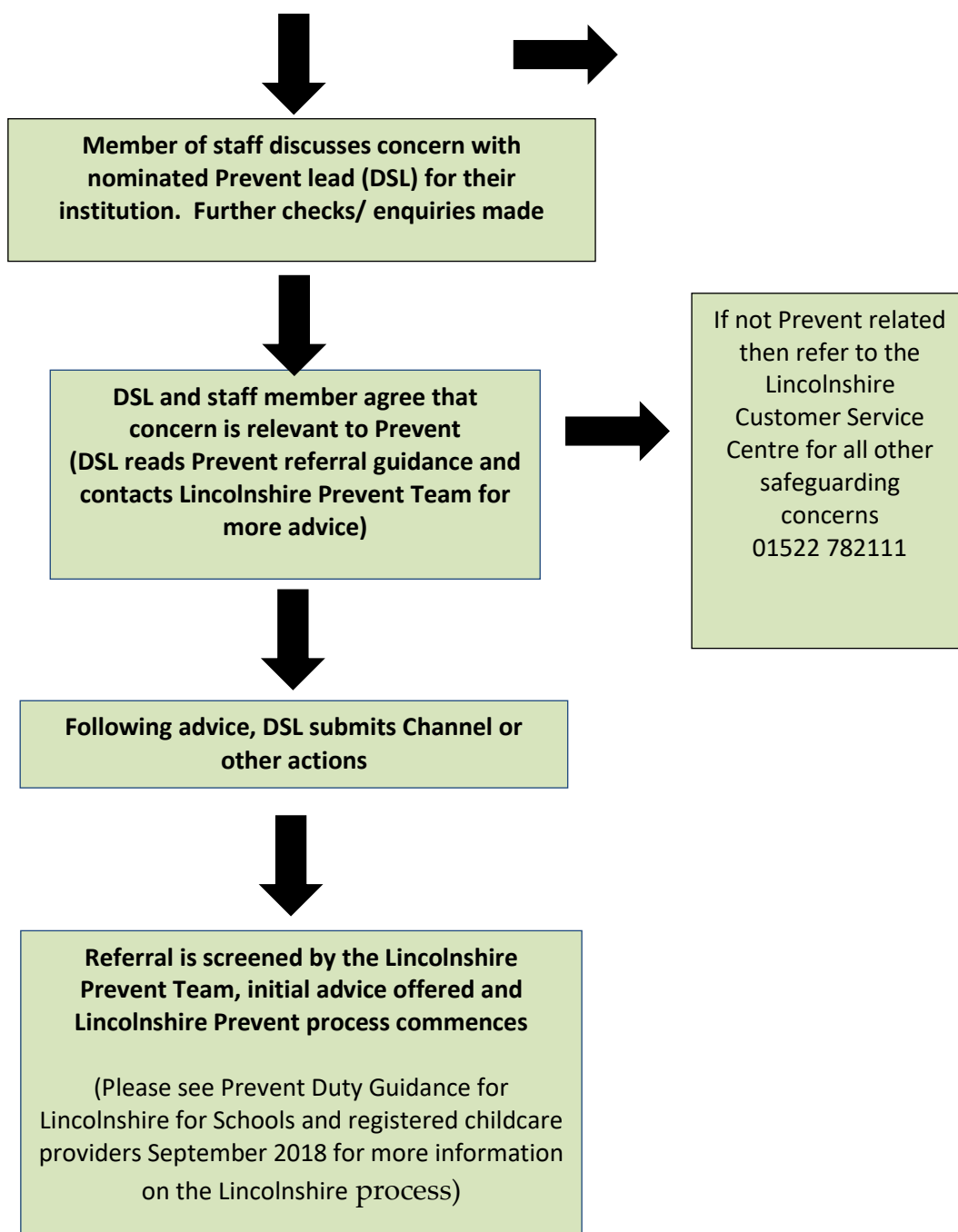
- Children are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL.
- Under section 26 of the Counter-Terrorism and Security Act 2015, KGGS is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.
- In order to fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).
- [Prevent duty guidance: for England and Wales](#) – see page 57-76 which contains specific information for schools.
- The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. [Channel guidance](#)
- KGGS incorporate the promotion of fundamental British Values into the PSHE in order to help build pupils' 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 also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.
- For more information about Prevent in Lincolnshire, including referral forms and project examples please read the Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 2018, available within the Safeguarding folder on Perspective light and at Lincolnshire Safeguarding Children Partnership

