



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

Safeguarding & Child Protection Policy

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Safeguarding and Child Protection Policy

September 2026

UoLAT Safeguarding Contacts

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

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The Lincolnshire Local Authority Designated Officer is also available here: [Local Authority Designated Officer \(LADO\)](#).

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1.0 Definition of Terms:

- 1.1 **Trust**, for the purposes of this policy, refers to University of Lincoln Academy Trust
- 1.2 **Trust Board**, for the purposes of this policy, the Board of Trustees of University of Lincoln Academy Trust, who are company directors and charity trustees and hold ultimate responsibility for investment and financial oversight.
- 1.3 **Child**, any person under the age of 18
- 1.4 **Safeguarding**

Safeguarding and promoting the welfare of children means:

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

2.5 **Designated Safeguarding Lead (DSL)** The appropriately trained senior member of staff with lead responsibility for safeguarding and child protection.

2.6 **Deputy Designated Safeguarding Lead (DDSL)** A trained safeguarding leader who supports the DSL.

2.7 **Local Authority Designated Officer (LADO)** The officer responsible for managing allegations against adults who work with children.

2.8 **Multi Agency Safeguarding Hub (MASH)** The local authority safeguarding referral and information-sharing service.

2.9 **Alternative Provision (AP)** Education arranged away from a child's main school site.

2.10 **Artificial Intelligence (AI)** Technology capable of generating content, images, audio, text or decisions using machine learning or

automated systems.

2.11 **Deepfake**, digitally altered or AI-generated content that falsely represents a person, image, voice or event.

The responsibility for ensuring that the safeguarding of children is central to the ethos of our academies. This will be overseen and directed by the Designated Safeguarding Lead across the Trust. They are suitably trained and experienced and carry out the duties of their roles as outlined in the most recent version of [Keeping Children Safe in Education](#) and summarised in this policy.

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

2.0 Rationale and Statutory Requirements:

2.1 Rationale

University of Lincoln Academy Trust is committed to safeguarding and promoting the welfare of all children. This policy sets out University of Lincoln Academy Trust's statutory safeguarding and child protection framework and explains how safeguarding responsibilities are discharged across all academies, services and commissioned provision. The policy exists to ensure that safeguarding arrangements are consistent, compliant, clearly understood and aligned with current statutory guidance, local safeguarding arrangements and Trust governance expectations.

2.2 Purpose of this Policy The purpose of this policy is to:

- Ensure compliance with statutory safeguarding duties;
- Establish a consistent Trust-wide safeguarding framework;
- Define safeguarding accountability across University of Lincoln Academy Trust;
- Support the identification, reporting and management of safeguarding concerns;
- Provide assurance that safeguarding arrangements are monitored, reviewed and improved; and
- Ensure safeguarding practice reflects current statutory guidance, local arrangements and relevant national developments

2.3 Statutory and Regulatory Framework

This policy should be read alongside all relevant safeguarding legislation, regulations and statutory guidance including, but not limited to:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The Children Act 1989 • The Children Act 2004
- Education Act 2002
- Education and Inspections Act 2006
- Children and Social Work Act 2017
- The Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- The Prevent Duty Guidance
- Searching, Screening and Confiscation Guidance
- Behaviour in Schools Guidance
- Suspension and Permanent Exclusion Guidance
- Alternative Provision Guidance
- Attendance Guidance for Schools
- Relationships, Sex and Health Education statutory guidance
- Online Safety and Cyber Security guidance relevant to schools and colleges

University of Lincoln Academy Trust will ensure safeguarding arrangements are reviewed following any substantive change to statutory safeguarding guidance, legislation or relevant Department for Education expectations. This policy also reflects the direction of Working Together to Safeguard Children in relation to Early Help, Family Help and multi-agency safeguarding arrangements.

2.4 What this Policy Does Not Cover

This policy provides the overarching safeguarding and child protection framework University of Lincoln Academy Trust

Detailed operational guidance, procedures and practice requirements may be contained within associated procedures, guidance documents, staff handbooks, training materials and appendices.

This policy should therefore be read alongside related safeguarding, behaviour, attendance, online safety, staff conduct, educational visits, alternative provision and health and safety documentation.

2.5 DSL availability

The academy will ensure that a Designated Safeguarding Lead (DSL), or appropriately trained Deputy Designated Safeguarding Lead (DDSL), is available during term time and whenever children are receiving education or participating in activities on behalf of the academy or Trust.

This includes education provided through alternative provision, off-site education, educational visits, residential visits, work experience placements, extended school activities and any other commissioned or supervised provision where safeguarding responsibilities remain with the academy or University of Lincoln Academy Trust

3.0 Scope

3.1 Scope Application of this Policy

This policy applies to all academies, alternative provision arrangements, central Trust services and any other provision operating under the governance or control of University of Lincoln Academy Trust. The policy applies whenever University of Lincoln Academy Trust is exercising its responsibility to safeguard and promote the welfare of children, regardless of whether activities take place on Trust premises, off-site, online, during educational visits, work experience placements, alternative provision, or any activity delivered on behalf of University of Lincoln Academy Trust.

3.2 This policy applies to:

This policy applies to all individuals working for, on behalf of, or in partnership with University of Lincoln Academy Trust., including trustees, Academy Monitoring Committee (AMC) members, employees, agency staff, supply staff, volunteers, contractors, apprentices, trainees, students, visitors, alternative provision providers and external professionals working with children. All individuals covered by this policy are expected to understand and follow the safeguarding expectations, reporting requirements and professional standards set out within this policy and associated safeguarding procedures.

3.3 Children Covered by this Policy

This policy applies to all children and young people attending, accessing services from, or otherwise engaged with University of Lincoln Academy Trust.

3.3.1 Vulnerable Children

University of Lincoln Academy Trust recognises that some children may face increased safeguarding risks or additional barriers to receiving support. This includes, but is not limited to, children with Special Educational Needs and Disabilities (SEND), children who currently have, or have previously had, a social worker, looked after children, previously looked after children, young carers, children educated in alternative provision and children experiencing disadvantage, children in kinship care, trauma or family adversity.

Safeguarding arrangements will be responsive to individual vulnerability and ensure that appropriate support and intervention are provided at the earliest opportunity.

3.4 Alternative Provision and Off-Site Education

University of Lincoln Academy Trust's safeguarding responsibilities extend to children educated wholly or partly away from their main academy site, including:

- Alternative Provision
- Managed moves/Supported Transfers
- Vocational placements
- Work experience placements
- Dual registered provision
- Independent providers
- Online learning provision
- Elective Home Education arrangements where applicable; and
- Any education commissioned on behalf of University of Lincoln Academy Trust.

University of Lincoln Academy Trust expects safeguarding standards within commissioned provision to be robust, compliant and subject to appropriate oversight, monitoring and quality assurance.

3.5 Online and Digital Environments

The scope of this policy includes safeguarding risks arising through the use of technology and digital environments. This includes concerns relating to:

- Online abuse
- Cyberbullying
- Child-on-child abuse facilitated by technology
- Online exploitation
- Sharing of indecent images
- Harmful content
- Artificial intelligence (AI) generated content
- Deepfakes and manipulated imagery; and
- Any technology-enabled safeguarding concern Safeguarding responsibilities apply equally to incidents occurring online, whether on or off Trust premises.

3.6 Relationship with Other Policies

This policy provides University of Lincoln Academy Trust's overarching safeguarding and child protection framework. It should be read alongside relevant Trust policies, procedures, protocols and guidance, including but not limited to:

- Attendance and Punctuality Policy

- Behaviour Policy
- Anti Child-on-Child Abuse and Bullying Policy
- Staff Code of Conduct
- Online Safety and Acceptable Use Policies
- Alternative Provision arrangements and procedures
- Educational Visits Procedures
- Whistleblowing Policy
- Low-Level Concerns Procedure
- Allegations Management Procedure
- Safer Recruitment Procedure
- Health and Safety Policy; and
- Relevant local safeguarding partnership procedures.

Where there is any conflict between local procedures and this policy, the requirements of this policy and current statutory safeguarding guidance shall take precedence.

4.0 Principles:

4.1 Child-Centred Approach

University of Lincoln Academy Trust believes that effective safeguarding must place the child's welfare, wishes, feelings and lived experience at the centre of decision-making. Children should be listened to, taken seriously and supported to speak up where they feel unsafe or worried.

4.2 Safeguarding is Everyone's Responsibility

University of Lincoln Academy Trust believes that safeguarding and promoting the welfare of children is everyone's responsibility. All adults working within or on behalf University of Lincoln Academy Trust must remain vigilant, act promptly, report concerns, share information appropriately and follow safeguarding procedures. No adult should assume that somebody else has taken action unless this has been confirmed.

4.3 Culture of Vigilance

University of Lincoln Academy Trust is committed to a safeguarding culture where concerns are identified early, professional curiosity and challenge are encouraged, abuse is never assumed to be someone else's responsibility, and learning is used to strengthen practice.

4.4 Early Help and Early Intervention

University of Lincoln Academy Trust believes that identifying need early and providing timely Early Help and Family Help can prevent concerns from escalating and improve outcomes for children. Safeguarding practice should consider welfare, attendance, behaviour, health, family circumstances and wider vulnerability.

4.5 Equality, Inclusion and Respect

University of Lincoln Academy Trust is committed to ensuring that safeguarding practice is inclusive, equitable and free from discrimination.

Safeguarding arrangements must recognise and respond appropriately to the additional barriers some children may face in having abuse, neglect or exploitation identified. Staff must be alert to factors that may increase vulnerability and ensure children receive support that reflects their individual needs and circumstances.

University of Lincoln Academy Trust will ensure safeguarding decisions are fair, proportionate and informed by an understanding of diversity, protected characteristics and individual lived experience.

4.6 Attendance as a Safeguarding Priority

University of Lincoln Academy Trust recognises the strong relationship between attendance, safety, wellbeing and educational outcomes.

Poor attendance, persistent absence and severe absence may be indicators of unmet need, vulnerability, neglect, exploitation, abuse or other safeguarding concerns.

Attendance will therefore be viewed through both an educational and safeguarding lens. Safeguarding, pastoral and attendance professionals are expected to work collaboratively to understand barriers to attendance, identify risk and secure appropriate support and intervention.

University of Lincoln Academy Trust will promote a culture where attendance is everyone's responsibility and where vulnerable children are identified and supported at the earliest opportunity.

4.7 Safeguarding Children Educated Off-Site

University of Lincoln Academy Trust retains responsibility for safeguarding children placed in alternative provision, dual registered provision, work based learning or other commissioned educational arrangements.

University of Lincoln Academy Trust is committed to ensuring that all off-site provision meets appropriate safeguarding expectations and that children educated away from their main academy remain visible, supported and protected.

Robust oversight, quality assurance and information sharing arrangements will be maintained to ensure safeguarding responsibilities are effectively discharged.

4.8 Online Safety and Digital Safeguarding

University of Lincoln Academy Trust recognises that technology presents both opportunities and risks for children. Online safety is integral to safeguarding and is not viewed as a separate issue.

Safeguarding arrangements will therefore consider the risks associated with:

- Online abuse and exploitation
- Harassment and cyberbullying
- Child-on-child abuse
- Sharing of indecent imagery
- Exposure to harmful content
- Radicalisation
- Online grooming

- Artificial intelligence (AI) generated content; and
- Technology-enabled safeguarding risks

Children will be supported to develop the knowledge, skills and behaviours required to navigate the digital world safely and responsibly.

4.9 Information Sharing and Multi-Agency Working

University of Lincoln Academy Trust believes that effective safeguarding depends upon timely, lawful and proportionate information sharing.

University of Lincoln Academy Trust will work collaboratively with local authorities, safeguarding partnerships, police, health services, alternative provision providers and other agencies to safeguard children and promote their welfare.

Concerns should never remain unreported because information is incomplete. Decisions about information sharing should always consider the safety and welfare of the child.

4.10 Accountability and Continuous Improvement

University of Lincoln Academy Trust believes safeguarding practice should be open to scrutiny, review and improvement. Learning from quality assurance, incidents, audits, attendance information, alternative provision oversight and pupil voice will be used to strengthen safeguarding arrangements.

5.0 Policy Statement:

6.1 Commitment to Safeguarding

University of Lincoln Academy Trust will maintain effective safeguarding and child protection arrangements across all academies, services and commissioned provision. Safeguarding will be embedded within leadership, governance, attendance, behaviour, SEND, alternative provision, online safety and wider pupil welfare arrangements.

