



**CAISTOR GRAMMAR SCHOOL  
CHILD PROTECTION AND  
SAFEGUARDING  
POLICY FRAMEWORK  
FOR CHILDREN  
AND YOUNG PEOPLE**

**Approved by Full Governing Body: October 2020**

**Reviewed: 7<sup>th</sup> December 2020**

Signed.....*Lucy Jackson*.....

**Chair of Governors**

At Caistor Grammar School the named personnel with designated responsibility for safeguarding are:

<b>Safeguarding Lead</b> <b>Headmaster:</b> <i>Mr Alistair Hopkins</i> <a href="mailto:Alistair.hopkins@caistorgrammar.com">Alistair.hopkins@caistorgrammar.com</a>
<b>Governor:</b> <i>Mrs Anne McLaren</i> <a href="mailto:Anne.mclaren@caistorgrammar.com">Anne.mclaren@caistorgrammar.com</a>
<b>Designated Safeguarding Lead, Child Protection:</b> <i>Mrs Allison Clark</i> <a href="mailto:Allison.clark@caistorgrammar.com">Allison.clark@caistorgrammar.com</a>
<b>Deputy Designated Safeguarding Lead, Child Protection</b> <i>Mr Alistair Hopkins (Headmaster)</i> <a href="mailto:Alistair.hopkins@caistorgrammar.com">Alistair.hopkins@caistorgrammar.com</a>
<b>Assisted by:</b> <i>Mrs Shona Buck, Deputy Head and Head of Pastoral,</i> <a href="mailto:shona.buck@caistorgrammar.com">shona.buck@caistorgrammar.com</a>

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

<b>Designated Senior Manager (normally the Head teacher)</b>	<b>Deputy Designated Senior Manager</b>	<b>Chair of Governors (in the event of an allegation against the head teacher)</b>
<i>Mr Alistair Hopkins</i> <b>(01472 851250)</b>	<i>Mrs Shona Buck</i>	<i>Mrs Lucy Jackson</i> <a href="mailto:Lucy.jackson@caistorgrammar.com">Lucy.jackson@caistorgrammar.com</a>

During the term time the DSLs, and the Deputy DSL will be available in school hours for students, staff and parents/carers to discuss any safeguarding concerns.

Out of hours contact can be made via the numbers listed on page 3.

### **SAFEGUARDING DEFINITION:**

Everyone who comes into contact with children and families has a role to play.

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

- Protecting children from maltreatment;
- Preventing impairment of children's 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  
*("Working Together to Safeguarding Children" DfE 2018 and KCSIE 2020)*

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

### **RATIONALE:**

At Caistor Grammar School we recognise the responsibility we have under Section 175 (LA Schools)/157 (Academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the School's commitment and compliance with safeguarding legislation. Through the day-to-day contact with students and direct work with families and staff at our school we have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This includes being aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (KCSIE 2020). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps. We endeavor to create a culture of vigilance.

## Staying Safe

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

<b>Designated Safeguarding Lead (Child Protection)</b>	<i>Mrs Allison Clark (Child Protection)</i>
<b>Deputy Safeguarding Lead (Child Protection)</b>	<i>Mr Alistair Hopkins</i>
<b>Local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> ( <i>Children living in Lincolnshire</i> )	<p><b>01522 782111</b> <b>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</b></p> <p><b>01522 782333</b> (6pm-8am + weekends and Bank Holidays) <b>Emergency Duty Team</b></p>
<b>Safeguarding of children concerns</b> ( <i>Children living in other Authorities</i> )	<p><b>North Lincolnshire 01724 296500</b></p> <p><b>North East Lincolnshire 01472 325555 or 326292</b></p>
<b>Allegations against /concerns about adult(s) working with children</b>	<p><b>Staff must report concerns to the head teacher or in the event of concerns about the head teacher concerns must be reported to the Chair of Governors.</b></p> <p><b>The Head/Chair must contact LADO to discuss concerns &amp; course of action.</b></p> <p><i>Local Authority Designated Officer (LADO)</i> To make a referral or discuss concerns please ring 01522 554674 where a LADO officer will be available or a message can be left so we can call you back within 24hrs.</p>
<b>Police (Emergency)</b> <b>Police (Non Emergency)</b> <b>Lincolnshire Police</b>	<p><b>999</b></p> <p><b>101</b></p> <p><b>01522 947590</b> (Public Protection Unit, Central Referral Unit)</p>
<b>Safeguarding Children Officer (Education Settings)</b> <i>for advice around safeguarding policy, audits etc.</i>	<p><b>01522 554695</b> <a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a> <b>Stay Safe Partnership</b></p>
<b>NSPCC – Helplines</b>	<p>Help for adults concerned about a child call 0808 800 5000</p> <p>Help for children and young people call Childline on 0800 1111</p> <p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p>

**PURPOSE:**

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Headmaster or the Governing Body.

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

**TERMINOLOGY:**

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm (both physically and mentally).

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix A (Glossary from the Key) explains the different types of abuse.

**Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

**CONTENTS****page**

<b>Introduction and Contact Details</b>	<b>2-4</b>
<b>1 Prevention</b>	<b>5</b>
<b>2 Early Identification, recognising and responding to safeguarding needs</b>	<b>6</b>
<b>3 Procedures and record keeping</b>	<b>9</b>
<b>4 Roles and responsibilities</b>	<b>10</b>
<b>5 Supporting students at risk</b>	<b>12</b>
<b>6 Extremism and radicalisation</b>	<b>12</b>
<b>7 Female genital mutilation</b>	<b>14</b>
<b>8 Honour Based Violence</b>	<b>15</b>
<b>9 Youth Produced Sexual Imagery (Sexting)</b>	<b>15</b>
<b>10 Children Missing Education</b>	<b>16</b>
<b>11 Child Criminal Exploitation and Child Sexual Exploitation</b>	<b>19</b>
<b>12 Peer on Peer Abuse</b>	<b>20</b>
<b>13 Safer recruitment and professional boundaries</b>	<b>21</b>
<b>14 Whistleblowing procedure</b>	<b>21</b>
<b>15 Communication with parents and carers</b>	<b>21</b>
<b>16 Governing Body responsibilities</b>	<b>22</b>
<b>17 LADO – allegations made against adults who work with children</b>	<b>22</b>
<b>18 School Visitor Policy/Procedures</b>	<b>23</b>
<b>29 Other related policies</b>	<b>26</b>
<b>20 Appendices</b>	<b>28</b>
<b>21 CGS Staff Training</b>	<b>33</b>

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in Keeping Children Safe in Education - September 2020 together with the school's individual procedures.