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

Lincolnshire Prevent Referral pathway

Member of staff has a Prevent related concern

If the individual is at immediate risk of harm or immediate risk of terrorist related activity then the



5.13 Peer on Peer/child on child Abuse

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

- bullying (including cyber bullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals;

All staff should be clear as to the school's policy and procedures to peer on peer abuse.

5.14 Serious Violence

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

5.15 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 : refers to unwanted conduct of a sexual nature and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Keeping Children Safe in Education 2021 section 5 has guidance. It can include sexual comments, sexual 'jokes' or taunting, physical behaviour such as deliberately brushing up against someone or taking photos and online sexual harassment.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be withdrawn at any time. The age of consent is 16, anyone under the age of 13 can never consent to any sexual activity and sexual intercourse without consent is rape.

Sexual violence and sexual harassment are not acceptable and will not be tolerated by the school as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. The initial response to a report from a child is incredibly important. KGGS takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern

receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

5.16 Online sexual harassment

This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images, sharing of unwanted explicit images, upskirting, sexualised online bullying, unwanted sexual comments including on social media and sexual exploitation. Taking and sharing nude photographs of anyone under 18 is a criminal offence.

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

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

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

We will also refer to:

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

5.17 Contextual Safeguarding

KGGS 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/>

5.18 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school 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 Headteachers, 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 student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The student may be an exploited child and victim to which the school will offer support

5.19 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;
- Is at 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

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

These children are therefore more vulnerable; KGGS will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using restraint this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND; [Lincolnshire SEND offer](#)

5.20 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.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.
- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

5.21 Looked After Children

All staff recognise that Looked After Children (LAC) and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. KGGS will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Lincolnshire Virtual School head teacher Kieran Barnes, Head of Virtual School LAC Lincolnshire, email Kieran.barnes@lincolnshire.gov.uk in respect of all pupils at the school who are subject of 'looked after' status.

Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager, M: 07770 648 087, T: 01522 553916 Andrew.Morris@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Andrew for broader queries and once they are 18. In Lincolnshire all 16 year old Looked After Children (LAC) have a social worker until they are 17 years 6 months. At that point they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect schools to be working closely with the young person and their social worker.

5.22 Online Safety

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

Staff are aware that safeguarding also relates to broader aspects of care and education including Children's health and safety and well-being, including their mental health

5.23 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 (see Team Around the Child Supporting Documentation,) 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/pdfs/pre_birth_flow_chart.pdf

6. Providing a Safe and Supportive Environment

6.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring – see links in Keeping Children Safe in Education 2021)

The school pays full regard to DfE guidance 'Keeping Children Safe in Education 2021'

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

All staff involved in staff recruitment will also be trained in safer recruitment and [vetting](#) as detailed in the [LCC Employment Manual](#). The key points to consider are below.

In line with statutory changes, underpinned by regulations, KGGS will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

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.

Keeping Children Safe January 2021 addition; Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK **must** undergo the same checks as all other staff in schools or colleges (set out in paragraphs 154 and 160, KCSIE). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges **must** make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- [criminal records checks for overseas applicants](#) - Home Office guidance can be found on [GOV.UK](#) ; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, [UK NARIC](#).

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Further information can be found in DfE Guidance: [Recruit teachers from overseas](#).

Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England. More information is available [here](#).

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.

Mr J Fuller (Headteacher)	September 2021
Mrs T Doig (Deputy Headteacher & DSL)	January 2020
Mrs S Macpherson (Assistant Headteacher)	September 2019
Mrs A Knott (Assistant Headteacher)	September 2021
Mrs A Dorkes (Governor)	May 2018
Ms Z Anderson	November 2021

The above named 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).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay. As such those parents and any family member aged 16 or over will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS although there is an administration fee.