University of Lincoln Academy Trust will:

- Provide safe environments where children are listened to, respected and supported;
- Ensure appropriate safeguarding leadership, DSL capacity and reporting arrangements;
- Train staff, trustees, governors, volunteers and relevant partners in line with their roles;
- Identify and respond to safeguarding concerns promptly and proportionately;
- Work with families, local authorities, safeguarding partners and external agencies;
- Maintain effective systems for recording, information sharing, referral and escalation;
- Ensure safeguarding arrangements reflect statutory guidance, local procedures and emerging risks;
- Monitor and quality assure safeguarding practice across University of Lincoln Academy Trust; and
- Review this policy in line with statutory guidance, Trust governance requirements and identified safeguarding need. All staff are required to read, understand and comply with this policy and associated safeguarding procedures.

6.0 Definition of Terms:

6.1 Shared Responsibility

Safeguarding and promoting the welfare of children is everyone's responsibility. All adults working for, on behalf of, or in partnership with University of Lincoln Academy Trust must understand their safeguarding responsibilities, complete relevant training, follow safeguarding procedures and act without delay when concerns arise.

6.2 Trust Board Responsibilities

University of Lincoln Academy Trust Board has overall accountability for safeguarding across University of Lincoln Academy Trust.

University of Lincoln Academy Trust Board will ensure that:

- Statutory safeguarding duties are met;
- Appropriate policies, systems and assurance arrangements are in place and that these have been read and understood by staff;
- Safeguarding risks, trends and compliance are subject to scrutiny and challenge;
- Sufficient resources are available to support effective safeguarding arrangements;
- Safeguarding remains a strategic priority across University of Lincoln Academy. University of Lincoln Academy Board retains approval responsibility for the Safeguarding and Child Protection Policy;
- They ensure systems are in place to ensure that staff and volunteers are appropriately informed and up to date with safeguarding and child protection requirements.

6.3 Director of Primary and Safeguarding

The Director of Primary and Safeguarding is University of Lincoln Academy's executive safeguarding lead and policy owner.

The Director is responsible for:

- Providing strategic safeguarding leadership across University of Lincoln Academy Trust
- Maintaining and reviewing safeguarding policy, procedures and guidance;
- Leading Trust-wide safeguarding quality assurance and assurance reporting;
- Providing professional safeguarding advice and escalation where required;
- Overseeing safeguarding links with attendance, alternative provision and pupil welfare;
- Identifying safeguarding trends, risks and areas for improvement; and
- Reporting safeguarding assurance, risks and developments to senior leaders, committees and trustees;

6.4 Academy Monitoring Committees

Academy Monitoring Committees provide local safeguarding oversight and assurance. They will receive safeguarding information, understand academy-level risks and priorities, and provide support and challenge to leaders regarding safeguarding practice.

Each Academy Monitoring Committee will identify a nominated safeguarding member.

Academy Monitoring Committees will ensure systems are in place to ensure that staff and volunteers are appropriately informed and up to date with safeguarding and child protection requirements.

The Academy Monitoring Committees will also review the LCC Safeguarding in Schools Self-Assessment Safeguarding Audit Tool each year from the school and its areas of recommendations to further evidence the promotion of an open culture of vigilance.

Academy Monitoring Committees will also receive a written safeguarding report in each meeting that is a standard approach across all schools as part of that vigilance.

6.5 Principals

Principals are responsible for ensuring that effective safeguarding arrangements operate within their academy.

Principals will:

- implement this policy and associated safeguarding procedures;
- promote a strong safeguarding culture;
- ensure statutory safeguarding responsibilities are met;
- ensure appropriate DSL and deputy DSL arrangements are in place;
- ensure safeguarding training, reporting and recording expectations are followed;
- ensure safeguarding links effectively with attendance, behaviour, SEND, wellbeing and alternative provision;
- ensure concerns relating to adults working with children are reported and managed appropriately.
- Ensure 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.
- Ensure low level concerns in relation to staff behaviour are dealt with through disciplinary policy and a culture of openness and transparency is developed
- Ensure individuals are referred to the Disclosure and Barring Service or/and the Secretary of State via the Teaching Regulation Agency where a person is dismissed or has left due to a safeguarding concern or serious misconduct.
- Ensure staff follow a safeguarding training framework which ensures that all staff receive suitable training and information to undertake their role. To guide us we look to the Lincolnshire Safeguarding Children's Partnership (LSCP) framework and guidance and access the expertise from the LSCP and other Local Authority teams.
- Provide access to suitable safeguarding training opportunities from recognised local and national organisations.
- use the LCC Safeguarding in Schools Self-Assessment Safeguarding Audit Tool to regularly evaluate safeguarding practice within their schools, identify areas of strength as well as areas for development.
- use this as our evidence to annually respond to the LSCP on the compliance of safeguarding in our school. In addition a report is completed and presented across each Governing Body evaluating safeguarding data, procedures and practices further evidencing the promotion of an open culture of vigilance. These are reviewed and updated across the academic year, further quality assuring expertise.
- Present a Safeguarding Report to their Academy Monitoring Committee for regular updates and review.

6.6 Designated Safeguarding Lead (DSL)

Each academy must appoint a senior member of staff to act as Designated Safeguarding Lead. The DSL has lead responsibility for safeguarding and child protection within the academy and will fulfil the statutory responsibilities set out in Keeping Children Safe in Education.

The DSL will ensure that safeguarding concerns are managed appropriately, referrals are made where required, staff receive advice and support, safeguarding records are maintained, information is shared appropriately, and child protection files are transferred securely and separately from the main pupil file, with confirmation of receipt obtained wherever possible.

The DSL will work closely with the Principal, Director of Primary and Safeguarding, Deputy Designated Safeguarding Leads and relevant safeguarding partners to ensure safeguarding responsibilities are discharged effectively and in accordance with statutory guidance.

The DSL and DDSL will follow a specific safeguarding training framework that provides the skills, knowledge and understanding to undertake their role. This safeguarding training framework is aligned to statutory requirements within KCSIE.

As part of their role, they will:

Manage referrals by: referring cases of suspected abuse Lincolnshire Children's Safeguarding

- supporting staff who make referrals to Lincolnshire Children's Safeguarding
- seeking advice from Prevent Team regarding radicalisation concerns and refer cases to the Channel programme when necessary
- supporting teachers to report any cases of Female Genital Mutilation (FGM) as outlined in the duty
- supporting the Principal 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
- referring cases to the Police where a crime may have been committed

Work with others by:

- acting as a source of support, advice, and expertise for staff
- acting as a point of contact with the safeguarding partners
- liaising with the Principal to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaising with the "case manager" (as per KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer)
- liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- liaising with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENDCOs), and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaising with mental health team or lead where safeguarding concerns are linked to mental health
- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstance
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- helping 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.
- working with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college, and sharing this with teaching staff.

Undertake training

The DSL (and any DDSL's) will undergo training to provide them with the knowledge and skills required to carry out the role. In Lincolnshire, our DSL's and DDSL's follow the most up-to-date LSCP and LCC training framework for Education DSLs and DDSLs.

The DSL and DDSL will undertake training around their specific role at least every two years. The DSL and DDSL will also undertake Prevent Awareness Training. New DSL's or DDSL's will need to be familiar with the content of the [Lincolnshire Safeguarding Children Partnership policy and procedures manual](#) and to keep up to date with bi-annual updates.

The DSL and/or Deputies will attend the LCC Safeguarding in Schools DSL Safeguarding Updates, LCC support forums or drop-ins and appropriate LSCP inter-agency training to ensure that they are sufficiently trained and informed to:

- understand the assessment process for providing Early Help and statutory 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
- understand the importance of the role in providing information and support to local authority children social care to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and know what is needed in responding to this in promoting educational outcomes
- be alert to the specific needs of children in need, those with special educational needs (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations, and practitioners and complete this within given timeframes

- ensure each member of staff, especially new and part-time staff, has access to and understands the Trust's child protection policy and procedures
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- be able to understand the unique risks associated with online safety and keep up to date with knowledge to keep children safe whilst they are online at school.
- Maintain access to resources and receive information about additional relevant courses
- be able to keep detailed, accurate, secure written records of concerns and referrals
- encourage a culture of listening to children, taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

Raise Awareness by:

- ensuring each member of staff has access to, and understands, the Trust child protection policy and procedures, especially new and part-time staff
- ensuring the Trust's child protection and safeguarding policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this,
- ensuring that the latest version of the child protection and safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- working with the Academy Monitoring Committee in particular, the Safeguarding lead for this committee
- linking with the Lincolnshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- helping to promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing with teachers and school and college leadership staff.

6.7 Deputy Designated Safeguarding Leads (DDSLs)

Deputy Designated Safeguarding Leads will be trained to the same standard as the DSL and will support the DSL in carrying out safeguarding responsibilities. Lead responsibility remains with the Designated Safeguarding Lead.

6.8 All Employees, Agency Staff, Volunteers and Contractors

All adults working within University of Lincoln Academy Trust must safeguard and promote the welfare of children. They must read and understand relevant safeguarding guidance, know how to report concerns, complete required training, maintain professional curiosity, follow safer working practice expectations and report concerns about children or adults without delay.

Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection

and that they are reviewed annually. There should be arrangements in place to liaise with the school about safeguarding matters where appropriate, and inspections should take place if required. Any transfer of control or lease or hire arrangements will include safeguarding arrangements. Failure to comply with these arrangements will result in termination of the agreement. (see section below on using school premises)

6.9 Alternative Provision Responsibilities

Where children attend alternative provision, responsibility for safeguarding remains with the referring academy and University of Lincoln Academy Trust. Academies must ensure that safeguarding checks are completed, relevant information is shared, attendance and welfare are monitored, placements are reviewed, concerns are escalated promptly and children remain visible within safeguarding systems.

7.10 Children and Families

Safeguarding is most effective when children and families are supported to share concerns, engage with help and work collaboratively with academies and partner agencies.

7.0 Safeguarding Operating Arrangements:

7.1 Overview

University of Lincoln Academy Trust will maintain clear safeguarding procedures that enable concerns to be identified, reported, assessed, recorded, escalated and reviewed appropriately. All safeguarding arrangements will operate in accordance with statutory guidance, local safeguarding partnership procedures and this policy. Safeguarding concerns may arise through direct disclosure, observations, attendance patterns, behaviour, wellbeing concerns, online activity, information received from others, or professional judgement. All concerns will be treated seriously and responded to proportionately, promptly and in the best interests of the child.

7.2 Reporting Safeguarding Concerns

All staff; volunteers, agency workers and contractors must report safeguarding concerns immediately. Safeguarding concerns include, but are not limited to:

- Concerns about abuse or neglect;
- Suspicion of injury that is not consistent with the explanation given or the child's developmental stage or usual activities. (We will refer to the [LSCP policy](#) on Bruising in babies and children who are not independently mobile for additional guidance).
- An explanation for an injury that appears inconsistent, implausible or changes over time.
- Behaviour or presentation that gives rise to concern that a child may have experienced harm
- Significant changes in a child's presentation, including behaviour, emotional well-being or attendance/non-attendance
- Child-on-child abuse.
- Harmful sexual behaviour.
- Online safety concerns.

- Mental health concerns where there may be a safeguarding risk.
- Concerns relating to exploitation.
- Attendance concerns indicating possible vulnerability.
- Children missing education.
- Concerns about adults working with children.
- Any concern that a child may be at risk of harm.
- Any hint, disclosure or allegation of abuse whether made by the child or another person
- Significant changes in a child's presentation, including behaviour, emotional well-being or attendance/non-attendance
- Concerns regarding adults or other individuals who may pose a risk to children, including those living in a household with children present or who may have access to them
- Indicators or concerns relating to Child Exploitation, including criminal exploitation and sexual exploitation, Female Genital Mutilation (FGM), or radicalisation and extremism
- any indicators of experiencing Domestic Abuse

Concerns must be reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) without delay.

Staff must never assume that somebody else has reported a concern.

7.3 Immediate Risk of Harm

If a child is believed to be at immediate risk of serious harm, staff must take immediate action. This may include:

- Contacting emergency services.
- Contacting Children's Social Care.
- Seeking urgent support from safeguarding professionals.
- Taking reasonable actions to ensure immediate safety.

Where possible, the DSL should be informed immediately; however, concerns should never be delayed while attempting to locate the DSL. The welfare of the child remains paramount.