## 1 PREVENTION

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop.
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty. All staff and governors are required to wear photographic ID badges; visitors must sign in at reception and wear a visitor's badge. Visitors from external groups must present their photographic identification when signing in. This is recorded on the visitors' signing in sheet. Any visitor collecting students in Years 11 and below must collect their student from reception. Students in Year 11 and below must go to reception to be collected: they cannot leave the site without approved supervision. Parents who cannot collect their child in person must identify the person who will collect their child in their place. The person collecting the child must present their identification. A contemporaneous list of students who are prevented from having contact with a/both parent(s) is posted inside reception out of sight of visitors. Visitors who are entering the site once they have signed in also receive a safeguarding bulletin to read. The first point of contact for any student is his/her form Tutor, but Class Teachers, Heads of Section, First Aid staff and the SLT are all open to being approached by students. In addition the School has the services of a Counsellor three mornings a week. The Deputy Head i/c Pastoral System coordinates these services.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and students. Such support services are shared through the Tutorial Programme, assemblies, presentations by external agencies, daily bulletins, via noticeboards and the 'Be Aware' tab on the School website, Parents page.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum. Preparing and teaching age appropriate areas of focus highlighted in Annex A of KCSIE September 2020 in addition to working with outside agencies e.g. Lincolnshire Stay Safe Partnership, Positive Health (Lincolnshire).
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available (as per 1.3).
- 1.6 It is ensured that the children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure, through teaching and presentations from outside agencies and signposting (1.3).
- 1.7 Adults feel comfortable and supported to draw safeguarding issues to the attention of the Headmaster and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children 'Think the unthinkable' Keeping Children Safe in Education - September 2020.

- 1.8 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and as part of the PSHE curriculum.
- 1.9 We work in accordance with KCSIE 2020 and 'Working Together to Safeguard Children 2018' and supports the Lincolnshire Local Safeguarding Children Partnership (LSCP) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.10 Our students are confident about raising concerns and our staff have received training to how to listen and respond. Staff are aware that only trained professionals should make a diagnosis of a mental health problems, but that they are well placed to observe children and identify, or be at risk of developing one.
- 1.11 Staff and the Governing body understand that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. In accordance with guidance on GDPR in KCSIE 2020 we can refuse to share information if a serious harm test is met. (paragraph 84 KCSIE 2020.)
- 1.12 There is a commitment to the continuous development of staff with regard to safeguarding training;
- Staff follow the LSCP 6 year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively. Staff are issued annually the Safeguarding Policy, Part 1 of Keeping Children Safe in Education, Prevent guidance and Child Sexual Exploitation documents. They must sign to confirm that these documents have been read. Updates are shared as and when appropriate.
  - Staff expectations are set out in the Staff Code of Conduct policy.
  - The Designated Leads and Deputy also follow the LSCP 6-year training pathway to help them understand the role and responsibilities.
  - The Designated Safeguarding Lead, and/or Deputy attend the termly briefings for Designated Safeguarding Leads coordinated by Lincolnshire County Council Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead/and or the Deputy DSL will attend at least 2 briefings per academic year.

## 2 **EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

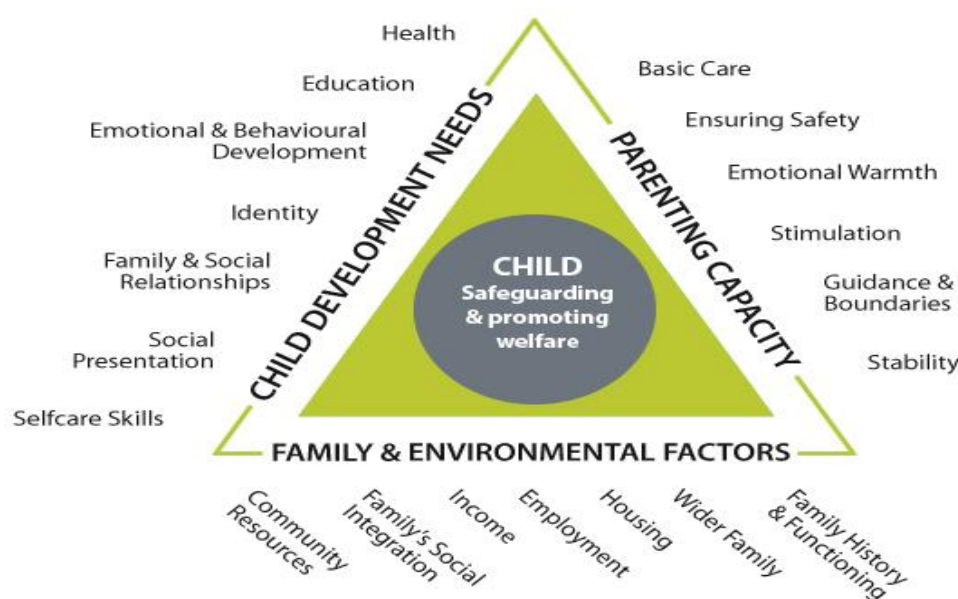
Lincolnshire have adopted an Early Intervention approach to addressing all children's needs. There is an expectation that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators. (refer to section 2.6, 2.7, and 2.8 for the specific types of support on offer)

- 2.1 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap. This is done through staff briefings and meetings.
- 2.2 All staff received training to be aware of the procedures and know how to pass on any concerns no matter how trivial they seem.
- 2.3 All staff have received training to be aware of the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.
- 2.4 Staff have been trained to identify and respond to:

Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional Neglect – appendix 3 and 4. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and staff are aware that these experiences can affect children’s mental health, behaviour and education.

- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation/trafficked children
- Children missing education
- Domestic abuse – including being part of the Operation Encompass Programme (see KCSIE 2020 Annex A).
- Sexting – including sexual violence and sexual harassment.
- Peer on peer abuse
- Risky behaviours including concerns around extremism/radicalisation
- Sexual health needs
- Obesity/malnutrition
- Inclusion and diversity including SEND, HIV, LGBT pupils
- On line grooming
- Inappropriate behaviour of staff towards children – see section 14
- Bullying, including homophobic, racist, gender and disability.
- Self Harm
- Female Genital Mutilation
- Forced Marriage
- Looked after Children
- Signs/ symptoms of potential Mental health problems. These can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. *Staff know that only trained professionals should make a diagnosis of a mental health problem, but that they are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem. Or be at risk of developing one.*

- 2.5 School staff contribute to assessments along the ‘Continuum of Need’ (see Appendix 2) and actively support multi agency planning for those children. Staff have been trained to be aware of the *Framework of Assessment of Need* (see below) and make decisions based on a child’s development needs, parenting capacity and family & environmental factors.



## 2.6 Early Help

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

problems will emerge in the future. Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.

- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies.
- A holistic approach that addresses the children's needs in the wider family context.
- Contextual safeguarding: Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. Early Support Care Coordination (ESCO) is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD). All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at <https://professionals.lincolnshire.gov.uk/team-around-child>.

## 2.7 What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

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

## 2.8 Support and Guidance Available: Please refer also to the LSCP Website and publications <https://professionals.lincolnshire.gov.uk/team-around-child>. In addition, the following staff are available to support professionals:

**Early Help Advisors** are available to support professionals. These advisors are based within Customer Service Centre (01522 782111) for Lincolnshire for other counties please see page 3. They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

**Early Help Consultants** provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC coordinator in your locality.



**TAC Administrators** provide administrative support, maintain records, monitor processes, and can signpost professionals to local services.

**Further Support for Schools and Academies** in addition to the support outlined above, and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting.

**For further information on types of abuse please see Annex A of the KCSIE 2020 document.**

- 2.9 The **Designated Safeguarding Lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

### 3 PROCEDURES AND RECORD-KEEPING

Caistor Grammar School will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCP "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" (*section 4 of LSCP Inter-Agency procedures*).

The school will ensure that:

- 3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
- used fairly and lawfully
  - for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than necessary
  - handled according to people's data protection rights
  - kept safe and secure.
- 3.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.
- 3.3 Electronic and/or hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access electronic records will be controlled by the Headteacher and Designated Safeguarding Lead.
- 3.4 There is always a Designated Safeguarding Lead/Deputy (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 3.5 The Policy is reviewed termly, updated as required and published annually and changes are made in line with any new DfE or other government department guidance.
- 3.6 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary. In the case of immediate danger the DSL (and all staff) know to call the Police [NPCC- When to call the police](#) can be

referred to by the designated safeguarding leads to understand when they should consider calling the police and what to expect when they do.

- 3.7 Staff must report any concerns about adults who work with children or young people to the Headmaster or to the Chair of Governors in the event of an allegation of abuse made against the Headmaster. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (see Section 4 of Keeping Children Safe in Education - September 2020). The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 3.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 3.9 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 3.10 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question, remain calm
  - never stop a child who is recalling significant events
  - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
  - advise you will have to pass the information on
  - avoid coaching/prompting
  - never take photographs of any injury
  - allow time and provide a safe haven/quiet area for future support meetings
  - at no time promise confidentiality to a child or adult.

#### 4 ROLES AND RESPONSIBILITIES

The school will ensure that every member of staff, governors and persons working on behalf of the School:

- 4.1 Knows the name of the Designated Safeguarding Lead (DSL) and deputy and his/her role and responsibility.
- 4.2 Has read part 1 and Annex A, or part 1-5 (as appropriate for their role within the school) of Keeping Children Safe in Education 2020.
- 4.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 4.4 Knows what to do if a child tells them he/she is being abused or neglected (appendix 5).
- 4.5 Will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:
- their personal responsibility / code of conduct / teaching standards
  - School and LSCP child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses significant harm
  - in addition the DSL completes annual safeguarding training in line with the LCSP 6 year pathway to help them understand their role and responsibilities.
- 4.6 Knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.

- 4.7 Knows that they have an important role to play in supporting the mental health and wellbeing of the pupils, and that there is a clear system in place, via our CFC system, if possible mental health problems are identified. They also know that there is a clear route to escalate the referral in place.
- 4.8 The DSL promotes the educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experience, with teachers and other staff as appropriate.
- 4.9 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 4.10 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 4.11 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 4.12 Ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in the locality.
- 4.13 Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 4.14 Notify any allocated Social Worker if:
- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 4.15 The local authority will inform the school if a child has a social worker, and the DSL will hold onto and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
- responding to unauthorised absence or missing education where there are known safeguarding risks.
  - The provision of pastoral / academic support.
- 4.16 Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- 4.17 Ensure that all staff are aware of their duties under the Serious Crimes Act 2015 to report known instances of female genital mutilation (FGM) to the police via the 101 number. <https://www.gov.uk/government/publications/circular-0082015-serious-crime-act-2015>
- 4.18 Ensure all staff have received training to be able to develop the skills, knowledge and understanding necessary to keep looked after children safe. In particular, we will ensure that:
- Appropriate staff have relevant information about children's looked after legal status, contact arrangements those with parental responsibility, and care arrangements.
  - The DSL/deputy DSL, in conjunction with SENCO and Assistant Head (Teaching and Learning), has details of children's social workers and relevant virtual school heads

We appoint an appropriate a designated teacher, who will be responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role, and is supported by the DSL/deputy DSL, SENCO, and Assistant Head (Teaching and Learning)..