6.2 Safe Working Practice

Our school will comply with the current [Guidance for Safer Working Practice for Adults who work with children and young people in education settings](#)

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.

KGGS staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the head teacher.
- Where staff members have concerns about the head teacher, these will be reported to the chair or governors.)

School/College staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime or concerns about other agencies by using the [LSCP Professional Resolution and Escalation Protocol](#) Any such concerns will be taken seriously by the senior leadership team and others involved.
- Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing the separate school/college whistleblowing policy.

6.3 Risk Assessments

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, (such as premises and equipment, on-site activities, off-site activities, venues used, transport). We use an electronic system called Evolve for risk assessing educational visits. Where relevant, risk assessments are carried out for individual students, and supported by action plans identifying how potential risks would be managed. 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 Students

All pupils in our school regularly reminded that they can approach any member of staff. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff (DSL) with responsibility for child protection and safeguarding and know who this is. We inform students 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. PSHE and examples of online safety awareness materials we use to help students learn how to keep safe are ChildLine, NSPCC Speak Out Stay Safe, Police, Stranger Danger, and Anti-bullying.

Our school will ensure that students are made aware that information can be found at the following helplines: helplines, posters, KOOTH, NSPCC and CEOP

At KGGS students are encouraged to talk to their tutor, Head of Year, a member of the pastoral team, the school counsellor or any member of staff if they have any concerns. The dedicated pastoral reception is open and accessible all day. We have a system for collecting concerns through student questionnaires, year group views and a school council. We have a weekly bulletin to keep all students aware of what is happening in school as well as notice boards around the school where posters of different issues are displayed.

6.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

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. We can make safeguarding information available in a variety of formats, e.g. for families with English as an additional language (EAL) etc.

KGGS will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's form tutor, head of year or any member of staff

The school's child protection & safeguarding policy is available by accessing the school website or a written copy will be provided on request to the school office.

KGGS is committed to ensuring the welfare and safety of all children in school. All Lincolnshire schools, including KGGS, follow the Lincolnshire Safeguarding Children Partnership procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their

children. However, there may be exceptional circumstances when the school will discuss concerns with the Children's Services 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.

6.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Lincolnshire Safeguarding Children Board. e.g. LA, Barnardo's, Police, NHS Nursing team, NSPCC Speak out Stay Safe Project, National Youth Advocacy Service, etc.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6.7 School Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Lincolnshire Safeguarding Children Partnership)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via the weekly safeguarding bulletin uploaded on Perspective Lite, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role. DSL's and/or the deputy DSLs from KGGS will attend at least 2 out of the 3 safeguarding briefings per academic year and disseminate the information accordingly

The Head teacher 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.

Our school accesses training from the NSPCC, LCC Safeguarding in School's Training Package and the [LSCP training directory](#)

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

6.8 Support, Advice and Guidance for Staff

Staff will be supported by the DSL, DDSLs, Headteacher, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported the Headteacher, the LA and professionals associations.

KGGS seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultant clairebristow@lincolnshire.gov.uk. The LCC Safeguarding and Education Welfare Supervisor for Education Settings Ruth Fox is available on 01522 554695 or

safeguardingschool@lincolnshire.gov.uk for non-urgent safeguarding advice about training, policy, audit etc.

6.9 Alternative Provision

This 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.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

7. Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- 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'

We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Partnership Procedures that can be accessed at [Lincolnshire Safeguarding Children Partnership](#). Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs

- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The head teacher will inform the Chair of Governors of any allegation against a member of KGGS staff.

If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Lincolnshire County Council HR or the HR advisor employed by the school.

8. Appendix 1 – Body Map Guidance

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. This can be done on Bromcom when reporting a safeguarding concern or if using a paper copy, always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to 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 e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

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

A copy of the body map should be kept on Bromcom as part of the safeguarding referral.

9. Appendix 2 – Statutory Interventions

[Meeting the needs of children and families in Lincolnshire 2018](#) is Lincolnshire's safeguarding model based on Signs of Safety

STATUTORY INTERVENTIONS

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should ALWAYS report your concerns

In an emergency always dial 999

If there is no immediate danger to the child, or if you need some advice or information, you can contact the Children Services Customer Service Centre (CSC) on 01522 782111. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on 01522 782333.

