



St Hugh's School

Safeguarding and Child Protection Policy

Policy publication date:	Autumn 2025
Policy agreed by full governing body:	Autumn 2025
Policy review date:	Autumn 2026
Designated Safeguarding Lead (DSL)	Chris Palmer
Deputy Designated Safeguarding Lead (DDSL)	Tom Thatcher, Sarah Hirst, Donna Millward
Named Governor Safeguarding	Emma Smithen

Contents

<u>Introduction</u>	4
<u>Policy Definitions</u>	4
<u>Section 1 – School Commitment</u>	5
<u>1.1 Equality statement</u>	6
<u>1.2 Supporting the child and partnership with parents</u>	7
<u>Section 2 Providing Help, Support and Protection - Roles and Responsibilities</u>	7
<u>2.1 Our Governing Body</u>	8
<u>2.2 Headteacher</u>	9
<u>2.3 Our DSL</u>	10
2.4 all staff	13
2.5 Organisation or individuals using school premises	15
<u>Section 3 – Child protection procedures</u>	16
<u>3.1 Concerns staff must act on immediately and report:</u>	16
<u>3.2 Responding to disclosure</u>	17
<u>3.3 Action by the DSL (or Deputy DSL) in their absence</u>	17
<u>3.4 Action following a child protection referral</u>	18
<u>Section 4 - Information sharing and managing the child protection file, transfer and storage, filtering and monitoring</u>	18
<u>4.1 Pupil information - Reporting systems for our pupils</u>	19
<u>4.2 Accurate Information</u>	19
<u>4.3 Confidentiality</u>	19
<u>4.4 Transfer of files</u>	20
<u>4.5 Filtering and Monitoring</u>	21
<u>4.6 On-Line Safety and the use of mobile technology</u>	22
<u>4.7 Artificial intelligence (AI)</u>	23
4.8 Safeguarding plans	23
4.9 Intimate Care	24
<u>Section 5 - Organisations or individuals using school premises, visitors, non- collection of children and young people</u>	24
<u>5.1 Non-collection of children</u>	24
<u>5.2 Visitors, Contractors and 3rd Part Staff</u>	25
<u>Appendices</u>	25
<u>Appendix 1: Abuse: a form of maltreatment of a child.</u>	26
<u>Appendix 2: Allegation of Abuse</u>	29

Introduction

The purpose of this policy is:

- To clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide
- To ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To ensure that all staff are aware of their statutory responsibilities with respect to safeguarding and trained in recognising and reporting safeguarding issues

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), [Working together to improve school attendance \(applies 19/08/24\)](#) and the [Maintained Schools Governance Guide](#), with particular reference to, [Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and School Attendance Compliance](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by CMARS <https://www.northlincscmars.co.uk/>

We aim to work in partnership as set out by Working Together to Safeguard Children (2023), Keeping Children Safe in Education (2025), the Families First Partnership programme, and the Online Safety Act. This policy also supports the July 2025 Relationships Education/RSHE guidance and the DfE 'Generative artificial intelligence (AI) in education' policy paper.

Policy Definitions

Per Working Together 2023 and Keeping Children Safe in Education 2025.

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

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

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

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

Extra -Familial harm – risks to the welfare of children that arise within the community or peer group

Providing Help, Support and Protection (Early Help) means the 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

Looked after children (LAC) KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we use the term 'Children in Care' or 'Care Experienced' in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.

Section 1 School values and commitment

School values

St Hugh's school aims to provide all members of the school community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values as a school community are to be: Resilient, Respectful, Aspirational and Kind

School commitment

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is always child-centred meaning we consider what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Safeguarding and promoting the welfare of children means:

- › Providing help and support to meet the needs of children as soon as problems emerge
- › Protecting children from maltreatment whether that is within or outside the home, including online
- › 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
- › Taking action to enable all children to have the best outcomes

Safeguarding is a "Shared Responsibility", as defined in Chapter 1 of Working Together 2023. We wish to create a safeguarding ethos where staff:

- share the same goals
- learn with and from each other
- have what they need to help families
- acknowledge and appreciate difference
- challenge each other

We will establish an ethos where:

- Children feel safe so that they can learn and develop
- Children know there are adults they can talk to if they are worried
- Children are equipped with the skills needed to stay safe, providing opportunities for PSHE throughout the curriculum.