As part of their role, the designated teacher will:

- Work closely with the DSL/deputy DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

## 5 SUPPORTING VULNERABLE STUDENTS AT RISK

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs and disabilities (SEND). Additional barriers can exist to the recognition of abuse and neglect which can include:

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

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/LSCP multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs/alcohol substance misuse etc.).
- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate),
- Following Lincolnshire's procedures for Child Sexual Exploitation including using the CSE Risk Assessment Toolkit as necessary.  
[https://lincolnshirescb.proceduresonline.com/chapters/p\\_yp\\_child\\_sex\\_ex.htm?zoom\\_highlight=cse+risk+assessment+toolkit](https://lincolnshirescb.proceduresonline.com/chapters/p_yp_child_sex_ex.htm?zoom_highlight=cse+risk+assessment+toolkit)

## 6 EXTREMISM and RADICALISATION

- 6.1 Caistor Grammar School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Caistor Grammar School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reduction of risks will include the RE curriculum, SEND policy, School assemblies and PSHEE work, the use of school premises by external agencies, integration of students by gender and SEND, anti-bullying policy.

This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015 and [prevent duty for schools and providers](#).

## 6.2 Risk assessment

The School will assess the risk, with local partners, of the children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. The School has robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The School's Visiting Speaker policy is applied to assess the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. Further support can be provided by contacting [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk)

## 6.3 Working in Partnership

Caistor Grammar School's safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Partnership.

The key aim of the [PREVENT strategy in Lincolnshire](#) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

## 6.4 Staff training

Settings should ensure that their staff are trained to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff undertake PREVENT training as part of the school's safeguarding training.

**6.5 Referral Process**

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided [channel@lincs.pnn.police.uk](mailto:channel@lincs.pnn.police.uk). The school may also email [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

**6.6 IT policies**

Students are taught how to stay safe online, and are made aware of terrorist and extremist material. Appropriate levels of filtering are in place on the School network.

The School requires students and staff to abide by acceptable use policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

**6.7 Monitoring and enforcement**

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

**6.8 Wider issues to consider:**

These are some further areas to consider in implementing the prevent agenda:

- The School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The curriculum includes a balanced Religious Education, Personal Social, Health and Economic Education.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, [EMTET](#).

**7 FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

**Signs a teacher or school may notice:**

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

The DfE's KCSIE explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to female genital organs'.

## 8 HONOUR BASED VIOLENCE

**Honour based violence is a violent crime or incident which may have been committed to protect or defend the so called 'honour' of the family or community.**

There is no honour in killing. This form of violence is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

The Charity Karma Nirvana provides further information, training and education regarding this form of crime. The organisation also provides support to victims.

The Honour Based Violence Awareness Network (HBVAN) has an online library of research and reports explaining this form of violence and many other free resources, including training and educational materials.

## 9 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

We have a duty of care towards our students and an obligation to support them in being safe in the online world as well as the physical world. Our expectations are made clear in 'Acceptable use of Mobile Devices', which is part of our Mobile Phone policy. It is also included in the student diary planner and displayed in classrooms.

In May 2020, a new mobile phone policy was added which restricted students' access to their devices while on school site. This was aimed at students in Y7-11 (with some freedom for Y11 in the Elevenes area of the dining room). Students in Years 12 and 13 have greater freedoms in the Sixth Form centre and Library

It is worth note that whilst the school has in place on line filters we can only block inappropriate sites via our school network. We have no control over students' use of 4G/3G networks and have shared this issue with parents suggesting parents can impose blocks themselves, via [their](#) network provider.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development;

however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our students and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

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

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

#### **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

#### **Sexual Violence and Sexual Harassment between children in schools and colleges**

Government guidelines outlining the role of schools in incidents of sexual violence and harassment (Dec 2017) have been issued to all staff.

## **10 Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families



- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Although we have students attending from three local authorities, our procedure is as follows:

### **Children Missing Education (CME) and Pupils not Attending Regularly (PNAR)**

Since 31st October 2017, schools are expected to notify the Local Authority of all children missing education (CME) and pupils not attending regularly (PNAR).

CME relates to pupils who are on the school roll but have not been attending and the school does not know the reason why. In Lincolnshire all state schools must do a home visit to establish if the family are living at the known address within 5 working days. Once a visit has been undertaken:

If the family is living at the address, then it is not a case of a child missing education but a pupil not attending school.

If the family is not living at the address, then follow the procedure for **Reporting a Child**

**Missing Education** below:

### **Reporting a Child Missing Education**

Where a child on school roll is not attending and the school does not know why the school will initiate the CME procedure. This will be done via

<https://snaps.lincolnshire.gov.uk/snapwebhost/s.asp?k=156715892508>.

An online survey will be done. The survey will ask for verification that a visit has been undertaken to establish whether the family is living at the last known address. The survey cannot be completed until this has been done.

If the family is not at the address, completion of a **risk assessment** is required which will enable a RAG rating of red, amber or green to be applied.(see in appendix below (1a))

Once the survey has been completed and the submit button clicked it will begin a process involving a joint investigation by the school and Local Authority. The CME process will be followed until the point when the Local Authority and school jointly decide that the whereabouts of the child cannot be ascertained, or the child is located and other procedures are initiated e.g. Pupil Not Attending Regularly (PNAR).