7.4 Responding to a Disclosure

Where a child makes a disclosure, adults should:

- Listen carefully.
- Remain calm – do not show signs of shock, alarm or disbelief.
- Take the disclosure seriously.
- Reassure the child that they have done the right thing by speaking.
- Avoid leading, investigative or suggestive comments
- Not make judgements about, or express opinions about any individual who may be involved.
- Explain that information cannot be kept confidential. explain sensitively to the child that you have a responsibility to share the information with the DSL and/or DDSL. Make it clear that you cannot promise confidentiality, as information must be shared where there are concerns about the safety or welfare of the child or others. Explain this will be on a 'need to know basis'.

- Record what has been said as soon as possible using the child's own words wherever possible.
- Record any signs of injury, including marks, bruises or other indicators available within CPOMS or MY Concern logs as appropriate. Ensure the description is clear, factual and not interpretative
- Report the concern immediately through safeguarding procedures. Staff must never investigate concerns themselves.
- distinguish between fact, observation, professional judgement and any third-party information

All safeguarding and child protection decisions will be made in the best interests of the child.

7.5 DSL and DSL Actions after a disclosure:

Following any information raising concern, the DSL/DDSL will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the child/family
- consulting with appropriate persons e.g. LCC Children's Safeguarding via Customer Service Centre
- the child's wishes

All information and actions taken, including the reasons for any decisions made, will be fully documented on the Child Protection file of the pupil within CPOMS or My Concern. Record reasons for referral made or reasons where this is not the case with actions clear detailing support ensuring accurate and detailed record keeping. All referrals to the LCC Children's Safeguarding Line will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

After any safeguarding or child protection referral, the DSL/DDSL will:

- Maintain regular contact with the allocated social worker and other relevant professionals to ensure that the school remains informed of any developments and can contribute effectively to safeguarding planning.
- Contribute to strategy discussions, strategy meetings, and other multi-agency safeguarding meetings where appropriate.
- Prepare and submit written reports and attend and contribute to child protection conferences and other relevant safeguarding meetings.
- Where a child becomes the subject of a Child Protection Plan, actively contribute to the planning process and attend Core Group meetings, review conferences, and other meetings as required.
- Share reports with parents/carers in advance of meetings, wherever appropriate and safe to do so, ensuring that they understand the content and purpose of the report. Information will not be shared where this could place a child at increased risk of harm or compromise a safeguarding investigation.

- Where there is professional disagreement regarding decisions about a child's safety or welfare, and concerns remain that the child's needs are not being adequately addressed, follow the LSCP Professional Resolution and Escalation Protocol, ensuring that the child's best interests and welfare remain paramount.
- Where a child who is subject to a Child Protection Plan leaves the school, transfers to another setting, or is missing from education, the DSL will promptly notify the allocated social worker and any other relevant agencies, in accordance with Lincolnshire safeguarding procedures, and ensure that child protection records are transferred securely and without delay where appropriate.

7.5 Professional Curiosity

University of Lincoln Academy Trust expects all staff to exercise professional curiosity.

Professional curiosity involves:

- Respectfully exploring inconsistencies.
- Asking appropriate questions.
- Remaining professionally sceptical when information provided does not appear consistent with a child's lived experience.
- Identifying patterns, behaviours, indicators and emerging risks.
- Looking beyond presenting issues to understand underlying vulnerability.

University of Lincoln Academy Trust recognises that children may not always be ready to disclose abuse, neglect or exploitation and that concerns may need to be identified through observation, professional judgement and information sharing.

7.6 Child Voice

University of Lincoln Academy Trust is committed to ensuring children's wishes, feelings and lived experiences inform safeguarding decisions.

Safeguarding professionals must:

- Seek and understand the child's voice.
- Consider the impact of decisions upon the child.
- Ensure children know how to access support.
- Recognise and respond to barriers that may prevent children from seeking help.
- Adapt communication approaches where necessary.

Every effort will be made to understand the child's lived experience and ensure that this informs safeguarding intervention and planning.

7.7 Early Help and Early Intervention

University of Lincoln Academy Trust recognises that safeguarding concerns often emerge gradually and that many children benefit from support before statutory intervention becomes necessary. Where concerns indicate that a child or family may require additional support, academy leaders will consider:

- Early Help assessments.
- Multi-agency support arrangements.
- Attendance interventions.
- Family support services.
- Health services.
- Special Educational Needs and Disabilities (SEND) support.
- Alternative provision support arrangements.
- Pastoral and wellbeing interventions.

Support will be proportionate to the child's level of need and regularly reviewed.

7.8 Attendance and Safeguarding

University of Lincoln Academy Trust recognises attendance as a safeguarding priority.

Poor attendance may indicate:

- Neglect;
- Exploitation;
- Abuse;
- Mental health concerns;
- Family crisis;
- Unmet special educational needs;
- Emotional Based School Avoidance (EBSA);
- Criminal or sexual exploitation; Academies will monitor attendance closely and ensure safeguarding concerns are considered whenever attendance deteriorates. Particular scrutiny will be applied to:
 - Persistent absence;
 - Severe absence;
 - Repeated patterns of absence;
 - Children who frequently go missing from education;
 - Vulnerable pupils;
 - Pupils educated in alternative provision

Attendance, wellbeing, behaviour and safeguarding information should be considered holistically when assessing risk.

7.9 Children Missing Education

University of Lincoln Academy Trust recognises that children missing education can be a significant indicator of abuse, neglect, exploitation and wider safeguarding concerns. Academies will maintain robust systems for:

- Monitoring attendance;
- Following up unexplained absence;
- Escalating concerns promptly;
- Working with local authorities where children become missing from education;

Where a child is missing education, academy leaders will follow statutory guidance and local procedures.

7.10 Record Keeping

Accurate safeguarding records are essential to effective safeguarding practice.

All safeguarding concerns, discussions, actions, decisions and outcomes must be recorded.

Records should:

- Be completed promptly;
- Be factual, clear and professional;
- Distinguish between fact, opinion and professional judgement;
- Include decision-making rationale;
- Include actions taken and outcomes achieved;
- Be maintained securely in a child protection file, separate from the child's school file and stored in line with data protection;
- Be recorded on the school systems (CPOMS or My Concern)
- Be scrutinised by the DSL to ensure process and procedure are followed so that no information is overlooked
- demonstrate clear oversight, including actions taken, decisions made, the rationale for those decisions, and the outcomes for the child.

Safeguarding records form part of the child's safeguarding history and may contribute to future assessments and interventions.

7.11 Information Sharing and Confidentiality

Effective safeguarding relies on timely and appropriate information sharing.

University of Lincoln Academy Trust will:

- Share information where necessary to safeguard children;
- Work collaboratively with safeguarding partners and relevant agencies;
- Follow statutory guidance and data protection requirements;
- Ensure information is shared on a need-to-know basis;
- Maintain appropriate confidentiality;

Information will be shared where necessary to safeguard children, lawfully and proportionately, in accordance with statutory guidance, the Data Protection Act 2018, UK GDPR and need-to-know principles.

Concerns about information sharing must never prevent action being taken where a child may be at risk of harm.

7.12 Child Protection Referrals

The Designated Safeguarding Lead will determine whether referral to Children's Social Care, the Police or another safeguarding agency is required. When making this decision, consideration will be given to:

- The nature and level of risk;
- The child's circumstances;
- Previous concerns and safeguarding history;
- Information from partner agencies;
- Local safeguarding thresholds;

Referrals will be completed without unnecessary delay.

7.13 Private Fostering

University of Lincoln Academy Trust recognises its duty to identify and report private fostering arrangements.

Staff must report any concerns or information suggesting that a child may be privately fostered to the DSL.

The DSL will ensure appropriate enquiries, notifications and referrals are completed in accordance with local authority requirements.

7.14 Alternative Provision Safeguarding Arrangements

Where a child attends alternative provision, the academy remains responsible for safeguarding and promoting the welfare of that child.

Academies will ensure:

- Safeguarding information is shared;
- Appropriate safeguarding checks and quality assurance activity are completed;
- Attendance is monitored;
- Pupils remain visible within safeguarding systems;
- Placements are quality assured and reviewed regularly;

Concerns are escalated promptly; University of Lincoln Academy Trust expects safeguarding standards within alternative provision to be equivalent to those expected within Trust academies.

7.15 Safeguarding Supervision and Support

Recognising the complexity and emotional impact of safeguarding work, appropriate support will be available to safeguarding professionals.

This may include:

- DSL supervision;
- Professional consultation;
- Peer support;
- Debrief and reflective practice;
- Access to wellbeing support where required;

University of Lincoln Academy Trust is committed to ensuring safeguarding staff are supported to undertake their responsibilities effectively and sustainably.

7.16. Safeguarding Separation

Safeguarding separation may include temporary arrangements designed to reduce risk whilst maintaining, wherever possible, access to education and support. Depending upon the circumstances, this may involve changes to timetables, movement around the site, seating

arrangements, supervision arrangements, break and lunchtime arrangements, access to particular areas, or managed restrictions on contact between individuals.

Any safeguarding separation arrangement must be:

- child-centred;
- lawful, proportionate and necessary;
- based upon an assessment of risk;
- regularly reviewed;
- implemented for the shortest period necessary; and
- focused on safeguarding and promoting the welfare of all children involved.

7.16.1 Use of Safeguarding Separation

Safeguarding separation may be considered where there are concerns relating to:

- child-on-child abuse;
- sexual violence or sexual harassment;
- harmful sexual behaviour;
- intimidation, coercion or exploitation;
- serious violence;
- significant safeguarding concerns identified through risk assessment; or
- any situation where the presence of a pupil may place themselves or others at risk of harm.

Safeguarding separation is not intended to disadvantage, blame or penalise any child and should be reviewed regularly to ensure it remains necessary, proportionate and in the best interests of all children involved.

Where safeguarding separation is implemented, academy leaders will consider:

- the wishes, feelings and safety of affected children;
- the impact on education and wellbeing;
- alternative arrangements required to maintain education;
- equality and SEND considerations;
- advice from external agencies where appropriate; and
- ongoing safeguarding and welfare support.

7.16.2 Review and Oversight

Safeguarding separation arrangements will be reviewed regularly by academy leaders and safeguarding professionals. Decisions, rationale, reviews and actions will be recorded appropriately and retained within safeguarding records.

University of Lincoln Academy Trust recognises that safeguarding separation is an exceptional safeguarding measure and must not be used as a substitute for formal suspension, exclusion or other statutory processes where these are more appropriate.

7.17 Managing Allegations and Concerns About Adults

7.17.1 Expectations

University of Lincoln Academy Trust is committed to creating a culture of openness, transparency and accountability in which all concerns about adults working with children are identified, reported and managed promptly and appropriately.

Concerns may include:

- an allegation that may meet the harm threshold;
- a low-level concern;
- conduct inconsistent with the Staff Code of Conduct;
- a concern relating to professional boundaries; or
- a concern relating to an employee, agency worker, contractor, volunteer or other adult working with or on behalf of the Trust.

Where a concern is raised by a child, the child must be listened to, taken seriously and supported. Staff must not investigate the concern, make assumptions about its validity or attempt to determine the outcome. Staff should record the information accurately, using the child's own words wherever possible, and report it immediately through the route set out below.

7.17.2 Reporting Concerns

All concerns about the conduct of an adult working with children, including low-level concerns, must be reported without delay to the appropriate person:

Concern relates to	Report to
Staff member, volunteer, contractor or agency worker	Principal / Headteacher / Head of School
Principal / Headteacher / Executive Principal	Director of Primary & Safeguarding, or Chair of Academy Monitoring Committee
Central Team member of staff	HR
Executive Leadership Team member	Chief Executive Officer
Chief Executive Officer	Chair of Trustees

If the person to whom a concern would normally be reported is implicated in the concern, unavailable, or there is another conflict of interest, the concern must be reported to the next appropriate senior leader or through the Trust's whistleblowing arrangements.

The person receiving the concern will act as the appropriate case manager or will ensure that an appropriate case manager is appointed. They will consider the information available and determine, with advice where required, whether the concern may meet the harm threshold.

Staff must not investigate the matter themselves and must not delay reporting because they are uncertain whether the harm threshold has been met.

7.17.3 Concerns or Allegations That May Meet the Harm Threshold

A concern or allegation may meet the harm threshold where an adult 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;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where a child has been harmed, there may be an immediate risk of harm to a child, or the situation is an emergency, children's social care and, where appropriate, the Police must be contacted

immediately. The DSL is responsible for ensuring that appropriate action is taken to safeguard the child.