This policy applies to all staff, volunteers, visitors, contractors, supply staff and governors in the school and is consistent with the procedures of the three safeguarding partners. The Children's Multi-Agency Resilience and Safeguarding (MARS) [CMARS policies-procedures-and-guidance](#) sets out the arrangements for

safeguarding partners to work together with other agencies, to identify and respond to the needs of children in North Lincolnshire. This policy does not replace CMARS policy and procedures. Our policy and procedures also apply to extended school and off-site activities.

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

St Hugh's pays full regard to **Keeping Children Safe in Education 2025**. We ensure that all appropriate measures are applied in relation to everyone who works in the school. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc.

St Hugh's will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third-party supply staff) of pre-appointment checks, including: -

- an identity check
- a barred list check
- an enhanced DBS check requested/certificate provided
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom

The details of an individual will be removed from the single central record once they no longer work at the school or college. The DSL/Head teacher will check the SCR is maintained in line with Keeping Children Safe in Education 2025 ([Part 4 – Safer Recruitment](#))

1.1 Equality statement

We recognise our obligations under the **Equality Act 2010**; that we must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. Some children have an increased risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs (SEN) or disabilities
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation
- where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers

- are at risk due to either their own or a family member’s mental health needs
- are looked after or previously looked after

We recognise the use of **Interpreters** and will always seek professional advice. For all circumstances where an interpreter is required, we will always use a local authority recommended interpreter and service.

1.2 Supporting the child and partnership with parents

St. Hugh’s recognises that the child’s welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child’s voice.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents insofar as this does not otherwise compromise or risk the compromise of the child’s safety. The DSL will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

Section 2 Providing Help, Support and Protection - Roles and responsibilities

Safeguarding and child protection is everyone’s responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the CMARS procedures. Our policy and procedures also apply to extended school and off-site activities.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences are harmful, e.g., children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Providing Help, Support and Protection (Early Help)

The definition of early help has been updated to *'support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse'* (Working Together 2024)

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child or young person who:

- › Is disabled
- › Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- › Is a young carer
- › Is bereaved

- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- › Is misusing drugs or alcohol
- › Is suffering from mental ill health
- › Has returned home to their family from care
- › Is at risk of so-called ‘honour’-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, missing from home/care or not in receipt of full-time education
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Assessments for early help will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. When supporting assessments, our staff will take into consideration specific needs, such as disabilities, those whose first language isn’t English, fathers or male carers, and parents who identify as LGBTQ.

We will work with safeguarding professionals and childcare settings to share information, identify and understand risks of harm, and ensure children and families receive timely support. We have a duty to support a multi-agency response to all forms of abuse and exploitation in all children’s social care assessments and support practitioners understanding of the response to online harm.

2.1 Our Governing Body

Our Governing body has strategic leadership responsibility for our school’s safeguarding arrangements, ensuring we comply with our duties under legislation. We have regard to **Keeping Children Safe in Education 2024**, ensuring policies, procedures and training in our school is effective and comply with the law at all times.

The Governing Body will ensure that all governors and trustees receive safeguarding and child protection training, including online safety, as part of their induction. This will equip them with the knowledge to provide effective strategic challenge and assurance that the school’s safeguarding arrangements are robust. Training will be refreshed regularly and updated annually to reflect statutory requirements. All governors will read and understand *Keeping Children Safe in Education (2025)* (Part 1 and Annexes A, B or C, as relevant to their role) and will monitor compliance with this policy.