Telephone calls are answered by customer services staff and they will always ask for the child's name, date of birth and address and will check if the child already has an Early Help or Social Worker involved. They will then ask a number of questions which is based on the Signs of Safety model to help to understand what your concern or worry is.



In an emergency always dial 999

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10. Appendix 3 Lincolnshire Safeguarding Children Partnership

- Promotes safeguarding awareness
- Produces multi-agency policies, procedures and protocols
- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Undertakes serious case reviews and shares key messages
- The three safeguarding partners; Lincolnshire County Council, Clinical Commissioning Group and Lincolnshire Police have a shared and equal duty to work together with schools and colleges to safeguard and promote the welfare of children.

Safeguarding is everyone's responsibility

Customer Service Centre for referrals and advice

Tel: 01522 782111

11. Appendix 4: Safeguarding Contacts

[Lincolnshire Safeguarding Children Partnership website](#)

Safeguarding Contacts

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

Designated Safeguarding Lead (DSL)	Tracey Doig
Deputy Designated Safeguarding Lead(s)	Sally Macpherson Amanda Hubbard
Our local contact numbers are:	
Safeguarding of children concerns (Children living in Lincolnshire)	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> <i>Emergency Duty Team</i> 01522 782333 (6pm-8am + weekends and Bank Holidays)
Safeguarding of children concerns (Children living in other Authorities)	Nottinghamshire: Multi-agency Safeguarding hub (MASH) 0300 500 8090 Leicestershire and Rutland: 0116 305 0005
Allegations against /concerns about adult(s) working with children Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors.	Lincolnshire Local Authority Designated Officers (LADO) Rachel Powis & Kim Murray and Ildiko Kiss 01522 554674 LSCP_LADO@lincolnshire.gov.uk The Head/Chair must contact LADO to discuss concerns & course of action.
Police (Emergency) Police (Non-Emergency)	999 101
Safeguarding Cluster	
LCC Safeguarding in Schools for advice around safeguarding policy, audits, training etc.	Ruth Fox – Safeguarding & Education Welfare Supervisor safeguardinginschools@lincolnshire.gov.uk Tel: 01522 554695

12. Appendix 5 – 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 2013](#)
- [Guidance for Safer Working Practice for Adults who work with Children and Young People 2019](#)
- [Sexting in Schools and Colleges 2016](#)
- [Sexual Violence and Sexual Harassment between children in Schools and Colleges May 2018](#)

• Local Authority Designated Officers (LADO) Rachael Powis Kim Murray and Ildiko Kiss
Tel: 01522 554674

LADO email address LSCP_LADO@lincolnshire.gov.uk

Customer Service Centre: 01522 782111

[LADO referral form](#)

Out of Hours

Emergency Duty Service (6pm-8am + weekends and Bank Holidays) 01522 782333

Lincolnshire County Council Education Safeguarding Team

safeguardingschools@lincolnshire.gov.uk

Service Manager John O'Connor

Team Manager Jill Chandar-Nair

Team Leader Joanne Carr

Safeguarding & Education Welfare Supervisor Ruth Fox 01522 554695

Head of Virtual School LAC Lincolnshire Kieran Barnes Kieran.barnes@lincolnshire.gov.uk

Elective Home Education (EHE) ehel@lincolnshire.gov.uk

Children Missing Education (CME) cme@lincolnshire.gov.uk

Child in Entertainment or Employment cee@lincolnshire.gov.uk

Prevent

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

Online Safety incidents

National helpline

www.saferinternet.org.uk/helpline

Lincolnshire Police

101 non-emergency or 999

Early Help Team

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

Training Materials

LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training and the new 6 year training pathway: [LSCP training](#)

LCC Safeguarding in Schools Training Package safeguardingschools@lincolnshire.gov.uk