If it is jointly decided that the whereabouts of the child cannot be ascertained the school should send a CML (please see **Uploading CMJ (joiners) and CMLs (leavers) to Perspective Lite**) to notify the Local Authority that the school is removing the child from roll. (see appendix 1c for details of reporting)

This can be done under **Grounds 8(1) f** (the pupil has failed to attend the school within the 10 days immediately following the expiry of the period for which leave was authorised), or **Grounds 8(1) h** (the pupil has been continuously absent from the school for an unauthorised period of not less than 20 school days).

For a full definition of these grounds please refer to the guidance document: **See Off Roll Reasons** (see appendix below 1b)

### **Reporting a Pupil not Attending Regularly (PNAR)**

This process should be used where:

A pupil has 10 consecutive days of unauthorised absence (the record should be amended when the pupil returns, or a further entry completed every 4 weeks from the date of the original entry if the pupil remains absent).

To inform LA about a pupil not attending regularly, we will use the following link:

**<https://snaps.lincolnshire.gov.uk/snapwebhost/s.asp?k=156715892508>**

For additional information please see:

**Local Authority Letter to Parents and Carers re non-attendance** (see appendix below 1d).

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL/deputy DSL. The DSL/deputy DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Associated documents for CME:

1a. Risk Assessment for CME: [10. Children missing education\Risk-Assessment-Template.pdf](#)

1b. Off Role Reasons: [10. Children missing education\Structured-Questions-and-Reasons.pdf](#)

1c. Details of how to submit a CML to the local authority: [10. Children missing education\Uploading-CML-CMJ-to-Perspective-Lite.pdf](#)

1d. PNAR Letter to Parents.Carers:[10. Children missing education\PNAR-Letter-to-parents.pdf](#)

## 11 Child Criminal Exploitation and Child Sexual Exploitation

### Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. (For further information on County Lines see Annex A of KCSIE 2020)

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL/deputy DSL. The DSL/deputy DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL/deputy DSL. The DSL/deputy DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## 12 PEER ON PEER ABUSE

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Upskirting
- Initiation/Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

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

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/RSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

### Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers.

Further detail is within our peer on peer abuse policy.

### 13 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education – September 2020 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

- 13.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children’s List and the existence of any teacher prohibition orders (checked via the Teacher Services’ system) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- 13.2 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 13.3 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education – September 2020 and LSCP, LADO and HR Policy, procedures and guidance.
- 13.4 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 13.5 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 13.6 Supporting staff confidence to report misconduct.
- 13.7 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. The local authority recommends as best practice that at least one person in school has completed the LSCP face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book via the Virtual College.

### 14 WHISTLEBLOWING PROCEDURE

Every member of staff has been informed of Caistor Grammar School’s Whistleblowing arrangements via the Whistleblowing Policy (DL).

### 15 COMMUNICATION WITH PARENTS AND CARERS

The safeguarding policy is available through the school website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child’s safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school’s complaints procedure.

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

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

## 16 GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- 16.1 Has robust Safeguarding procedures in place.
- 16.2 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- 16.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- 16.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
- 16.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- 16.6 Nominates a Governing Body member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- 16.7 Carries out an annual review of the Safeguarding policy and procedures.
- 16.8 Carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCBP/Safeguarding in Schools team on request. Support available with this via [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk)

## 17 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

Child Protection procedures must be followed whenever any member of staff, volunteer, or supply staff becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers and supply staff who work with children. The Head teacher must be notified or, where the allegation is against the Head teacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officer (LADO).** (Contact numbers in Appendix 1)

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

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

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This process should be followed for members of staff/volunteers (including supply staff and contracted staff) who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individual’s personal life or be historic. (See part 4 of KCSIE 2020 part 4 paragraph 211, and Annex H)

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

When considering an allegation against someone not directly employed by the school, we follow the guidance in part 4 of KCSIE 2020 (paragraphs 214-217).

## 18 School Visitors Policy/Procedures

### Policy Statement

The Governing Body assures all visitors a warm, friendly and professional welcome to Caistor Grammar School, whatever the purpose of their visit.

The School has a legal duty of care for the health, safety, security and wellbeing of all pupils, staff and visitors to the site. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body, school staff, and visitors to ensure that this duty is uncompromised at all times.

In performing this duty, the Governing Body recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The School therefore requires that **all visitors** comply with the following policy and procedures. Failure so to do may result in the visitor(s) leaving the school site.

### Where and to whom the policy applies

The school is deemed to have responsibility for its pupils anywhere on the school site (i.e. within the school boundary), during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- All staff employed by the school.
- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists).
- All governors of the school.
- All parents and volunteers.
- All pupils.
- Other Education related personnel (County Advisors, Inspectors).
- Building & Maintenance and all other independent contractors visiting the school premises.
- Independent contractors who may transport students on minibuses or in taxis.

### Protocol and Procedures

#### Visitors to the School

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors list as set out below). They must follow the procedure below.

- At times when the security gates are closed, all visitors must stop at the gate and press the call button to gain access to site, explaining who they are and the purpose of their visit.
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce photographic identification which can include: photographic employment ID cards, driving licence photo card, passport upon request.

- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting, car registration (if they have parked on site)
- All visitors will be required to wear an identification badge on a red visitors' lanyard – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive their visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved visitor list.

#### **Approved Visitor List;**

- The School keeps an up to date approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).
- To qualify for this list the visitor must have demonstrated:
  - a) They have a current clear enhanced DBS check and a copy of this has been registered by the School.
  - b) They have the authorisation of the Headteacher to travel around the school site unaided.

Visitors on the Approved List **MUST** follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitors' book). A copy of the approved visitor list will be kept behind reception

#### **Visitors Departure from School**

On departing the school, visitors **MUST** leave via reception and:

- Enter their departure time in the Visitors Record Book alongside their arrival entry.
- Return the identification badge to reception and buzz to request to leave at the gate.