Our Headteacher ensures that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. Our Governing body will ensure that:

- Governors will hold an enhanced DBS check and have been subject to a Section 128 check
- There is a named safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with **KCSIE 2025**
- The school has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis or earlier if required
- The school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with CMARS Standards of Safer recruitment
- that shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process
- The school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (**See Appendix 5: Allegations against staff – reporting procedures**)
- The school are doing all they can to limit children’s exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems are in place and regularly reviews their effectiveness
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- the governing board will review the DfE’s [filtering and monitoring standards](#) and will discuss with IT staff and service provider what needs to be done to meet the standard
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- Online safety policy and procedures are in place and training and support are provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media
- A senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. This is **Christopher Palmer**.
- The school has one or more deputy DSLs who are trained to the same standard as the lead DSL. These are **Tom Thatcher (assistant headteacher) and Sarah Hirst (assistant headteacher) Donna Millward (assistant headteacher)**

2.2 Our headteacher will ensure that:

- The policies and procedures adopted by the Governing body are fully implemented and followed by all staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- There are arrangements in place for safeguarding supervision for the DSL and the deputy DSLs
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children’s MARS Professional Resolution & Escalation Protocol. The **NSPCC’s ‘What you can do to report abuse’** dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns

about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk

- The DSL and DDSL are supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of school term time when needed
- Allegations regarding staff or any other adults in school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- Staff undertake appropriate safeguarding training
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- There is always adequate DSL cover during the school day

2.3 Our DSL:

Our DSL, as defined in KCSIE 2025, is a member of the SLT and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This is explicit in the role holder's job description and aligned to [KCSIE 2025 \(Annex C\)](#). Deputy DSLs are trained to the same level. When the DSL is absent, the DDSLs will act as cover.

During Term time the DSL will be available during school hours, by contacting the school office. When the DSL is absent, the DDSLs will act as cover.

The designated safeguarding lead is expected to:

- Have read and understood KCSIE 2025.
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the **Children Act 1989** and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – [PACE Code C 2019](#)
- As required, liaise with the “case manager” (as per part four **KCSIE 2025**) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - i. ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort; and,

- ii. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- iii. Work alongside Alternative providers, if a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The DSL alongside school leaders needs to satisfy that the placement meets the pupil's needs

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required

Undertake training

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

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand emerging themes. This will be done by attending the termly DSL Safeguarding Briefings and attending appropriate CMARS training/ external training and/or conference opportunities so they:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the local authority conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Are alert to the specific needs of children in need, those with SEND and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff

Raise awareness

The designated safeguarding lead will:

- Ensure each member of staff, especially new and part time staff, has access to and understands the safeguarding and child protection policy and procedure; (**See Appendix 1 for procedure**)
- Ensure the safeguarding and child protection policy is reviewed annually, with any procedural changes implemented and reviewed regularly
- Ensure the child protection and safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the DSL/DDSL

- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm. **(See Appendix 3- Safeguarding concerns)**

Supporting the child and partnership with parents

St Hugh's school recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice.

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

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Where children leave the school (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Where a child leaves the school and no new school or college has been identified, the DSL will liaise with North Lincolnshire local authority and, where applicable, the receiving local authority for out-of-area moves. The DSL will ensure the secure transfer of the child protection file and the timely sharing of relevant safeguarding information to support the child's continued safety and wellbeing.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL has details of children's social workers and relevant virtual school heads

We appoint a designated teacher to each LAC student from our senior leadership team according to their expertise and needs of the student who is 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.

As part of their role, the designated teacher will:

- › Work closely with the 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

2.4 All staff:

Our staff are particularly important, as they are in a position to identify concerns early, provide help for our students, promote their welfare and prevent concerns from escalating. All our staff have responsibility to provide a safe environment in which our students can learn.

Our staff are prepared to identify students who may benefit from early help, which means providing support as soon as a problem emerges at any point in a child's life and understand their role in it.

[Working together to safeguard children 2023](#) guidance sets out four principles that professionals should follow when working with parents and carers. All staff at St Hugh's school work to the following principles (schools may adapt):

- *Effective partnership and the importance of building strong, positive, trusting and co-operative relationship
- *Respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers

- * Empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources

- * Involving parents and carers in the design of processes and services that affect them

All staff know what to do if a student tells them they are being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the designated safeguarding lead (or a deputy) and local authority children's social care.