All concerns regarding the welfare of children will be recorded accurately and reported to the DSL (or the DDSL in their absence) prior to any discussion with parents/carers. The DSL or DDSL will seek advice from the LCC Children's Safeguarding Line via the Customer Service Centre where necessary and determine the next steps in line with local procedures. Telephone- 01522 782111.

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 Policy and Procedures Manual](#).

The Principal will be the case manager who will take the lead in any investigation. If the Principal is the subject of the allegation, then the chair of the Academy Monitoring Committee or Director of Primary and Safeguarding will manage the case. If there is any doubt as to the procedure to follow, we will contact the Lincolnshire Local Authority Designated Officer (LADO) for advice.

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

All investigations will be carried out by:

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

We will inform the person subject to the allegation when it is right to do so based on advice from LADO and if appropriate Lincolnshire FAST social care teams and the Police.

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

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

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

If the allegation is in relation to an Academy Monitoring Committee member, we will follow our local procedures; removing the person from office should the allegation be substantiated.

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

We recognise that this process can be very stressful for all involved; the school are committed to provide support as outlined in our Managing Allegations policy.

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

The outcomes from an allegation are:

Substantiated: there is sufficient evidence to prove the allegation.

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

False: there is sufficient evidence to disprove the allegation.

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

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

Following the decision, the case manager, with support from LADO will determine the next actions. If an allegation was found to be malicious, the school must consider whether the person/child who made the allegation is in need of help themselves and whether a referral to customer services is required.

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

7.17.4 Referral to the Local Authority Designated Officer

Where a concern or allegation may meet the harm threshold, the appropriate case manager will contact the Local Authority Designated Officer without delay and follow the advice provided.

The case manager may undertake only those basic enquiries necessary to establish the facts and determine whether the concern has any foundation

No formal investigation or disciplinary investigation will begin before consultation with the LADO where such consultation is required. The case manager will record the concern, decisions made, advice received, actions taken and the rationale for those decisions.

Allegations or concerns that may meet the harm threshold must be managed in accordance with statutory guidance and local authority procedures.

Leaders must not seek to investigate allegations themselves before consultation with the Local Authority Designated Officer (LADO) where such consultation is required.

Early consultation with the LADO supports effective safeguarding, preserves evidence, promotes fair process and helps ensure that appropriate action is taken to protect children and manage risk.

7.17.5 Low-Level Concerns

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the Trust may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work;
- causes a sense of unease or a “nagging doubt”; and
- does not meet the harm threshold or is otherwise not considered sufficiently serious to warrant referral to the LADO.

All low-level concerns must be reported using the routes in Section 7.17.2, recorded in writing and addressed promptly and proportionately in accordance with the Trust’s Low-Level Concerns Procedure.

Records must include:

- details of the concern;
- the context in which it arose;
- the name of the person sharing the concern, unless anonymity is being maintained as far as reasonably possible;
- decisions made and the rationale for them;
- action taken; and
- the outcome, where known.

Low-level concern records must be reviewed periodically to identify patterns of concerning, problematic or inappropriate behaviour. Where a pattern emerges or further information indicates that the harm threshold may be met, the matter must be referred to the LADO without delay.

A low-level concern may include behaviour that:

- Is inconsistent with the Staff Code of Conduct;
- Causes a sense of unease or concern;
- Falls short of the harm threshold;
- May indicate a pattern of behaviour requiring intervention;

The purpose of reporting low-level concerns is to:

- Maintain a strong safeguarding culture;
- Prevent escalation;
- Identify concerning patterns of behaviour;
- Support safer working practices;

7.17.6 Local Authority Designated Officer (LADO)

Where concerns meet the harm threshold, the appropriate leader will consult with the Local Authority Designated Officer (LADO) and follow advice regarding next steps.

No investigation should be undertaken before consultation with the LADO where this is required.

7.17.7 Support and Confidentiality

University of Lincoln Academy Trust recognises that allegations can be distressing for all parties involved.

Appropriate support will be provided for:

- Children;
- Families;
- Staff subject to allegations;
- Witnesses;
- Leaders managing the process;

Information will be managed confidentially and only shared on a need-to-know basis.

7.17.8 Learning and Review

Allegations, low-level concerns and conduct issues may be reviewed to:

- Identify emerging themes;
- Strengthen safeguarding culture;
- Improve training;
- Improve safer working practices;
- Inform policy development;

7.18 Whistleblowing

University of Lincoln Academy Trust is committed to fostering a culture of openness, transparency, accountability and professional challenge. All staff, volunteers, contractors and others working on behalf of University of Lincoln Academy Trust have a responsibility to raise concerns where they believe that poor practice, misconduct, wrongdoing or safeguarding failures may have occurred.

University of Lincoln Academy Trust recognises that safeguarding children requires an environment in which individuals feel confident to speak up and where concerns are welcomed, taken seriously and addressed appropriately.

7.18.1 Raising Concerns

Individuals should raise concerns where they believe that:

- A child is not being safeguarded appropriately;
- Safeguarding procedures are not being followed;
- There has been professional misconduct;
- Safeguarding records have been falsified, withheld or mismanaged;
- There are unsafe practices or cultures within an academy or provision;
- There has been failure to act on safeguarding concerns;
- An individual has attempted to conceal safeguarding concerns or incidents;
- There is any conduct which places children, staff or University of Lincoln Academy Trust at risk

Concerns should be raised as soon as reasonably practicable.

7.18.2 Reporting Routes

Where possible, concerns should be raised through normal management channels. However, where an individual believes this would be inappropriate, concerns may be reported to:

Concern relates to	Report to
General safeguarding concern regarding practice	Principal / Executive Principal
Principal/Head Teacher/Executive Principal	Director of Primary & Safeguarding or AMC Chair
Executive Leadership Team member	Chief Executive Officer
Chief Executive Officer	Chair of Trustees
Trustee	Chair of Trustees or appropriate external authority

Where appropriate, individuals may also seek advice from relevant external agencies.

7.18.3 Safeguarding Concerns Must Always Be Reported

Whistleblowing procedures must never be used as an alternative to reporting an immediate safeguarding concern.

Where a child may be at risk of harm, safeguarding reporting procedures set out within this policy must be followed immediately.

The safety and welfare of the child must always take precedence.

7.18.4 Protection for Individuals Raising Concerns

University of Lincoln Academy Trust will support individuals who raise genuine concerns in good faith.

No individual should suffer victimisation, disadvantage or retaliation as a result of raising a genuine concern regarding:

- Safeguarding practice;
- Child protection arrangements;
- Professional conduct;
- Organisational wrongdoing;
- Risk to children

University of Lincoln Academy Trust will take appropriate action where concerns are raised maliciously, knowingly falsely or in bad faith.

7.18.6 Escalation to External Agencies

Where an individual believes that concerns have not been addressed appropriately, or where concerns relate to senior leaders or governance, concerns may be escalated to relevant external bodies, including:

- Local Authority children's services;
- the NSPCC advice line [Whistleblowing Advice Line | NSPCC](#)
- The Local Authority Designated Officer (LADO);
- The Police;
- Ofsted;
- The Department for Education;
- The Education and Skills Funding Agency (ESFA);
- The Lincolnshire LSCP Professional Resolution and Escalation Protocol from within school if they have concerns about how an agency is responding;
- Other relevant regulators or professional bodies

Nothing in this policy prevents an individual from raising a concern with an appropriate external authority where they reasonably believe this is necessary to protect children or comply with legal obligations.

7.18.7 Learning and Safeguarding Culture

University of Lincoln Academy Trust recognises that effective whistleblowing arrangements contribute to a positive safeguarding culture. Themes arising from whistleblowing concerns may be reviewed to:

- Strengthen safeguarding arrangements;
- Identify organisational learning;
- Improve leadership oversight;
- Inform policy review;
- Support continuous improvement

University of Lincoln Academy Trust expects all leaders to promote a culture in which professional challenge is welcomed and where concerns are viewed as an important part of keeping children safe.

7.19 Safeguarding Training and Induction

7.19.1 Commitment

University of Lincoln Academy Trust is committed to ensuring that all staff, volunteers, trustees and those working on behalf of University of Lincoln Academy Trust receive appropriate safeguarding training and support to enable them to fulfil their safeguarding responsibilities effectively. All staff will read Part One of Keeping Children Safe in Education and confirm their understanding through University of Lincoln Academy Trust processes.

Training arrangements will be proportionate to role and responsibility and will reflect current statutory guidance, local safeguarding arrangements and emerging safeguarding risks.

7.19.2 Staff Induction

All new staff, volunteers, agency staff, contractors and trainees will receive safeguarding induction at the earliest opportunity. Induction will include, as a minimum:

- The Safeguarding and Child Protection Policy;

- Staff Code of Conduct;
- Safeguarding reporting procedures;
- Identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs);
- Child protection procedures;
- Whistleblowing procedures;
- Managing allegations and low-level concerns procedures;
- Online safety expectations;
- Behaviour expectations and child-on-child abuse procedures;
- Staff responsibilities under Keeping Children Safe in Education (KCSIE);

Appropriate records of induction will be maintained.

7.19.3 Whole Staff Safeguarding Training

All staff will receive safeguarding and child protection training that is:

- Appropriate to their role.
- Updated regularly.
- Consistent with statutory expectations.
- Responsive to local safeguarding priorities and emerging risks. Training will ensure staff understand:
 - Signs and indicators of abuse and neglect;
 - Child-on-child abuse;
 - Online safety;
 - Child Criminal Exploitation (CCE);
 - Child Sexual Exploitation (CSE);
 - Mental health and wellbeing considerations;
 - Attendance as a safeguarding indicator;
 - Children missing education;
 - Contextual safeguarding;
 - Early Help;
 - Information sharing;
 - Professional curiosity;
 - Local safeguarding arrangements

7.19.4 Safeguarding Updates

In addition to formal training, all staff will receive regular safeguarding updates to ensure knowledge remains current. Updates may be provided through:

- Briefings;
- Staff meetings;
- Safeguarding newsletters;
- Learning bulletins;
- Professional development sessions;
- Trust safeguarding network meetings;
- Updates following changes to legislation or statutory guidance;

7.19.5 Designated Safeguarding Lead Training

DSLs and DDSLs will receive safeguarding training that enables them to fulfil their responsibilities effectively.

Training will be updated in accordance with statutory requirements and will support safeguarding leaders to:

- Understand safeguarding thresholds;
- Manage safeguarding referrals;
- Lead safeguarding practice;
- Work with safeguarding partners;
- Manage allegations and concerns;
- Support vulnerable children;
- Lead safeguarding improvement;
- Understand emerging safeguarding risks;

DSLs and DDSLs are expected to undertake regular continuing professional development in addition to formal training requirements.

7.19.6 Trustee and Governance Training

Trustees and Academy Monitoring Committee members will receive safeguarding training appropriate to their governance responsibilities.

This will support governors and trustees to:

- Understand statutory safeguarding duties;
- Interpret safeguarding assurance information;
- Provide effective support and challenge;
- Understand safeguarding risks and trends;
- Fulfil governance responsibilities relating to safeguarding, attendance and pupil welfare

7.19.7 Alternative Provision and Specialist Roles

Where staff hold specialist safeguarding responsibilities, additional training may be required. This may include training relating to:

- Alternative Provision;
- Attendance;
- Online Safety;
- Mental Health;
- SEND;
- Safer Recruitment;
- Prevent;
- Domestic Abuse;
- Child Exploitation;
- Attendance and Children Missing Education

7.19.8 Training Records and Compliance

Academies will maintain accurate records of safeguarding training and induction activity. Training compliance will be monitored through academy and Trust quality assurance processes and reported

through safeguarding assurance arrangements where appropriate. Where gaps in training are identified, appropriate action will be taken to ensure compliance and effectiveness.

7.19.9 Safer recruitment

University of Lincoln Academy Trust is committed to safer recruitment practice and maintaining robust arrangements to prevent unsuitable individuals from working with children.

Recruitment, selection and pre-employment checks will be undertaken in accordance with statutory requirements, Keeping Children Safe in Education, University of Lincoln Academy Trust's Safer Recruitment Procedures and associated employment policies.

Safer recruitment ensures that every new member of staff understands their duties to safeguard children from the outset starting from the advertisement, through the interview, to their induction, and start at the school. It is essential that no one gets to work with children who cannot keep them safe.