Safeguarding Governor Training governorsupport@lincolnshire.gov.uk

Prevent Training: all teachers completed Flick prevent training Autumn term 2020

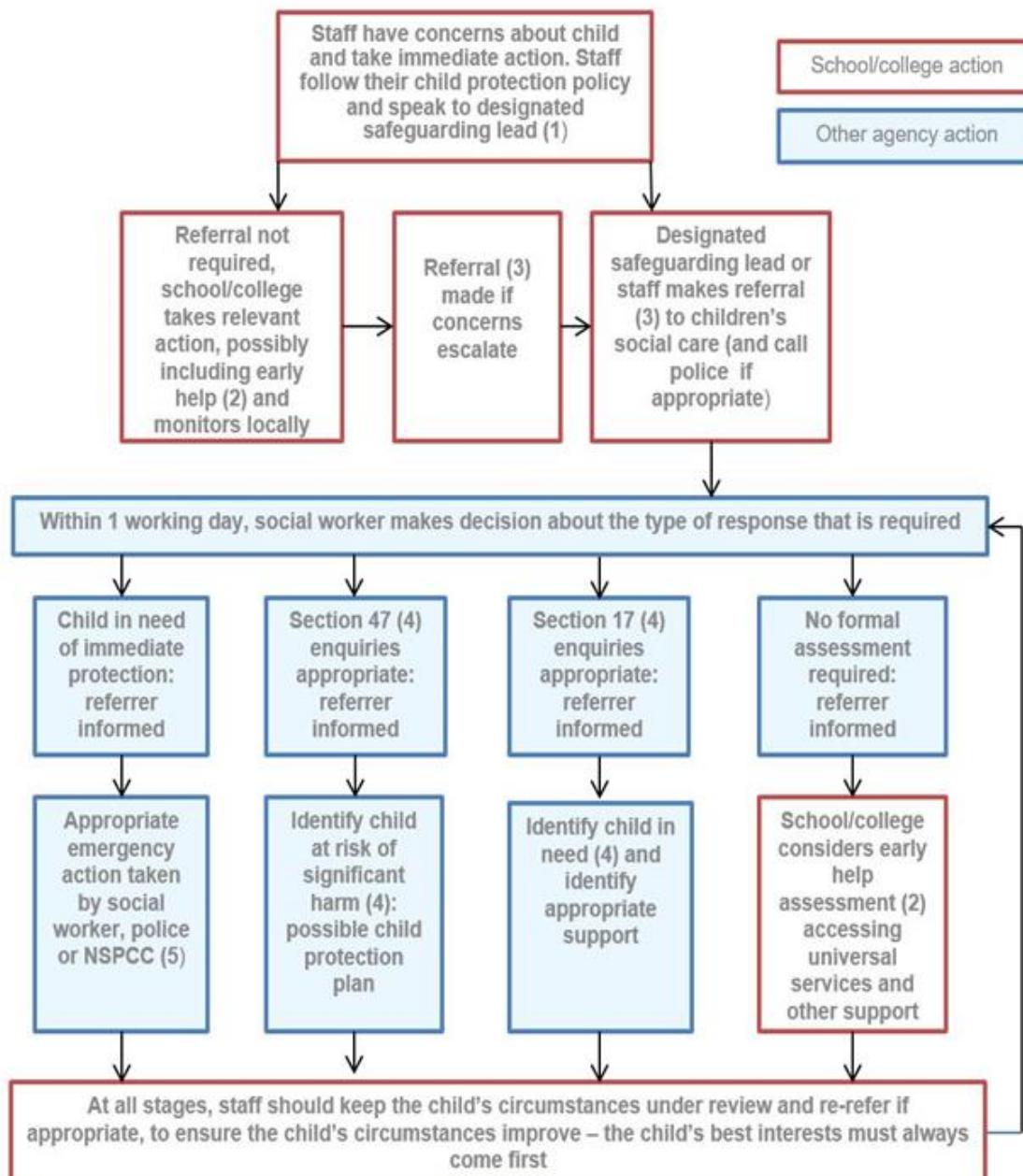
All staff can undertake e-learning which is equivalent to WRAP 2 via the [LSCP website](#).