#### **Unknown/Uninvited Visitors to the School**

- Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to reception to sign the visitors book and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headmaster and/or the DSL or Deputy DSL (or Senior Leader if neither is available) should be informed promptly.
- The Headmaster and/or the DSL or Deputy DSL (or Senior Leader) will consider the situation and decide what action to take.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.



**Governors and Volunteers**

- All governors and volunteers must comply with Criminal Records Bureau procedures, completing a DBS disclosure form (if not already held) via the School office.
- The School must check all governors and parent helpers DBS certification is current.
- Thereafter, procedures about visiting the school as set out above should apply. Please note that Governors should sign in and out using the Visitors Book.
- New governors will be made aware of this policy and familiar with its procedures as part of their induction. This is the responsibility of the Headmaster, Chair of Governors or Clerk to Governors.
- New volunteers will be asked to comply with this policy by staff they first report to when coming into school for an activity or class supporting role.

**Staff Development**

- As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

**Linked policies**

- This policy and procedures should be read in conjunction with other related school policies, including:

**19 OTHER RELATED POLICIES**

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

The following School policies and procedures should also be consulted:

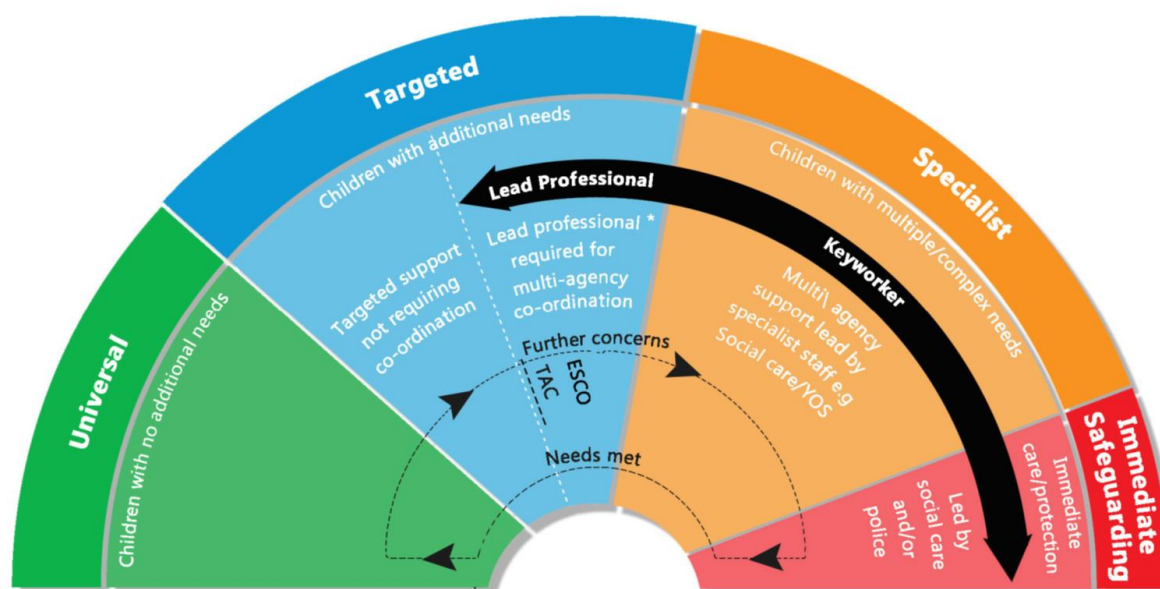
- Staff Code of Conduct (Staff Handbook)
- School Mission Statement (AA)
- Aims of the School (AB)
- SDP (AC)
- Monitoring and Self Evaluating (AE)
- Personal, Social, Health & Economic Education (PSHEE & Citizenship) Policy (BF)
- Volunteering Policy (BS)
- Educational Visits Policy (BE)
- Visiting Speaker Policy (BG)
- Special Educational Needs (BJ),
- Sex and Relationships (BK),
- IT (BL),
- Equality and Diversity (CA),
- Attendance Policy(CB)
- Behaviour (CC),
- Anti-bullying (CD),
- Drugs Policy(CE)
- Data Protection Policy (CH)
- Exclusion Policy(CI)
- Whistle Blowing (DL),
- Staff induction(DE)
- ITT Training(DG)
- Staff Disciplinary Policy(DK)
- Communications Policy (EA),
- Parental Partnership(EB),
- Primary Liaison(EC)
- Complaints Policy(ED)
- Child Protection Safeguarding Policy(GA)
- Prevent (GB),

- Mobile Phones and Social Media (GC),
- Acceptable Use ITC(GD)
- Safer Recruitment (GE),
- Online Safety Policy(GF)
- Health and Safety (HA),
- Security Policy(HB)
- Accessibility Plan(HE)