University of Lincoln Academy Trust will maintain an accurate Single Central Record and ensure appropriate safeguarding checks are undertaken for employees, agency staff, contractors, volunteers and individuals working within commissioned provision.

University of Lincoln Academy Trust 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.

We ensure that the key staff involved in staff recruitment are trained in safer recruitment and vetting as detailed in the LCC Employment Manual. At least one member of the recruitment panel, including appointment of volunteers and contracted services, will have received safer recruitment training in the last 6 years and accessed more regular updates on changes to safer recruitment legislation and procedures.

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:

- an identity check
- a barred list check
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check
- 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 section 128 check (for management positions as set out in KCSIE for independent schools, including free schools and academies) and governors in maintained schools
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

7.19.10 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 school. 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, the school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks might include, where available:

- Criminal records checks for overseas applicants or Home Office guidance for teaching positions obtaining a letter of professional standing from the professional regulating authority in the country (or countries) in which the applicant has worked using the UK European Information Centre UK ENIC for advice about which regulatory or professional body applicants could be contacted to confirm that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Where available, such evidence will be considered together with information obtained through other pre-appointment checks to help assess suitability. Where this information is not available, we will seek alternative methods of checking suitability 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, we will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

7.19.11 Third Party/Agency Staff (supply staff), trainee teachers and all contracted staff

We obtain information in writing from our supply staff agencies that they have carried out the same checks as the school would perform on any individual who will be working at the school. We also seek written confirmation that an enhanced DBS check certificate has been provided and the date that confirmation was received. Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school or college, which has disclosed any matter or information, or any information was provided to the employment business, the school must obtain a copy of the certificate from the agency.

Where appropriate, we will recognise the safer recruitment process within an organisation as proof that all staff who work for the organisation have been recruited safely e.g. for Lincolnshire County Council staff and other specific partner organisations that have been assessed by the LSCP as being section 11 compliant.

We will check that the person presenting themselves for work is the same person on whom the checks have been made.

If at any point we are concerned about whether safer recruitment procedures have been implemented to employ a member of staff who is intending to work across our schools, we will immediately contact the organisation to check. We will also feedback any concerns we have about the staff and expect the agency to action this.

7.19.12 Volunteers:

Volunteers play an important role in our schools and we value the work they do. We will ensure that appropriate checks as laid out in Keeping Children Safe in Education will be carried out and recorded

and that no volunteer will be left unsupervised or allowed to work in regulated activity with a child without checks.

In accordance with The Crime and Policing Act 2026, any person involved in teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity. Where an individual meets the period condition (more than 3 days in a 30-day period) by volunteering at multiple settings, we will work with the other settings to decide who should apply for the enhanced DBS check with barred list information, and that information should then be supplied by the individual to each setting. We will encourage the volunteer to join the DBS Update Service to allow portability of a DBS check across different education settings.

If required, we will carry out a risk assessment based on the nature of the work with children, what we know about the volunteer, whether the volunteer has other employment or volunteering where referees can be acquired and if the role is eligible for a DBS check and at what level. Details of any risk assessments will be recorded.

8.0 Specific Safeguarding Risks:

8.1 Overview

University of Lincoln Academy Trust recognises that children may experience harm, abuse, neglect or exploitation in a variety of contexts and that safeguarding risks continually evolve.

- Safeguarding concerns can occur:
- Within the family;
- Within peer groups;
- Within the local community;
- Through organised criminal activity;
- Through technology and online environments;
- Through relationships with adults or other children;
- Within educational settings and alternative provision;

Academy leaders and safeguarding professionals must remain alert to both emerging and established safeguarding risks and ensure that concerns are identified, assessed and addressed promptly.

Detailed indicators, signs and guidance relating to specific safeguarding risks are contained within the relevant appendices and safeguarding guidance documents.

8.2 Abuse and Neglect

All staff must be aware that abuse, neglect and exploitation can take many forms and may occur in isolation or combination.

The four broad categories of abuse are:

1. Physical abuse;
2. Emotional abuse;
3. Sexual abuse;
4. Neglect;

Further guidance regarding categories of abuse, indicators of abuse and neglect, and recognised safeguarding warning signs is contained within Appendix 3 – Types of Abuse and Indicators

Staff must remain vigilant to indicators of abuse and neglect and report any concerns in accordance with Section 7 of this policy.

8.3 Child-on-Child Abuse

University of Lincoln Academy Trust recognises that children can abuse other children and that these behaviours can occur both inside and outside educational settings and online.

Child-on-child abuse should never be dismissed as:

- Banter;
- Growing up;
- Part of adolescence;
- A relationship issue;
- Boys being boys;
- A harmless joke;

Child-on-child abuse may include:

- Bullying (including discriminatory and prejudicial bullying);
- Physical abuse;
- Emotional abuse;
- Sexual harassment;
- Sexual violence;
- Harmful sexual behaviour;
- Abuse within intimate relationships;
- Online abuse;
- Sharing of nude or semi-nude images;
- Initiation or hazing-type behaviours; All incidents will be treated seriously and responded to proportionately, with the safety and welfare of all children remaining central to decision-making.

8.4 Sexual Harassment and Sexual Violence

University of Lincoln Academy Trust maintains a zero-tolerance approach to sexual harassment and sexual violence.

Sexual harassment and sexual violence are never acceptable and will not be tolerated. Safeguarding responses will be:

- Child-centred;
- Trauma-informed;
- Proportionate;
- Based upon risk assessment and professional judgement

Children who report sexual harassment or sexual violence will be supported, listened to and protected.

8.5 Online Safety and Online Harm

University of Lincoln Academy Trust recognises that technology forms an integral part of children's lives and that safeguarding responsibilities extend to online environments.

Children may be exposed to risks associated with:

- Harmful content;
- Harmful contact;
- Harmful conduct;
- Commercial exploitation;
- Grooming;
- Online abuse;
- Harassment;
- Sexual exploitation;
- Radicalisation;
- Misinformation and disinformation;

Online safeguarding arrangements will form part of a whole-school safeguarding approach and include education, prevention, filtering, monitoring, reporting arrangements and intervention.

University of Lincoln Academy Trust will maintain appropriate filtering and monitoring arrangements in accordance with current Department for Education filtering and monitoring standards. Filtering and monitoring systems will be regularly reviewed to ensure they remain effective, proportionate and responsive to emerging safeguarding risks that children may face. This is 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.

Pupils 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 (RSE), and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.

8.6 Artificial Intelligence and Emerging Technologies

University of Lincoln Academy Trust recognises that developments in Artificial Intelligence (AI) create both opportunities and safeguarding risks. Safeguarding concerns may arise through:

- AI-generated harassment or bullying;
- Grooming and exploitation facilitated by AI;
- Deepfake technology;
- Manipulated or synthetic imagery;
- AI-generated harmful content;
- Misuse of AI tools to intimidate, deceive or exploit children

Staff should remain alert to technology-assisted safeguarding concerns and ensure such matters are managed through safeguarding procedures.

Staff must not upload confidential, personal or safeguarding-sensitive information into publicly accessible AI systems unless specifically authorised and compliant with Trust information governance arrangements.

8.7 Deepfakes and Synthetic Media

University of Lincoln Academy Trust recognises that children may be victims of AI-generated or manipulated imagery, audio or video content, including deepfakes. Deepfake content may:

- Cause distress or reputational harm;
- Be used for coercion or blackmail;
- Facilitate harmful sexual behaviour;
- Be linked to exploitation;
- Form part of online abuse;

Concerns involving manipulated or synthetic content will be treated as safeguarding concerns and responded to accordingly.

8.8 Criminal Exploitation and County Lines

Child Criminal Exploitation (CCE) is a form of abuse where children are manipulated, coerced or exploited into criminal activity.

This may include:

- County lines activity;
- Drug distribution;
- Violence;
- Theft;
- Transporting money or goods;
- Financial exploitation

Children may appear to consent to involvement; however, exploitation can still be present where there is an imbalance of power.

Safeguarding professionals will consider indicators of exploitation and respond in line with local safeguarding procedures.

8.9 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse involving manipulation, coercion or deception.

Children may receive:

- Money;
- Gifts;
- Accommodation;
- Attention;
- Status;
- Affection; in exchange for sexual activity or may perceive themselves to be participating willingly.

University of Lincoln Academy Trust recognises that children experiencing exploitation frequently do not recognise themselves as victims.

8.10 Financial Exploitation

University of Lincoln Academy Trust recognises the increasing prevalence of financial exploitation affecting children and young people.

Financial exploitation may include:

- Money muling;
- Banking fraud;
- Online scams;
- Cryptocurrency-related exploitation;
- Coerced financial activity;
- Financial exploitation linked to county lines activity

Staff should be alert to indicators of unexplained money, financial transactions or criminal involvement and report concerns appropriately.

8.11 Serious Violence

University of Lincoln Academy Trust recognises that involvement in serious violence can be both a safeguarding risk and an indicator of vulnerability.

Safeguarding assessments should consider:

- Association with gangs or criminal groups;
- Exploitation;
- Violence within peer groups;
- Weapon-carrying;
- Contextual risks;
- Attendance concern;
- Changes in behaviour or emotional wellbeing

Concerns regarding possession, use or intention to use a weapon must be reported immediately to the DSL and risk assessed. University of Lincoln Academy Trust will work with partner agencies where concerns arise.

8.12 Domestic Abuse

Domestic abuse can have a significant impact on children, both directly and indirectly.

University of Lincoln Academy Trust recognises that children may:

- Witness domestic abuse;
- Experience domestic abuse;
- Be adversely affected by abuse occurring within the household;
- Experience abuse within their own relationships; Safeguarding responses will seek to understand the impact of domestic abuse on children's safety, wellbeing and educational experiences.

8.13 Harmful Online Influences and Radicalisation

University of Lincoln Academy Trust recognises that children may be exposed to harmful ideologies and extremist narratives through online and offline channels.

This may include:

- Radicalisation;
- Extremism;
- Misogynistic ideologies;
- Harmful online influencers;
- Incel-related content;
- Hate-based content;
- Coercive online communities;

University of Lincoln Academy Trust will fulfil its Prevent Duty responsibilities and ensure concerns are referred appropriately.

8.14 So-Called Honour-Based Abuse

University of Lincoln Academy Trust recognises that so-called honour-based abuse is a form of abuse and may involve:

- Forced marriage;
- Female Genital Mutilation (FGM);
- Breast flattening or ironing;
- Abuse linked to family or community honour

All concerns will be treated as safeguarding concerns and managed through safeguarding procedures.

8.15 Children Missing Education

University of Lincoln Academy Trust recognises that children missing education may be at increased risk of:

- Neglect;
- Abuse;
- Exploitation;
- Criminal involvement;
- Radicalisation;
- Forced marriage;
- Child sexual exploitation;

Attendance concerns, repeated absence and unexplained absence patterns will be considered through a safeguarding lens and addressed promptly.

8.16 Mental Health and Emotional Wellbeing

University of Lincoln Academy Trust recognises that mental health concerns may be an indicator that a child has experienced, or is at risk of, abuse, neglect or exploitation.

Whilst academy staff are not expected to diagnose mental health conditions, they should be alert to:

- Significant changes in behaviour;

- Withdrawal;
- Distress;
- Self-harm;
- Emotional presentation

Indicators of trauma; Concerns should be reported through safeguarding procedures and considered alongside wider safeguarding information.

8.17 Children with Additional Vulnerabilities

Some children may face increased safeguarding risks or additional barriers to disclosure and support.

This may include children who:

- Have Special Educational Needs and Disabilities (SEND);
- Are looked after or previously looked after;
- Have a social worker;
- Attend alternative provision;
- Are young carers;
- Experience family adversity;
- Have experienced trauma;
- Are affected by discrimination, marginalisation or exclusion
- Because of their needs, are exposed to different transport arrangements to most pupils and will need additional measures to be assured

Safeguarding professionals will consider vulnerability, context and additional barriers when assessing risk and determining support.

8.17.1 Children with a Social Worker

University of Lincoln Academy Trust recognises that children who currently have, or have previously had, a social worker may be at increased risk of harm, vulnerability and poorer educational outcomes. These children may require additional support, monitoring and professional oversight to ensure their welfare, attendance, engagement and educational progress are promoted effectively.

Safeguarding professionals and academy leaders should work collaboratively with social workers and partner agencies to understand risk, share information appropriately and ensure that children receive timely and coordinated support.