In addition free face to face Prevent Awareness training is available through contacting either of the following:

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

13. Appendix 6 – Referral Flowchart from Keeping Children Safe in Education (KCSIE)

Actions where there are concerns about a child



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

14. Appendix 7 Covid19 Safeguarding Policy addendum: Supporting children not in school (vulnerable children, as defined, and those assessed as vulnerable by school)

Since 23rd March 2020, schools have been operating under the COVID-19 guidance for schools and other educational settings¹ and have implemented procedures that enable them to keep their pupils and staff safe at all times. This document is a prompt for schools to use as a guide to ensuring that pupils, particularly those who are most vulnerable, are supported.

Vulnerable children

Working Together to Safeguard Children² statutory guidance requires schools and the LA to safeguard and promote the welfare of children. Whilst the majority of people are being urged to stay at home and adhere to guidance about social distancing, the DfE guidance **Coronavirus (COVID-19): guidance for schools and other educational settings** sets a clear expectation that schools stay open and make provision for vulnerable children where education is a protective factor. This includes:

- children who have a social worker i.e. children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- children and young people with an EHCP who cannot be safely supported at home.

Children assessed as vulnerable by school

In addition to the children and young people identified as vulnerable in the recent government guidance³, the school will identify children on the edge of social care or who normally receive pastoral-type support in school through regular assessment, to ensure their safety and wellbeing.

Vulnerable children not in school

¹ <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

² <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

³ <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Whilst a number of vulnerable children will attend school regularly, there may be some who do not. It is the role of the school to make day to day decisions based on the vulnerability of a child and it remains the Local Authority Children's Services responsibility to assess and respond to the safeguarding concerns raised by the school, whether or not they are within the identified vulnerable categories. Therefore, given the current circumstances, it is more important than ever for school and Children's Services to work collectively to ensure the safety of our children and to facilitate joint working so appropriate support and interventions are provided.

Communication

In order to respond efficiently and timely to the needs of vulnerable children, communication is vital.

Communication with parents/carers – the school will ensure that up to date contact details for parents and other identified responsible adults are kept. Those responsible for safeguarding and home contact should establish best times to call with the parents and a process for follow up if no response is forthcoming. For any child who has another key worker involved e.g. social worker, the school will endeavour to coordinate contact with the home and establish who is calling, when and the purpose of the call, to reduce undue duplication of contact to parents/carers.

Parents/carers communication with schools – the school will provide parents/carers with contact details for staff who they can talk to about any concerns and update this regularly to reflect staffing variations. If school have a manned office, this may simply be a school number, however if this is not the case, schools will consider how parents can inform them of changing circumstances or how to ask for advice. If schools are running fixed hours opening, this will be communicated to parents and school will consider how key messages can be received outside these hours. For families who do not have access to technology, the school will ensure this information reaches them, particularly if they are vulnerable. The same applies to families who do not speak English or are illiterate. If the school needs to communicate with a family in another language, staff will be able to contact EMTET@lincolnshire.gov.uk who may be able to help with access to a bilingual speaker and can also support communication with Traveller families.

Schools communication with social worker/Early Help and SEND worker – Efficient contact with a child's social worker or SEND worker is key to supporting pupils and families. Where a child does not have a social worker and the child is potentially vulnerable i.e. currently in TAC or the school are considering an EHA, the school can continue to contact the Early Help consultant who will support them to risk assess the current vulnerability of the child.

If the school is unable to contact the child's allocated social worker/case worker, the following generic email addresses should be used:

To notify SEND of a change in circumstances for a child with an EHCP, contact:

LWL_SendLocality@lincolnshire.gov.uk (Lincoln/West Lindsey)

NKSK_SendLocality@lincolnshire.gov.uk (North Kesteven/South Kesteven)

EAL_SendLocality@lincolnshire.gov.uk (East Lindsey)

BSH_SendLocality@lincolnshire.gov.uk ((Boston South Holland)

To communicate with social work (FAST) team when child's allocated social worker is not available and for cases open to Early Help, contact:

South Kesteven FAST

01522 554362

GAO_BS_Grantham@lincolnshire.gov.uk

Cases open to Early Help in both North and South Kesteven

01522 689991

BirchwoodCC@Lincolnshire.gov.uk

Making Decisions about Vulnerable Children Attending School

Schools will conduct a risk assessment regarding the vulnerability of every child. The risk assessment process should be clear and robust. The school will determine the frequency of this assessment based on current and of any newly identified needs of a child. Children's Services have produced a proforma to help schools with this - **Lincolnshire Tool for the Assessment of Risk to Children and Young People not Attending School due to Covid-19 Pandemic**. This is attached and will be used by schools where appropriate.