All staff understand a rare form of child abuse may be presented. Although rare all staff can identify when parents/carers are fabricating or inducing illness in children. This may be defined as, Medically Unexplained Symptoms, Perplexing Presentations and Fabricated or Induced Illness respectively as defined in the CMARS Protocol [Protocol-on-Perplexing-Presentations-and-Fabricated-Induced-Illness-August-2022.pdf](#)

Our staff will never promise a student that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the student but will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression

that they are creating a problem by reporting any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.

All our staff are aware that students may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences are harmful. E.g. they may feel embarrassed, humiliated, or threatened this could be due to their vulnerability, SEN and or sexual orientation or language barriers.

This will not prevent staff and volunteers from having a professional curiosity and speaking to DSL/DDSL if they have concerns about a student. Our staff will determine how best to build trusted relationships with our students in line with their communication needs. The **Teachers' Standards 2021** state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff understand how to ask for help and safeguarding knowledge is checked on a regular basis against, *"What all staff must know"*, [KCSIE 2025, Page 6-24](#).

All staff are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations, family hubs [people-health-and-care/our-family-hubs](#), the NLC One Family Approach [NL-OFA-Practice-Model](#) to better support our families/carers. Staff have access to [Helping-Children-Families](#), information when supporting children, young people, families and carers and promote local family information, advice and signposting [people-health-and-care/family-information-service](#)

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training is regularly updated.

All safeguarding training meets the minimum standards as defined on Page 15-17 of the [Standards-for-Safer-Recruitment](#) policy and procedures. Our training clarifies the multi-agency response to all forms of abuse and exploitation from outside the home, consideration of children at risk of experiencing extra-familial harm in all children's social care assessments and includes resources to support practitioners understanding of the response to online harm.

Our curriculum supports local CMARS, *"Shine a light areas"*, with a particular focus on supporting children and young people living in households where domestic abuse may be present, raising awareness of the impact of domestic abuse, engaging with voluntary agencies, encouraging NSPCC and Blue Door assemblies, whilst supporting our school staff to implement trauma informed approaches into practice.

All staff recognise the important of transitions and working on a trauma informed way to support a child throughout their educational journey. In addition, all our staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff are aware of the process for making a referral to local authority children's social care and for statutory assessments under the **Children Act 1989**, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should:

- Read and sign to say that they understand and will fully comply with the school's policies and procedures
- Read and sign to say that they understand parts 1 and 5 of **Keeping Children Safe in Education(2025)**
- Identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Attend annual whole school safeguarding training and other appropriate training identified
- Provide a safe environment in which children can learn
- Inform the DSL of any concerns about a child immediately and before the end of the school day at the latest
- Inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- Inform the Chair of Governors of any concerns regarding the Headteacher at the earliest opportunity
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Headteacher/Chair of Governors
- Ensure that timely information sharing is essential to effective safeguarding
- Ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- Ensure that the **Data Protection Act (DPA) 2018** and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Will speak to the DSL (or deputy) if they are in any doubt about sharing information

In addition, all staff will notify the DSL/DDSL, where a child has experienced:

- multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
- is frequently missing/goes missing from education, home or care

All staff support the CMARS policy Statement – [Protecting Disabled Children from Harm CMARS-Protecting-Disabled-Children-from-Harm-August-23.pdf](#)

2.5 Organisations or individuals using school premises:

Whenever an organisation/service/activity use our school premises, we will seek prior assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and ensure that there are arrangements in place for the provider to liaise with us on these matters where appropriate. This will apply regardless of whether the children participating are on our school roll. We will follow the guidance set out in [keeping children safe in out-of-school settings \(2020\)](#) within our expectations of provider.