Academies will seek to ensure that the needs, experiences and views of children with a social worker are understood and considered when making safeguarding, attendance and wellbeing decisions.

8.18 Children with Special Educational Needs and Disabilities (SEND)

University of Lincoln Academy Trust recognises that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and may experience barriers to recognising, reporting or responding to abuse, neglect or exploitation.

Safeguarding professionals should be particularly alert to:

- assumptions that indicators of abuse relate solely to a child's disability or additional need;
- communication barriers that may prevent disclosure;

- increased vulnerability to bullying, harassment or exploitation;
- increased dependency on adults or peers;
- difficulties understanding risk, relationships or safeguarding concerns; and
- barriers in accessing support services

Safeguarding assessments and interventions must consider the individual needs of the child and ensure appropriate adjustments are made to enable their voice to be heard and understood.

8.19 Additional Vulnerability Considerations

8.19.1 Gender Questioning Children

University of Lincoln Academy Trust recognises that some children may experience questions, uncertainty or distress relating to their gender. Safeguarding professionals should respond to such situations on an individual basis, taking account of the child's wishes and feelings, age, maturity, wellbeing, vulnerability, family circumstances and any associated safeguarding concerns.

Where a child is questioning their gender, academy leaders and safeguarding professionals will consider:

- the child's welfare as the paramount consideration;
- mental health and emotional wellbeing;
- risks of bullying, discrimination, harassment or victimisation;
- online influences, including exposure to harmful or inappropriate content;
- the potential impact of social isolation, peer relationships and wider contextual factors;
- any indicators of abuse, exploitation, coercion or undue influence;
- the views of parents or carers, where appropriate and lawful;
- the child's voice and lived experience; and
- any additional vulnerabilities or safeguarding risks.

University of Lincoln Academy Trust recognises that children who are questioning their gender may, in some circumstances, be at increased risk of bullying, prejudice, social exclusion, mental health difficulties or online harm.

Staff should remain professionally curious and ensure that safeguarding assessments consider the full context of a child's experiences and needs. Decisions will be made on a case-by-case basis, informed by professional judgement, current statutory guidance and the best interests of the child.

9.0 Monitoring

9.1 Purpose

Monitoring will provide assurance that statutory safeguarding requirements are met, arrangements remain effective, risks are identified and responded to, and safeguarding practice remains aligned with legislation, statutory guidance and emerging risks.

9.2 Academy-Level Monitoring

Principals and DSLs will monitor safeguarding arrangements through proportionate quality assurance activity, including record reviews, attendance analysis, training compliance, pupil voice, vulnerable group monitoring, AP oversight, SCR checks and review of safeguarding themes and trends.

9.3 Trust-Level Quality Assurance

The Director of Primary and Safeguarding will implement a Trust-wide safeguarding quality assurance programme. This may include safeguarding reviews, audits, deep dives, culture reviews, file reviews, attendance and safeguarding analysis, AP quality assurance, policy compliance review and cross-academy moderation.

9.4 Safeguarding Reporting

Safeguarding information will be reported through established governance and leadership arrangements.

Reporting may include:

- Safeguarding activity and trends;
- Attendance and persistent absence data;
- Vulnerability and contextual safeguarding themes;
- Child protection activity;
- Alternative Provision oversight;
- Training compliance;
- Safeguarding audit outcomes;
- Emerging safeguarding risks;
- Complaints, incidents and lessons learned;
- Policy compliance and assurance activity

Reporting arrangements should support effective scrutiny, challenge and decision-making at academy and Trust level.

9.5 Governance Oversight

Academy Monitoring Committees and Trustees will receive safeguarding information and assurance sufficient to enable them to discharge their safeguarding responsibilities.

Governance oversight will seek assurance regarding:

- Statutory compliance;
- Safeguarding effectiveness;
- Attendance and pupil welfare outcomes;
- Alternative Provision arrangements;
- Safeguarding culture;
- Safeguarding risks and mitigation;
- Quality assurance findings;
- Progress against identified actions

University of Lincoln Academy Trust Board retains strategic oversight of safeguarding arrangements across University of Lincoln Academy Trust. The Safeguarding and Child Protection Policy is identified

within University of Lincoln Academy Trust Policy Framework as a Trust Board and/or Curriculum and Standards Committee approved policy.

9.6 Continuous Improvement

University of Lincoln Academy Trust is committed to learning from safeguarding practice and using this learning to strengthen arrangements continuously.

Learning may be drawn from:

- Safeguarding audits and reviews;
- Serious incidents;
- Local and national case review;
- Complaints and concerns;
- Inspection findings;
- Attendance reviews;
- Alternative Provision oversight activity;
- Staff and pupil feedback;
- Changes in legislation and statutory guidance;

Where monitoring identifies weaknesses or areas requiring improvement, leaders will ensure that appropriate actions are implemented, monitored and reviewed.

9.7 Equality Impact When reviewing safeguarding arrangements,

University of Lincoln Academy Trust will consider whether safeguarding practices are:

- Inclusive;
- Accessible;
- Equitable;
- Responsive to vulnerability;
- Free from unlawful discrimination;

Monitoring activities will consider whether particular groups of children face additional barriers to support, protection or participation and whether safeguarding arrangements are meeting their needs effectively.

9.8 Policy Review

This policy will be formally reviewed annually by the Director of Primary and Safeguarding or sooner where:

- Legislation changes;
- Statutory guidance changes;
- Local safeguarding arrangements change;
- Significant safeguarding incidents occur;
- Emerging risks indicate revision is required;
- Monitoring identifies a need for amendment;

Any revisions will be presented for approval through the appropriate governance route in accordance with University of Lincoln Academy Trust Policy Framework. Approval routes and review cycles are defined within the framework and policy register.

9.9 Assurance Statement

Safeguarding will remain an active and visible priority at all levels of the organisation. 11. Related Documents

10.0 Related Trust Policies and Procedures:

10.1 Related Trust Policies and Procedures

- Attendance and Punctuality Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Low-Level Concerns Procedure
- Allegations Management Procedure
- Safer Recruitment Procedure

10.2 Statutory Guidance and Legislation*

This policy should also be read alongside relevant safeguarding legislation and statutory guidance, including:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Children and Social Work Act 2017
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Prevent Duty Guidance
- Behaviour in Schools Guidance
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation Guidance
- Alternative Provision Guidance
- Working Together to Improve School Attendance
- Relationships, Sex and Health Education Statutory Guidance

Current versions can be accessed via:

[Lincolnshire Safeguarding Children Partnership Multi-Agency Procedures](#)

[Working Together to Safeguard Children](#)

[Keeping Children Safe in Education](#)

[Information Sharing advice for Safeguarding Practitioners](#)

[Child abuse concerns: Guidance for practitioners](#)

[Children Act 1989 and Children Act 2004](#)

[Education Act 2002](#)

[Teaching Standards](#)

[Guidance for Safer Working Practice for those Adults who work with Children and Young People](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[AI Child Sexual Abuse Imagery: Parent Safety Guide](#)

[The Domestic Abuse Act \(2021\)](#)

[Searching, Screening and Confiscation](#)

[Behaviour in Schools: advice for Headteachers and school staff](#)

[The Equality Act 2010: Advice for Schools](#)

[Working together to improve school attendance](#)

[Prevent duty guidance: England and Wales \(2023\)](#)

[Alternative provision](#)

[Relationships and sex education \(RSE\) and health education](#)

*Where statutory guidance is updated, the most current version should be applied.

10.3 Local Safeguarding Arrangements

Academies must also comply with:

- Relevant Local Safeguarding Partnership arrangements.
- Local Authority safeguarding procedures.
- Local Authority Designated Officer (LADO) procedures.
- Multi-Agency Safeguarding Hub (MASH) referral procedures; and
- Other locally agreed safeguarding protocols applicable to the academy's geographical area.

10.4 Transfer of Child Protection Files

A child protection file is kept separate to a main child record. When a child leaves the school for another education setting, the child protection file is transferred within 5 days for an in-year transfer or within 5 days after the start of a new term. It is transferred to the next education setting by secure means.

The DSL ensures that a record of transfer is kept and the confirmation receipt of transfer is retained by each of our schools.

This is the information that is added to a record of transfer which we keep until your child reaches their 25th birthday:

- name and DOB of child
- name and address of receiving education setting
- date file(s) transferred with name and role of person who received it
- date our school received confirmation of receipt of files from receiving school
- summary of safeguarding concerns at the time of transfer e.g., Child Protection Plan: Neglect.

In addition to the child protection file, the DSL will consider if it is appropriate to share any information with the new education setting in advance of a child leaving. This will allow the new education setting to have support in place for when a child arrives.

The full child protection file is transferred to the next education setting unless there are any records with a short retention period. It is important that full information is transferred to ensure a vital piece of information is not missing that could contribute at a later stage.

We do not keep any copies of child protection files except where there is an on-going legal action. Once child protection files are transferred, they are the custody and responsibility of the new education setting.

A child's last education setting is responsible for retaining the main child protection file until they reach the age of 25 years. These files are stored securely.

We refer to relevant and most up to date national and local guidance regarding information retention and information sharing in relation to child protection.

10.5 External use of school premises

We will ensure that adequate checks are carried out when the school premises are used by others not employed by the school. In line with national legislation and guidance, we will have completed these checks prior to a contractual agreement being finalised with an organisation or individual.

If there are any concerns relating to completed checks for initial contractual agreements or reviews of existing agreements, then actions will be taken to ensure these further assurances from the external provider or individual are received prior to an agreement beginning or resuming.

If any of our schools receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO. Where an agreement has been made and matters come to light which call into doubt the suitability of any person/provider, then the agreement can be terminated without notice.

10.6 Children staying with host families (homestay) and suitability of adults in host families abroad

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

Where children would be provided homestays abroad, our school would not be able to obtain criminality information from the DBS about adults providing the arrangements. We would establish a shared understanding and agreement of arrangements with the partner school and make parents aware of these agreed arrangements.

10.7 Risk Assessments

We will carry out risk assessments to help us promote safety in our schools. They can be carried out for all aspects of schoolwork including use of equipment, off site activities, transport as well as for individual or groups of children, or adults. An action plan will be produced out of the assessment to help us manage any of the risks identified.

We also use individual risk assessments when deciding a response to a child demonstrating potentially harmful behaviour such as harmful sexual behaviour or when identifying whether a child may have increased vulnerability factors, such as a child with concerns for child sexual exploitation.

10.8 Partnerships with Parents

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

If you are visiting any of our schools and you are worried about the safety of a child, you need to do something about it:

1. If the child is in immediate danger, make sure the child is safe, inform a member of staff and if necessary, call the Police on 999 or Lincolnshire Children's Safeguarding on 01522 782111
2. If you are worried about the behaviour in the school, talk to the DSL or the Principal.
3. If you have other worries, talk to your child's class teacher who will share these with the DSL/Principal.
4. We will contact you as soon as possible but at least by the next school day to discuss your concerns. We may not be able to give you details if it is concerning another child/family, but we will assure you that your concerns have been heard and dealt with.
5. If you do not hear from us, then speak to the Principal

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

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. If parents have any concerns about their child's welfare, they can raise this with

the child's teachers or with the Principal. If a parent feels that their concerns are not being addressed, they can follow the school complaints procedure which is outlined in the school complaints policy found on the school website. Any serious safeguarding concerns can be reported to Lincolnshire Children's Safeguarding by calling 01522 782111.

10.9 Partnerships with Others

It is essential that we establish positive and effective working relationships with other agencies who are partners in Lincolnshire's Safeguarding Children Partnership (LSCP) for us to effectively safeguard our children. We have a joint responsibility to share information when it will help a child or several children to stay safe. Key partners include Lincolnshire County Council, Police and Health but we also engage with a wide network of local and national organisations in our mission to protect the children in our schools.

10.10 Supporting Documents and Appendices

The following appendices form part of this policy and provide additional operational guidance:

- Appendix 1 – Reporting Safeguarding Concerns About a Child
- Appendix 2 – Definitions of abuse and Neglect
- Appendix 3 – Further Definitions and procedures for specific safeguarding situations
- Appendix 4 – Body map Guidance

Appendix 1 – Reporting Safeguarding Concerns About a Child

A1.1 Purpose

This appendix provides a brief summary of the arrangements for reporting safeguarding concerns about children.

It should be read alongside Section 7 of this policy, which sets out the University of Lincoln Academy Trust safeguarding procedures in full.