20 Appendices

Continuum of Need

Appendix 2



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

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

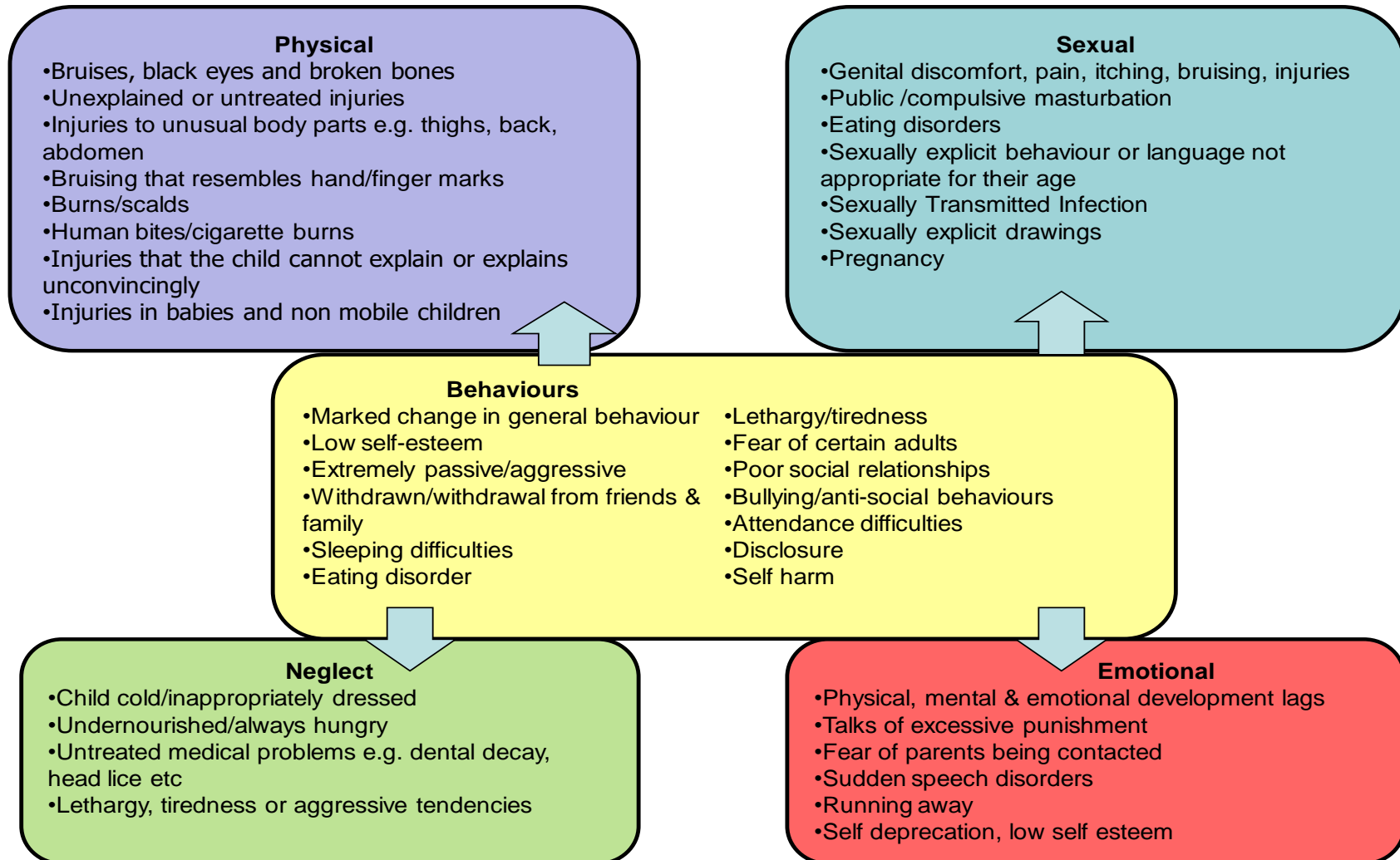
**Tel: 01522 782111**  
**Tel: 01522 782333 (Emergency Duty Team for out of hours)**

## DEFINITIONS OF ABUSE

### “WORKING TOGETHER TO SAFEGUARD CHILDREN” 2018

<div style="text-align: center; border: 1px solid black; border-radius: 15px; background-color: #d4f1d4; padding: 10px; width: fit-content; margin: 0 auto;"><h2>Neglect</h2></div> <p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</p> <p>It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>• protect a child from physical and emotional harm or danger</li> <li>• ensure adequate supervision (including the use of inadequate care-givers)</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include unresponsiveness to, or neglect of a child's basic emotional needs.</p>	<div style="text-align: center; border: 1px solid black; border-radius: 15px; background-color: #ff6600; color: black; padding: 10px; width: fit-content; margin: 0 auto;"><h2>Emotional Abuse</h2></div> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> <li>• conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</li> <li>• not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</li> <li>• developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability</li> <li>• overprotection and limitation of exploration and learning</li> <li>• preventing the child participating in normal social interaction.</li> <li>• seeing/hearing the ill-treatment of another.</li> <li>• serious bullying causing them frequently to feel frightened or in danger</li> <li>• exploitation or corruption of them.</li> </ul> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</p>
<div style="text-align: center; border: 1px solid black; border-radius: 15px; background-color: #00bfff; color: black; padding: 10px; width: fit-content; margin: 0 auto;"><h2>Sexual Abuse</h2></div> <ul style="list-style-type: none"> <li>• forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.</li> <li>• physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li> <li>• Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.</li> </ul>	<div style="text-align: center; border: 1px solid black; border-radius: 15px; background-color: #ccccff; padding: 10px; width: fit-content; margin: 0 auto;"><h2>Physical Abuse</h2></div> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> <li>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</li> <li>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.</li> <li>• Injuries in babies and non-mobile children</li> </ul>

# Symptoms of Abuse



## Receiving Disclosures:

### Receive

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



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



### Reassure

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

### Report and Record

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

#### Things to include:

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



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

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

The LSCP currently recommends a programme of Safeguarding training for all practitioners. The courses are delivered via a combination of e-learning and face-to-face training. The pathway is designed to develop learning. It is therefore important to start with year 1 learning. Participants can select the most relevant course for their needs, but please note the conditions for course entry (prerequisites). It is important these are completed as all face-to-face learning builds on the prerequisites.

Designated Safeguarding Lead within educational settings should also attend School Safeguarding briefings.

To book onto Safeguarding Briefings for Education Designated Safeguarding Leads please contact [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk) or see the safeguarding bulletins on Perspective Lite. N.B. In addition to this formal pathway, staff are expected to update their Safeguarding knowledge and skills via completion of their own agency training and specialist elearning modules available via the LSCP website. It is advisable that at least one course a year is completed.