If we receive an allegation relating to an incident that happens when an individual or organisation is using our school premises for the purpose of running activities for children (i.e., community groups, sports associations, service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

Section 3 – Child protection procedures

All staff follow the school's child protection procedures which are consistent with 'Working Together to Safeguard Children 2023', Keeping Children Safe in Education 2025 and the North Lincolnshire Children's MARS guidance <https://www.northlincscmars.co.uk/policies-procedures-and-guidance/>

All staff will also have an awareness of specific safeguarding issues, in particular Domestic Abuse, Child Exploitation (CE), Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME), home or care and understand, extra familial harm, contextualised safeguarding and Risks of Abuse Outside the Home (ROTH). (Appendix 6)

Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. All staff will also be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment and sexting. Staff are clear as to the school or college's policy and procedures with regards to peer-on-peer abuse.

For categories of abuse and further information on how to respond to disclosure. (Appendix 1 and 2)

3.1 Concerns staff must act on immediately and report:

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

- a referral to Children’s Services and/or police must be made immediately if a child is suffering or likely to suffer harm or in immediate danger
- any suspicions of modern day slavery and/or trafficking

3.2 Responding to disclosure

Our staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next. For more information, access, [Appendix 2](#).

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

Staff will:

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

3.3 Action by the DSL (or Deputy DSL) in their absence

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan/Child In Need/Early Help
- information sharing guidance [CMARS-Information-Sharing-Guidance-Aug-22.pdf](#)
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g Single Point of Contact/PREVENT/Police

- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/ or place the member of staff or others at risk
- whether to make a child protection referral to Children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- Complete body maps (where applicable). [Appendix 3](#)

3.4 Action following a child protection referral

The DSL or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference and notify the LA Education Safeguarding Officer, School Improvement Officer - Safeguarding or Head of Education Standards, where schools are unable to attend to arrange cover, for example, in the school holidays.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns remain, will follow the Children's MARS escalation and resolution procedure

Section 4 Information sharing and managing the child protection file, transfer and storage, filtering and monitoring

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. St. Hugh's has clear powers to share, hold and use information for these purposes. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Arrangements are in place that set out clearly the processes and principles for sharing information within St. Hugh's school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

Full information sharing guidance can be found on the DfE website- [gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice). This advice outlines

the importance of sharing information about children, young people and their families in order to safeguard children. It should be read alongside the statutory guidance [Working together to safeguard children 2023](#).

4.1 Pupil information - Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- › Put systems in place for pupils to confidently report abuse – ensuring students have at least one trusted adult who understands their needs (typically a member of their team staff in addition to their pathway lead, student learning mentors, safeguarding team, SLT etc.) For those able to do so, the student area of the school website also has a space where students can report concerns.
- › Ensure our reporting systems are well promoted, easily understood and easily accessible for all pupils
- › Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

4.2 Accurate Information

To keep students safe and provide appropriate care for them, accurate and up to date information regarding:

- Names, contact details and relationship to the student of any persons with whom the child normally lives
- Names and contact details of persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the student from school (if different from above)
- Any relevant court orders in place including those with affect any person's access to the student (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)
- If the student is or has been supported on a Child Protection Plan
- If the student is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process
- If the child is a Child Looked After (CLA) or previously CLA
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child

St Hugh's School will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements.

4.3 Confidentiality

All staff at St. Hugh's are committed to maintaining the confidentiality of sensitive / privileged information in line with our Confidentiality Policy. In respect of safeguarding we recognise that:

- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in [Part one](#) and [Part two](#) of [KCSIE 2025](#).

Where children leave the school or college (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding and child protection records are saved in accordance with retention guidelines

4.4 Transfer of files

Where children leave the school (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Where a child leaves the school and no new school or college has been identified, the DSL will liaise with North Lincolnshire local authority and, where applicable, the receiving local authority for out-of-area moves. The DSL will ensure the secure transfer of the child protection file and the timely sharing of relevant safeguarding information to support the child's continued safety and wellbeing.