The majority of the children who are not attending school will be classified as 'not currently vulnerable'. For these children the school will consider routine checks on health and wellbeing as part of their overall communication plan around the learning at home.

If a parent/carer of a vulnerable child (as defined above), does not want them to attend school, the social worker/ SEND caseworker and school staff should joint risk assess in consultation with the parents/carers. Where the child does not have a social worker or SEND caseworker, the risk assessment should be carried out by the Designated Safeguarding Lead together with the current Safeguarding Leader responsible for coordinating the safeguarding arrangements in the school.

The risk assessment should explore the reasons for the parent/carer not wanting the child to come to school and talk through these with them, including any anxieties they may have about the risk of contracting the virus. These anxieties may be real or perceived and whilst the school cannot provide assurance against the risk of contracting the virus, they are able to reassure them of the processes that the school take to minimise the risk.

Each child will need to be considered individually according to the school environment, the child's needs and family circumstances. As the school has previous knowledge of their children, they are in the best position to risk assess and this is based on the information that is available to them. They will be professionally curious but also be mindful of agency fears and therefore judgements need to be based on evidence.

The following issues should be taken into account:

- i) The potential health risks to the child from COVID-19, bearing in mind any underlying health conditions and available health advice
- ii) The ability of the child's parent or carer to ensure their health and care needs can be met safely at home
- iii) The level of vulnerability and any associated risks and whether these are likely to increase if the child was not attending school
- iv) The potential impact on the child's wellbeing as a result of any changes to the child's routine or the way in which their provision is delivered
- v) The likelihood of any increased risk to the child if some or all elements of their plan (including EHCP where appropriate) cannot be delivered; including consideration of associated risks if some or all elements of the plan cannot be delivered in the usual way or in the usual setting
- vi) The ability of the school to continue to provide the specific support the child requires, especially if key trusted staff are not available or the school delivers provision from another site
- vii) How easily the child can access another setting which has capacity to meet need

The risk assessment process must be dynamic in order to address any changes to the national advice and guidance as well as any changes associated with school capacity or home circumstances, for each child.

The risk assessment must take the form of, at least, a recorded conversation with agreed actions, ensuring that all appropriate agencies and workers are informed. For children on child protection plans, this will feed into the Covid19 risk assessment completed by the social worker.

The frequency and pace of review will be determined by the nature and level of identified risk for the child within the context of the changing national landscape. However, a risk assessment should be completed **at least every two weeks**.

Risk Assessments

Following risk assessments it is expected that children will fall into the following categories, and could move between these over time:

- 1) Attending school in best interests
- 2) Child is safer at home
- 3) Parental choice for child to not attend
 - I. Shielding/self isolating due to underlying health condition
 - II. Family member shielding for 12 weeks
 - III. COVID19 related illness and self isolation for 7 days
 - IV. Other illness
 - V. Other appropriate reason
 - VI. No appropriate reason established

Depending on the outcome of the risk assessment for each individual child, there may be increased safeguarding concerns for children whose parents choose not to send them to school although this is considered to be in their best interests. **Over time, social isolation is likely to increase pressure on some families.** Where pre-existing concerns exist about domestic abuse, for example, some children may be at increased risk of likely significant harm as a result. For these children, schools will continue to play a critical safeguarding role.

Outcome of Risk assessments

The school leader responsible for coordinating the safeguarding in the school will have oversight of all the vulnerable pupils during this time. They will be responsible for ensuring appropriate care and welfare, through effective communication, takes place between the parents and the school that reflects the level of vulnerability of the child. This may be delegated but there should be good liaison between the delegated role, the school leader and the DSL if they are not the same and especially if these roles change due to fluctuations in staffing.