All staff, volunteers, agency workers, contractors and visitors have a responsibility to identify, respond to and report safeguarding concerns without delay.

Safeguarding concerns may arise through direct disclosure, observation, attendance concerns, behaviour, wellbeing, online activity, information received from others or professional judgement.

All concerns must be taken seriously and acted upon promptly. All concerns about a child must be reported to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) without delay.

Where a child is at immediate risk of harm, staff must take appropriate action to protect the child, including contacting emergency services or Children's Social Care where necessary. Action must not be delayed whilst attempting to contact the DSL or DDSL. The DSL should be informed as soon as possible thereafter.

Safeguarding concerns must be recorded using the academy's agreed safeguarding recording system as soon as possible and always on the same day. Recording a concern does not replace the requirement to verbally report urgent safeguarding concerns.

Staff should record:

- what was seen, heard or reported;
- date and time;
- names of those involved;
- actions taken
- any immediate risk identified; and
- factual information rather than opinion.

Key message: If you are concerned about a child, act immediately. Record, report and share the concern. Never assume somebody else has taken action.

Child Protection Concerns

- Child-on-child abuse;
- Harmful sexual behaviour;
- Sexual harassment or sexual violence;
- Online abuse;
- Exploitation;
- Domestic abuse;
- Radicalisation;
- So-called honour-based abuse;
- Female Genital Mutilation (FGM);
- Forced marriage;

- Criminal exploitation;
- Child sexual exploitation;
- Serious violence;

Wider Safeguarding Concerns

- Poor attendance;
- Persistent absence;
- Severe absence;
- Children missing education;
- Mental health concerns presenting safeguarding risks;
- Concerns regarding vulnerability; • Welfare concerns;
- Concerns arising from alternative provision;
- Online safety concerns;
- AI-generated harms, deepfakes or manipulated imagery;

DO NOT

- Promise confidentiality;
- Ask leading or investigative questions;
- Interrupt unnecessarily;
- Express shock or disbelief;
- Attempt to investigate the concern yourself;
- Discuss the concern with others who do not need to know;

A1.2 Immediate Risk of Harm

If a child is believed to be at immediate risk of significant harm:

- Take immediate action to protect the child;
- Contact emergency services if required;
- Contact Children's Social Care where appropriate;
- Inform the Designated Safeguarding Lead (DSL) as soon as possible;
- Do not delay action whilst attempting to contact the DSL. The safety and welfare of the child must always be the priority;

A1.3 Reporting a Concern

Safeguarding concerns must be reported immediately to:

- The Designated Safeguarding Lead (DSL); or
- A Deputy Designated Safeguarding Lead (DDSL)

Where CPOMS/My Concern is used within the academy, safeguarding concerns should be recorded on CPOMS/My Concern as soon as possible and always on the same day. Recording a concern on CPOMS/My Concern does not replace the requirement to verbally report concerns immediately where there is a risk of harm or urgent safeguarding concern.

Records should include:

- What was seen, heard or reported
- Date and time of the concern

- Names of those involved
- Actions taken
- Any immediate risk identified
- Factual information rather than opinion.

Children may not always recognise abuse, exploitation or neglect and may not feel ready, able or willing to disclose concerns.

All staff should:

- Notice patterns;
- Be professionally curious;
- Consider cumulative concerns;
- Explore inconsistencies appropriately;
- Share concerns even when information appears incomplete;
- Seek advice from safeguarding professionals when unsure; It is not the responsibility of staff to prove abuse has occurred; it is their responsibility to report concerns.

A1.4 Key Safeguarding Message

If you are concerned about a child, act immediately. Record, report and share the concern. Never assume somebody else has taken action. Safeguarding is everyone's responsibility and every concern matters.

Appendix 2: Definitions of abuse and neglect

(Most recent versions of 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education')

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.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse, where they see, hear, or experience its effects.

Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or 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.

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it

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 caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix 3: Further Definitions and procedures for specific safeguarding situations

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

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images, AI images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Carrying knives/offensive weapons and links to criminal exploitation

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing all relevant personnel. The [DfE guidance on Searching, Screening and Confiscation for schools](#) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a child of being involved in organised crime groups through criminal exploitation, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the school will offer support.

There is further guidance from the LSCP that Principals should refer to regarding assessment of concerns and risk to identify next steps for a child following an incident: [Banned Items in Lincolnshire Schools, Academies and Colleges](#)

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime as. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in attainment, signs of self-harm, 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 linked with, individuals associated with criminal network or gangs, most commonly through coercion, or force.

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

Carrying prohibited or banned items

The 2022 DfE Searching, Screening and Confiscation Advice identifies what can constitute a prohibited, banned or unauthorised item, and the extensive but non-exhaustive list can be found here: [Banned Items in Lincolnshire Schools, Academies and Colleges](#). As per LSCP guidance, the Principal will thoroughly assess the response to any such breaches in light of these commitments and give balanced consideration to safeguarding all staff and pupils, including the pupil involved. The impact of the incident on other pupils, members of staff and the wider community as well as the impact on the pupil will be carefully considered before any decision is made.

Children

The term 'child' or 'children' is used within our policy to identify any person from birth to eighteen years old. Whether a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection. There is still an emphasis on a 'child-first' approach to safeguarding.

Child Exploitation

A child can be groomed or coerced into an exploitative situation. This could be in the form of sexual exploitation or criminal exploitation. Exploitative relationships are characterised by an imbalance of power. The use of controlling behaviours are used to keep the child or young person in a dependent position.

Criminal Exploitation: County Lines and Cyber Crime

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

County Lines Criminal Activity: Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children with vulnerability factors to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. This activity can happen locally as well as across the UK; no specified distance of travel is required. A key indicator to identifying potential involvement in county lines is missing school episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the [National Referral Mechanism \(NRM\)](#) and [ICTG service referral form | Barnardo's](#) should be undertaken in order to safeguard that child and/or other children. First responders' organisations e.g., the local authority can complete the referral, on the school's behalf, online. If school feels that the threshold is not met for an NRM referral then any relevant information will still be shared locally using a [Partnership information report \(Operation Insignia\)](#) and Child Exploitation Screening Tool as per local policies found within the LSCP's Policies and Procedures Manual

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

There are a number of signs that may indicate a child is a victim or there are increasing concerns for a child which include;

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

This is not an exhaustive list, and our schools are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Further advice and support regarding concerns of this nature can be found in the contact's section. We will follow relevant local policies and procedures found within the LSCP Policies and Procedures Manual.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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 sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

School staff are trained in recognising the key indicators of all forms of Child Exploitation and understand their role in the prevention and disruption of Child Exploitation including the importance of awareness within the curriculum.

If staff identify children for whom Child Exploitation may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL will make referrals to Lincolnshire Children's Safeguarding as appropriate and following local policies and procedures found within the LSCP Policies and Procedures Manual to ensure relevant services are made aware. The school also appreciates that they have a role to play in sharing any information or intelligence in relation to people and places of concern linked to Child Exploitation. Therefore, if such information should come to light within school, the DSL will share these concerns appropriately through the same local procedures identified within the LSCP Policies and Procedures Manual.

Child on Child Abuse

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

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- abuse in intimate relationships
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm. [Upskirting: Know your rights.](#)
- nudes/semi-nude images including AI generated images
- initiation/hazing type violence and rituals.

Children and the court system

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

Children in care

All staff recognise that Children in care and Children previously in care are more likely to have increased vulnerability factors than other children, often impacting on educational outcomes. Therefore, it is important to ensure their wellbeing, safety and welfare is supported as well as work towards helping them to reach their potential. This includes children in care who are transitioning out of care. The school will also ensure that Children previously in care are supported with pathways including liaison with the local authority where a personal advisor will be appointed and that a full working relationship is maintained with the Lincolnshire Virtual School.

We have a member of staff who is dedicated to supporting Children in care. This member of staff liaises with the Lincolnshire Virtual School in respect of all children at the school who have 'in care' status. virtualschool@lincolnshire.gov.uk. A personal leaving care advisor will usually be allocated to a child on their sixteenth birthday to get to know the child, and identify what help is needed. Schools address any queries directly to the child's social worker until they are 18 years old, and after which they are fully transferred to Lincolnshire Leaving Care Service.

[Leaving care service - our core offer – Lincolnshire County Council](#)

Children who are absent from Education

Children who are absent from education for prolonged periods and/or on repeat occasions, can be a vital warning sign of a range of safeguarding concerns or unmet needs. This may include abuse and neglect, including child sexual abuse, child sexual exploitation and child criminal exploitation. It may also indicate mental health concerns, substance misuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage.

All our schools will ensure there is early identification for children who are absent from education and will be monitored closely. Children whose whereabouts are unknown, who have left a school roll without a confirmed destination, or who cannot be located at their known place of residence will be considered Children Missing Education (CME). We will notify the Local Authority of children who are absent from education in accordance with local procedures and statutory requirements, including where a child is believed to be a Child Missing Education (CME) and work with parents/carers and relevant agencies to support attendance and safeguard our pupils.

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. Early Help is defined as anything that supports children, and their families to achieve their potential and improve their resilience and outcomes, by either preventing difficulties, or reducing the chances of them getting worse.

Early Help is about providing the right help, at the right time, in the right place. Our belief is that children are best supported by people they know and trust. All children may need extra help and support at some point in their lives. All of us are committed to continuing to identify and provide support to children where there are emerging concerns for their welfare.

Each school will identify who those most in need children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

We refer to the Lincolnshire guidance for Early Help. The Family Services Directory is a useful tool when discussing early help, it can be accessed here, [Lincolnshire Family Services Directory \(lincsfamilydirectory.org.uk\)](https://lincsfamilydirectory.org.uk)

Children with family members in prison

Schools understand that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met with a trauma-informed and sensitive approach to encourage stability. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison. Support is available from the National Information Centre of children of offenders [NICCO](#) who provide information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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 vulnerability factors. Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration. It is common to see a disability first and abuse second which may delay support required. These children can be disproportionately impacted by bullying and abuse, without outwardly showing any signs. There may also be communication barriers and difficulties in overcoming these barriers.

These additional challenges are addressed through a high level of pastoral care and communication and interaction with our children. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs. Our communication with parents will be frequent and informative allowing on-going risk assessments to be carried out to avoid any assumptions being made in relation to any change in behaviour or physical appearance.

CSAM- Child Sexual Abuse Material (nude and semi-nude images including AI Generated)

As referenced in KCSIE 2026 “the term ‘making or sharing nudes and semi nudes’ refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. The term ‘images’ includes all visual content, such as photographs, videos and livestreams. We use the term ‘nudes’ because it is the most widely understood by children and best captures the full range of image-sharing behaviours covered in this guidance. Images may be taken by the child themselves (sometimes referred to as ‘self-generated imagery’) or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as ‘deepfakes’ or ‘deep nudes’.”

All our schools recognise that incidents involving nudes and semi-nudes images can occur among children. These incidents may be consensual or non-consensual and can have serious safeguarding implications.

Where there is a disclosure or the school becomes aware that a child may have been involved in the sharing of such content, the Designated Safeguarding Lead (DSL) will refer to the guidance in: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

This guidance outlines how to respond to incidents, including:

- Risk assessment and safeguarding considerations.
- Managing disclosures and recording concerns.
- Searching, screening, and confiscation protocols.
- Working with parents, carers, and external agencies.
- Supporting the child or young person involved.

All incidents will be handled sensitively, in line with the school’s safeguarding procedures, and with a focus on the best interests of the child.

Contextual Safeguarding

Each school recognises that safeguarding incidents and/or behaviours can be associated with risk of or actual harm attached to not only home and family, but to peer groups, school, online and the community. 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 assessing the concerns for a child with a wider contextual focus and identifying in which sphere(s) the risk is attached to and where harm may or has taken place in order to best support the child and decrease the risk of further harm to them and/or others.

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

Domestic Abuse and Operation Encompass

The Home Office 2021 definition of domestic violence and abuse states:

Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if A and B are each aged 16 or over and are personally connected* to each other, and the behaviour is abusive.

Behaviour is “abusive” if it consists of any of the following:

- a) physical or sexual abuse;
- b) violent or threatening behaviour;
- c) controlling or coercive behaviour;
- d) economic abuse;
- e) psychological, emotional or other abuse; ‘honour’ abuse, faith- or belief-based abuse, forced marriage, female genital mutilation or reproductive coercion, harassment and stalking

It does not matter whether the behaviour consists of a single incident or a course of conduct.