*The statutory guidance, 'Keeping Children Safe in Education 2016', states 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.'....'Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.*

Please note there is a statutory requirement for Designated Safeguarding Leads to attend training at least every two years that helps them understand their role and responsibilities. DSL's are reminded to ensure they complete their safeguarding refresher training and are strongly encouraged to attend training offered by the Early Help teams, e.g. Early Help & TAC Record Keeping, Voice of the Child etc. and attend TAC briefings. [www.lincolnshire.gov.uk/tac](http://www.lincolnshire.gov.uk/tac)

Lincolnshire Safeguarding Children Partnership (LSCP) 6 year training pathway is available at [www.lincolnshire.gov.uk/lscp](http://www.lincolnshire.gov.uk/lscp). Settings should plan their own 6 year pathway using training provided by a range of partners, e.g. LSCP, Stay Safe Partnership etc. in order to suit the needs of the school community. This should be adapted in order to reflect local and national guidance.

Schools should plan the 6 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates. Include evidence of staff training and safeguarding input at staff meetings/in-house updates etc., of which there may be several annually.

Support is available from

<https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/safeguarding-in-schools>

**21 Caistor Grammar School Staff Training Summary to date:**

<b>Training</b>	<b>Date</b>	<b>Staff</b>	<b>Role</b>
Self-Harm and Suicidal Thought in Children and young People – e learning	August 2020	Alistair Hopkins	Deputy DSL (Head)
Safeguarding Refresher	August 2020	Alistair Hopkins	Deputy DSL (Head)
Safeguarding Briefing	July 2020	Allison Clark	DSL
Safeguarding Refresher	March 2020	Allison Clark	DSL
Parental Mental Health- e learning	March 2020	Allison Clark	DSL
Child Exploitation: face to face training	March 2020	Allison Clark	DSL
Online & Offline Peer on Peer Abuse Refresher. Identification of signs of abuse, how to manage disclosures, reporting and recording information. Upskirting. Operation Encompass.	Feb 2020	Whole staff	Teaching, Selected Non-teaching staff and optional for Governors.
Child Exploitation: Safeguarding Children from Abuse by Sexual Exploitation e learning	Feb 2020	Allison Clark	Senior Teacher/DSL Child Protection
Staff Inset Online safety	Dec 2019	Teaching, Selected Non-teaching staff and optional for Governors.	Teaching, Selected Non-teaching staff and optional for Governors.
LSBC Safeguarding Briefing – including operation encompass training.	Nov 2019	Allison Clark	Senior Teacher/DSL Child Protection
Safer Communities Multi Agency Domestic Abuse DASH and MARAC Training	Oct 2019	Alistair Hopkins	Headmaster
KCSIE 19 updates and CSE	Sept 2019	Whole staff	Teaching, Selected Non-teaching staff and optional for Governors.
SDQ Training LCSB	July 2019	Allison Clark	Senior Teacher/DSL Child Protection
Caring 2 Learn LSCB	June 2019	Allison Clark	Senior Teacher/DSL Child Protection
LAC (and SDQ)	May 2019	Allison Clark	Senior Teacher/DSL Child Protection
Briefing for Safeguarding Leads	March 2019	Allison Clark	Senior Teacher/DSL Child Protection
Introduction to FGB, Forced Marriage, Spirit Possession and Honour Based Violence	March 2019	Allison Clark	Senior Teacher/DSL Child Protection
LSCB Domestic Abuse Awareness – Short course	November 2018	Alistair Hopkins	Headmaster
Lincolnshire County Council Briefing for Safeguarding Leads	November 2018	Alistair Hopkins	Headmaster



LSBC Safeguarding Briefing	July 2018	Allison Clark	Senior Teacher/DSL Child Protection
Online Training on key changes in the KCSIE 2018	July 2018	Shona Buck	Deputy Head
Staff Inset Training on Safeguarding	July 2018	Whole Staff	Teaching, Non-teaching staff and Governors.
LSCB Safeguarding Briefing	April 2018	Allison Clark	Senior Teacher/DSL Child Protection
Awareness of Child Abuse and Neglect – Core V8.1	April 2018	Allison Clark	Senior Teacher/DSL Child Protection
Inter Agency Safeguarding Children & young People Two day face to face plus prior E learning	April 2018	Allison Clark	Senior Teacher/DSL Child Protection
Inter Agency Safeguarding Children & young People Two day face to face plus prior E learning	January 2018	Julie Wolseley	Senior Teacher/DSL Child Protection
(Refresher) Integrated Working – Early Help Assessment	September 2017	Julie Wolseley	Senior Teacher/DSL Child Protection
Safer Recruitment	February 2017	Alistair Hopkins	Headmaster
Child Sexual Exploitation (CSE)	January 2017	Whole Staff	
Inter Agency Safeguarding Children & young People Two day face to face plus prior E learning	Nov 2016	Alistair Hopkins Shona Buck	Headmaster Deputy Head
Domestic Violence – 1 day face to face plus prior e learning	Dec 2016 Oct 2016	Julie Wolseley	Senior Teacher/DSL Child Protection
Safer Recruitment	March 2016	Lucy Jackson	Governor
An Introduction to Safeguarding	March 2016	Anne McLaren	Governor
Prevent Training	Feb 2016	Whole Staff & Governors	
Understanding Pathways to Extremism	2015	Julie Wolseley	Senior Teacher/DSL Child Protection
Safeguarding Children Refresher e-learning	2014	Julie Wolseley	Senior Teacher/DSL Child Protection
Safer Recruitment	May 2013	Amanda Langford	Governor
Inter Agency Safeguarding Children & young People Two day face to face plus prior E learning	2012	Julie Wolseley	Senior Teacher/DSL Child Protection
Single Central Record witnessed by Governor Anne McLaren – October 2020			