Following the initial and continual risk assessment, the vulnerable children will be grouped depending on the level of support they require, for example,

1. Those who need daily monitoring
2. Those who need monitoring 3 times per week
3. Those who need weekly monitoring

The frequency of school contact may depend on the coordinated arrangements with the social worker, SEND case worker or other key professional however, **all vulnerable children must be contacted on a weekly basis as an absolute minimum.**

Your school may wish to allocate a specific member of staff to take the lead on each group or subgroups, delegated staff should be familiar with the children and be suitably trained. The delegated staff should also have access to appropriate safeguarding folders, online or otherwise and be recorded as having this access. If it is not possible for them to have access, key information must be shared and a record must be kept safely which can then be transferred to the appropriate files.

Recording of contact and actions

The school will ensure that key people in school e.g. SLT, DSL and pastoral leaders, have an up to date current list of identified vulnerable pupils including those who are medically shielding. This is likely to include vulnerable learners identified by school leaders, in addition to those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

The school will implement a system or use current systems for recording and monitoring the contact with vulnerable children and their parents. A spreadsheet, for example, would include

1. the names of the children
2. the current attendance situation – (refer to points above in Risk Assessments)
3. the agreed level of contact (including arrangements made with social worker/SEND caseworker)
4. the preferable time of contact if agreed
5. who was spoken to, including child
6. the dates of contact and name of person who contacted
7. if contact has changed current risk assessment

This information should be kept safely but within easy access to staff that may need it. All safeguarding concerns and notes should be recorded as per normal safeguarding practice.

Communication plan with parents of vulnerable children

The school will ensure that there are systems in place for a named member of staff/group of staff (school and/or Children's Social Care) to make contact with named vulnerable pupils through phone calls, video- conferencing or through email. All methods should be approved by the senior leader as safe method of communication.. If deemed necessary by Children's Social Care, some pupils will receive home visits.

Any member of staff phoning a family should use a school phone or disable caller ID if using a personal device. The school should take great care to safeguard contact details according to GDPR.

As per government guidance, home visiting should be kept to an absolute minimum and all other means of assessing the child's safety should be attempted beforehand. If current evidence confirms that a home visit is required, then this should only take place once the school have checked the situation of the family re. COVID19 and confirmed that there are no symptoms present. The school first should check to confirm if a social worker intends to conduct a visit; if the decision remains that the school visit then it should take place with a second adult i.e. another member of staff or key professional. . The school must follow the social distancing guidelines; check-in visits can be conducted from the doorstep.

Referrals to Children's Social Care must continue to be made in the usual way. The need to refer a child to social care is unlikely to decrease and may possibly increase during the period of lockdown, therefore schools must continue to refer or request a consultation to ensure children remain safe.

Communication with vulnerable children

For pupils who are risk assessed as being the most vulnerable, contact should take place with them directly (phone or video call), in line with the agreed actions from the assessment. There needs to be **coordination and communication** between the school leader and social care e.g. the child's social worker or early help staff to agree what is being asked and by whom. It may be necessary to continue some form of contact with a young person in year 11 who would ordinarily be on study leave depending on their level of vulnerability.

15. Configuration History

Version:	Date:	Author	Contributors
1.0	January 2016	Deputy Headteacher	Headteacher
1.1	January 2017	Deputy Headteacher	LSCB 2016
2.0	January 2018	Deputy Headteacher	LSCB 2017
3.0	January 2019	Deputy Headteacher	
4.0	January 2020	Assistant Headteacher	
5.0	January 2021	Deputy Headteacher	
6.0	June 2021	Deputy Headteacher	
7.0	January 2022	Deputy Headteacher	

Audit trail of change

Version	Date	Reason for Change
1.0	January 2016	New Version of Policy
1.1	January 2017	Amendment to Appendix 6 & inclusion of Lincs. Safeguarding Children Board updates.
2.0	January 2018	Policy Review
3.0	January 2019	New Policy Adopted from LCC – Separated from Child Protection
4.0	January 2020	New Policy Adopted from LCC – Combined with Child Protection
5.0	January 2021	Policy review
6.0	June 2021	Updated following LCC recommendation
7.0	January 2022	Policy review

Authorisation

Name	Date	Signature
Mrs A Dorkes	February 2022	