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

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

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

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

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

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

The school can access further support from:

- Data Protection Toolkit for Schools August 2018
- Working Together to Safeguard Children 2023

[Data protection: a toolkit for schools](#)

- [IRMS Schools Toolkit – Information and Records Management Society](#)

4.5 Filtering and monitoring

The governing body will consider St. Hugh's responsibility to safeguard and promote the welfare of our students and provide them with a safe environment in which to learn. In conjunction with our Online Safety Policy we are committed to take all steps that we reasonably can to limit children's exposure to the risks from the school's IT system.

St. Hugh's will ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our governing body and proprietors will consider the number, age range and needs profile of our school's students,

those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The staff members responsible for filtering and monitoring systems are the headteacher, Jonathan Kenyon and the DSL, Chris Palmer. They will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This will be discussed with IT staff and service providers about what more needs to be done to support St. Hugh's in meeting the [filtering and monitoring standards](#) on an annual basis.

Please note the following links to documents which validate Securly's compliance with KCSIE requirements for its filtering and monitoring software.

- [Securly's Filtering Response to UKSIC Appropriate Filtering for Education settings](#)
- [Securly's Filtering Response to UKSIC Appropriate Monitoring for Education settings](#)
- [Student Safety and New KCSIE Guidance materials](#)

St. Hugh's has a clear policy on the use of mobile and smart technology, which also reflects that children with such devices may have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. St. Hugh's will carefully consider how this is managed on their premises and reflect this within its **Online Safety policy**.

Our approach meets the DfE Filtering and Monitoring Standards (reviewed annually) and aligns, where relevant, to the Protection of Children Code (July 2025) and Ofcom's 'Protecting children from harms online' statements. Leaders and governors receive regular assurance that filtering and monitoring are effective, and all staff understand their roles in escalation.

Mobile phones in school (in line with the DfE guidance published February 2024)

Mobile phones risk unnecessary distraction, disruption and diversion. By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

On entry to the school each pupil will hand in their device to school staff and these are then collected at the end of the school day.

Please see '**Searching, as per DfE Searching, Screening and Confiscation Advice for Schools July 2022**'

Any breach of the acceptable user agreement by a pupil may result in the confiscation of their device.

This guidance is in line with our Online safety policy Student Acceptable user policy and Behaviour policy.

All staff are clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training. For example, part of their role may be to monitor what's on students' screens.
- How to report safeguarding and technical concerns, such as if:
 - i They witness or suspect unsuitable material has been accessed
 - ii They are able to access unsuitable material

- iii They are teaching topics that could create unusual activity on the filtering logs
- iv There is failure in the software or abuse of the system
- v There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- vi They notice abbreviations or misspellings that allow access to restricted material

4.6 OnLine Safety and the use of mobile technology

Our approach to online safety reflects the Online Safety Act (2023). To meet our safeguarding policy aims and address the risks above, we will:

- › Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety. Communicate clearly with parents / carers about online safety, specifically:
 - What filtering and monitoring systems are in place within school.
 - What pupils are being asked to do online, including which sites, apps and services they will use.
 - Who from school their child will be interacting with online (if anyone).

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras in line with the St. Hugh's Acceptable User Policy and Online Safety Policy.

- › Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- › Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- › Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- › Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- › Our online safety curriculum and staff updates include recognising and responding to misinformation, disinformation and conspiracy content.
- ›

4.7 Artificial intelligence (AI)

- › Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- › St. Hugh's recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- › St. Hugh's will treat any use of AI to access harmful content or bully pupils, including the use of deepfakes, in line with this policy and our anti-bullying and behaviour policies.
Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.
We will always seek the latest DfE guidance when considering the use of [AI - Data Protection in Schools](#)

4.8 Safeguarding plans

Where a student demonstrates ongoing, routine and predictable behaviours as a result of their needs which put either themselves or others at risk of harm then a safeguarding plan will be devised and implemented to mitigate the risk of harm arising from these behaviours.

While safeguarding plans and positive behaviour support plans (PBSPs) both share the same aim of reducing inappropriate / unsafe behaviours and developing a student's self-regulation they are applied in different contexts.