Personally connected: They are, or have been, married; civil partners; have agreed to marry one another; have entered into a civil partnership agreement; are or have been in an intimate personal relationship; they have or have had a parental relationship in relation to the same child; or are relatives.

Controlling behaviour: 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: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

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

All children can experience and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child. Experiencing domestic abuse can have a significant impact on children. Section 3 of the Domestic Abuse Act 2021 recognises the impact of domestic abuse on children (0 to 18), as victims in their own right, if they see, hear or experience the effects of abuse.

Operation Encompass

Operation Encompass is a national police-led initiative to notify schools when a child or young person has experienced any domestic abuse. The police officer attending a domestic abuse incident will request to record at the scene the names and school of any children in the household. When details are given, this will result in an email notification to the two named contacts across our schools (generally the DSL and a Deputy DSL). We will not discuss the domestic abuse notification with the parent(s)/carer(s)/other family members. Notifications are intended to provide information about the child to school for the following contact/day so additional consideration/support can be given as required. The information is limited and therefore does not safely allow any such discussion, and we could increase the risk by discussing with the child, or parents/carers of the child. We will however talk to parents/carers about the situation should they wish to raise this with the school.

Staff who receive Operation Encompass notifications and other identified staff will receive training on the Operation Encompass process. If we are unsure whether our concerns need to be reported via the Customer Service Centre, we will contact them on 01522 782111. If we notify the parent(s)/carer(s) 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 parent(s)/carer(s), a hypothetical consultation will be held, and the social worker will only have the information available during the discussion.

If the child referred to in the email does not attend the school and we have been sent a notification in error, we will report this to the relevant Operation Encompass team to ensure the correct education setting can be sought to be sent the referral.

Extra Familial Harm (Harm outside the home)

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families or the home they live 239 Domestic Abuse Act 2021: statutory guidance 240 SEND code of practice: 0 to 25 years - GOV.UK 162 in, such as a children's home or foster home (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can present increased vulnerability factors to multiple forms of extra-familial harm from both adults and/or other children, and harm may be perpetrated or facilitated by individuals or groups. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and human trafficking, online harm, sexual exploitation (including group-based child sexual exploitation), child-on-child (non- familial) sexual abuse and other forms of harmful behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

Female Genital Mutilation/FGM

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

The reporting of FGM is a mandatory duty for teachers.

Our teachers are aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **them (and those employed or engaged to carry out teaching work)** to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining children. We refer to the DfE guidance [Mandatory reporting of female genital mutilation procedural information](#) and LSCP policy [Female Genital Mutilation](#).

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 Lincolnshire Children's Social Care Teams as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers will follow usual safeguarding procedures reporting to DSL.

Forced Marriage

A forced marriage is one in which one or both individuals do not consent to the marriage, or where they are unable to consent due to lacking the mental capacity to do so, and where coercion, pressure, or abuse is used. This includes physical, emotional, psychological, financial, or sexual abuse.

Forced marriage is a criminal offence in the UK and is recognised as a form of domestic abuse, child abuse, and a serious violation of human rights. Since February 2023, it is also an offence to cause a child to marry before their 18th birthday, whether or not the conduct amounts to violence, threats, any other form of coercion or deception.

All staff understand that forced marriage is a safeguarding concern and must be treated as such. Any concerns must be reported immediately using the school's usual referral process and Child Protection procedures and passed on to the Designated Safeguarding Lead (DSL) without delay.

We refer to the following national statutory guidance and local policy-

[Multi-agency statutory guidance for dealing with Forced marriage and multi-agency practice guidelines: Handling cases of Forced marriage.](#)

LSCP- [Forced Marriage](#)

Homelessness

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

We will follow local guidance from the Lincolnshire Youth Homelessness joint protocol, if supporting any case of youth homelessness: [youth-homelessness.pdf](#).

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

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 abusive and should be handled and escalated as such. Our staff are alert to the possibility of a child being at risk from HBA or have already suffered HBA and understand the duty on them to protect the welfare of these children. We will follow relevant local policies and procedures found within the LSCP Policies and Procedures Manual and Lincolnshire Domestic Abuse partnership.

Online safety

Children are growing up in a digital world where online activity is a seamless part of their lives. While technology offers many benefits, it also presents risks such as exposure to harmful content, online abuse, grooming, and misinformation. All our schools are committed to embedding a whole-school approach to online safety, in line with the [Online Safety Act 2023](#) and the [Department for Education's guidance on teaching online safety in schools](#). More information about online safety can be found in the school's Online Safety policy.

Online safety is taught as part of statutory Relationships, Sex and Health Education (RSHE) and Computing. We use the [UKCIS Education for a Connected World framework](#) to ensure age-appropriate progression in digital literacy and online safety skills. Online safety is addressed across the curriculum and reinforced through assemblies, PSHE, and themed events. Through our curriculum pupils are taught; how to recognise and report harmful or inappropriate content and contact, what respectful and healthy online relationships look like, and how to critically evaluate online information and manage their digital footprint.

All staff receive annual training on online safety, including their roles in filtering and monitoring. Staff follow the school Staff Code of Conduct regarding digital communication and social media use. Staff report concerns about online harm immediately to the Designated Safeguarding Lead (DSL).

Our schools understand safety considerations and legal responsibilities if we choose to use Generative AI (either teacher-facing or pupil-facing) and will refer to guidance provided at [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

Our schools use appropriate filtering and monitoring systems to protect pupils from harmful and inappropriate content, while avoiding over-blocking. Systems are reviewed regularly to ensure they remain effective and proportionate.

We support families with guidance on home filtering, parental controls, and safe use of devices. We signpost families to trusted resources such as [Internet Matters](#).

We work with external agencies, including Lincolnshire Stay Safe Partnership, to stay informed of emerging risks and best practices.

Photography and Images

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

While parents may be permitted to bring a device with a camera function to some events as communicated by the school, no staff member should use their personal equipment to take photographs of children. The school provides equipment for this purpose.

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

To protect children, we need to:

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

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

Our schools will consider the use of photography and images of children on our website, social media profiles and the public domain. Our schools recognise and take seriously the risk of any images posted by the school potentially being used by individuals who wish to create AI generated malicious or abuse images of children. Images will be carefully selected to ensure that the risk of this is decreased and will follow our own policies to monitor and review this throughout the academic year.

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 key 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 child 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 child 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 Family, 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 child while they are away from the provision to limit the disruption to their education and make appropriate arrangements that work for the child and educational establishment. Where there is robust medical evidence that

indicates that the child is unfit to attend, the educational establishment can make a referral to the pupil reintegration team who will assess and consider alternative arrangements if appropriate.

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

[Pre-Birth Protocol](#)

Preventing Radicalisation, The Prevent Duty and Channel

Children are susceptible to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL. Under section 26 of the Counter-Terrorism and Security Act 2015, our schools are 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.

To fulfil the Prevent Duty, staff have received information/training to help them to identify children who may be more susceptible through vulnerability factors to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty.

If a staff member identifies children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). If the individual is at immediate risk of harm or immediate risk of terrorist related activity, then the Police should be contacted on 999. If there is no immediate risk, the Designated Safeguarding Lead will contact the Lincolnshire Prevent team (Lincolnshire County Council and/or Lincolnshire Police) to seek further guidance. The Prevent team may be able to support the school or may decide that a referral into the Channel process is required, [Channel guidance](#). It may be decided that there are no Prevent related concerns but a referral into Lincolnshire Customer Services is required.

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

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

We refer to the [Prevent duty guidance: for England and Wales](#) which contains information for schools. For further local guidance we refer to the Lincolnshire LSCP document, [Supporting Children and Young People Vulnerable to Violent Extremism](#).

Private Fostering

Private fostering is defined as:

-when a child under the age of 16 is cared for by someone other than a close relative for 28 days or more. If they have a disability, this is under the age of 18

-when a child lives with someone from their extended family, such as a great aunt or uncle

-when a child lives with a friend of the family or of the child

It is not private fostering when a child is living with a close relative. This includes grandparents, brothers and sisters, aunts and uncles or stepparents.

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

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

[Private fostering – When you must tell us - Lincolnshire County Council](#)

Sexual Violence and Sexual Harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse other children in this way. Sexual violence refers to Rape, Assault by Penetration and Sexual Assault as described in the Sexual Offences Act 2003. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment, we do so in a context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Neither is acceptable nor will not be tolerated by the schools. School 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 individual who has been reported for 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 several 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, each school has a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved.

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

- the needs of the victim and their support and protection
- any other potential victims
- the individual reported and,

- all other children, and if appropriate, students and staff if protection is required against the perpetrator.

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

The outcome of a report of sexual violence may be that we will manage the situation within our own processes, request support from the local authority, report the incident to social care or report to the Police. All reports will be reviewed and potential lessons to be learnt by the school will be considered. We recognise in our schools that reporting of the above can be difficult for children and therefore we provide a range of ways in which children can let us know of their concerns and we will promote these regularly. We will adopt an understanding that it could and is most likely happening in our school and not depend on reporting to dictate actions. We will develop a 'zero tolerance' approach and not judge any disclosure as 'low level' or acceptable. We understand that child- on -child abuse does not only happen in school but also outside of the setting and online.

The way we respond to a concern is likely to have a long-lasting impact on how others react if they wish to disclose therefore, we are very aware of ensuring appropriate support is in place. We will continue to reflect on our approaches using the experiences of children and families to guide this. If we find the information to be false, unfounded or malicious, we will also reflect and act on, if necessary, why this disclosure was made and any potential unmet need that could escalate into a safeguarding concern. Support will also be considered for the individual reported to reduce harmful behaviour and potential risk to others.

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

Each school's behaviour policy provides further information on the process followed by the school and **all** staff have read and understood this policy.

Substance use

The schools take a serious view of substance use while recognising that children may begin using substances through additional contributing vulnerability factors or exploitation. All cases of substance use should be brought to the attention of the Principal who will consider both the student behaviour policy and any factors that may indicate a child is in need of support or protection.

Trafficking and exploitation

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

Child trafficking is when children are tricked, forced or persuaded to leave their homes and are moved and then exploited, forced to work or sold. Child trafficking and exploitation are types of child [abuse](#). Children can be trafficked into the UK from other countries, and within the UK. They could be moved to a different country, county or even within the same town or village. Traffickers could work alone, be part of a small group or a large organised crime group.

Any concerns about trafficking and exploitation will be reported by the school to Police if there is immediate danger for a child, to Lincolnshire Children’s Safeguarding Tel-01522 782111 alongside following the LSCP Protocol on reporting concerns for child exploitation. Further referrals will be completed to NRM (National Referral Mechanism) and NSPCC ICTG (Independent Child Trafficking Guardianship) service and follow the national guidelines for these referrals.

Young Carers

We recognise that there may be children within our schools who act as young carers for someone they are related to or know. To provide support to them with this we will contact and work with the Lincolnshire Young Carers Service to ensure that the young carer is recognised, valued and supported to have good health and wellbeing and to achieve their full potential. youngcarers@lincolnshire.gov.uk

Appendix 4: Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

These are also located within CPOMs and My Concern where an X is used to mark the affected areas. A description is then written providing factual detail.

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 Lincolnshire Children's Safeguarding or the child's allocated social worker if already an open case.**

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

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

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

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

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

Safeguarding is everyone's responsibility-

Lincolnshire Children's safeguarding via Customer Service Centre for referrals and advice Tel: 01522 782111

Safeguarding Contacts

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

Designated Safeguarding Lead (DSL)	Please refer to additional information sheet.
Deputy Designated Safeguarding Lead(s)	as above
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 Lincolnshire Children's Safeguarding for reporting concerns. Emergency Duty Team 01522 782333 (6pm-8am and weekends and Bank Holidays)
Safeguarding of children concerns <i>(Children living in other Authorities)</i>	
Allegations against /concerns about adult(s) working with children Staff must report concerns to the Principal or in the event of concerns about the Principal concerns must be reported to the Chair of Governors.	Lincolnshire Local Authority Designated Officers (LADO) LSCP_LADO@lincolnshire.gov.uk The Principal/Chair/Director of Primary and Safeguarding must contact LADO to discuss concerns and course of action.
Police (Emergency) Police (non-emergency)	999 101
Safeguarding Cluster	n/a
LCC Safeguarding in Schools <i>for advice around safeguarding policy, audits, training etc.</i>	safeguardingschool@lincolnshire.gov.uk