A safeguarding plan is appropriate where there is a **known specific and predictable environmental trigger** for a given inappropriate / unsafe behaviour (e.g. a location(s), individual(s)).

A PBSP describes known supportive strategies which **respond to a student's changing presentation / arousal state in general terms** and is not linked to a specific situation / context.

4.9 Intimate Care

Students requiring ongoing intimate care will be subject to an intimate care plan. Within this plan, due consideration will be given to maintaining the dignity of the student while also ensuring that both the student and staff members supporting are adequately safeguarded. Where appropriate, such protective measures will be stated within the student's intimate care plan to ensure a common understanding and consistency of approach. Refer to the St. Hugh's Intimate Care Policy.

Section 5 - Organisations or individuals using school premises, visitors, non- collection of children and young people

If we receive an allegation relating to an incident that happens when an individual or organisation is using our school premises for the purpose of running activities for children (ie community groups, sports associations,

service providers that run extra-curricular activities), we will follow our emergency, critical incident plan, and safeguarding policies and procedures, including informing the LADO (where appropriate).

The school reviews emergency plans on a regular basis and we ensure that risk assessments are in place, considering the latest DfE guidance. This may include, responding to on-site emergency responses, evacuation practices and lock down procedures, in line with DfE guidance [DfE emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](#)

We recognise the Terrorism (Protection of Premises) Act 2025 (Martyn's Law). Our emergency/critical incident plan and risk assessments are reviewed to reflect current DfE guidance and Martyn's Law materials; we will continue to liaise with the SIA and follow local PREVENT/PROTECT arrangements.

5.1 Non-collection of children

If a student is not collected at the end of the session/day:

The student's class team staff will notify a member of the senior leadership team and attempt to make contact with the student's parent / carer and other approved named contacts on the student's Arbor profile to arrange collection. Any concerns arising during this process will be shared with the DSL / a DDSL who will decide and coordinate next steps to ensure that the student's safety is maintained at all times. This may include a referral to Children's Services where an appropriate adult is not available / contactable to arrange collection or else the collection arrangements are deemed unsafe. Any instance of non-collection will be recorded on CPOMS.

While a student is awaiting collection, an appropriate familiar member of school staff will remain with the student with oversight from a member of the senior leadership team.

5.2 Visitors, Contractors and 3rd Part Staff

Adequate checks will be made for regular visitors, in line with [KCSIE 2025, Paragraph 292-295 and 305-310](#). It is best practice for NLC staff to carry their DBS and wear a badge – this confirms safer recruitment practice has taken place. **Our School Visitors Procedure (Appendix 8)**, details the arrangements

Appendices

All Appendices are “live”, all staff are recommended to follow this process to keep up to date with the latest advice.

If you have a question or wonder on any specific safeguarding area, the following process is recommended:

1. Follow your school safeguarding policy
2. Ask the DSL/DDSL for more information
3. Search from the main DfE.gov.uk the latest guidance
4. Check out your thinking, access statutory DfE, Home Office, Public Health England Departmental advice first. For an extensive list of all statutory documents, refer to page [163-167 - Working Together 2023](#).
5. Check out statutory DfE safeguarding guidance. This may support any discussions with professionals, or referrals. See the full list of supporting statutory guidance – [Annex B KCSIE 2025. Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex](#)
6. Refresh your knowledge and always check out the latest CMARS policy and procedures page
7. **Speak first**, call professionals before making a referral
8. Support any referrals alongside the National and Local requirements
9. Escalate concerns following local procedures (where required)
10. Contact the Education Safeguarding Team if you have any queries or cannot find the article of interest.

Appendix 1 Abuse: a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

KCSIE 2025 definition:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All staff support the CMARS Policy Statement for reducing the harm from neglect [Policy-Statement-reducing-harm-from-Neglect-August-2023.pdf](#)

Types of abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

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

abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it.

Some behavioural indicators associated with this form of sexual abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

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

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

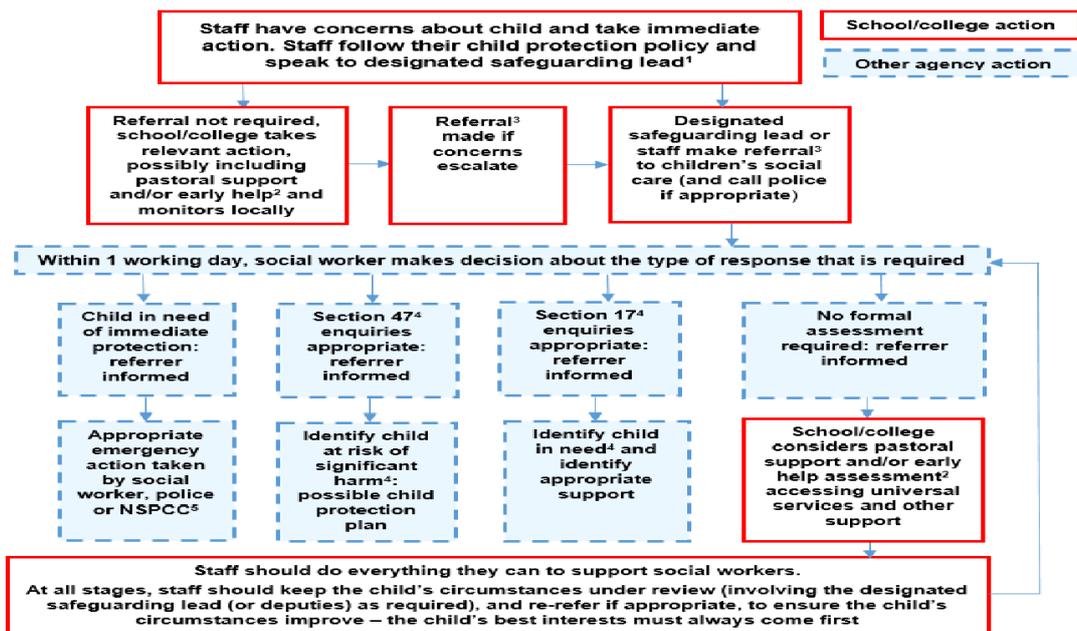
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

Appendix 2 Allegation of Abuse

Our staff maintain an attitude of “it could happen here” where safeguarding is concerned. When we are concerned about the welfare of a student, we will always act in the best interests of the student.

When a member of staff suspects that any student may have been subject to abuse, or a student has disclosed that abuse has taken place, either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site – unless it relates to these people. The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on immediately, in accordance with the locally agreed Children’s MARS procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Actions when there are concerns about a child



Further guidance :-<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused->

Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

I. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern
- Do not refute the allegation
- Show that you care through open and reassuring facial and body language
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe)
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them
- Do not promise to keep the allegation secret or that 'everything will be alright'
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance
- Do not admonish in any way e.g. 'I wish you had told me sooner'
- Inform the DSL initially verbally
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL
- If the child agrees, take them with you to the DSL

With the DSL, prepare a detailed report itemising:

- The information revealed by the student with absolutely no **opinion**
- Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the school
- Date and sign any written record of events and action taken and keep confidential and secure
- You must keep, in absolute confidence, a copy of the report, as will the DSL
- The DSL keeps Child Protection records centrally and securely, and are not kept in the child's file
- All staff are under a duty to report all suspicions of abuse to the DSL

- The DSL is responsible for passing on these concerns to Children’s Services
- Accurate records are essential in the event of further investigations

///. If you see or hear something that concerns you:

- Don’t ignore it
- Write up on the School chronology sheet and seek advice immediately from your DSL
- Don’t feel silly – if it worries you, someone else needs to know
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader
- If it is related to a child being at risk – see the DSL, or deputy DSL immediately and definitely before the child goes home that day
- All staff may raise concerns directly with Children’s Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the School should be made directly to the Head Teacher

Appendix 3 Body map guidance

Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child’s person. The body map below should be used. Any concerns should be reported and recorded without delay to Single Point of contact or the child’s social worker if already an open case to social care.

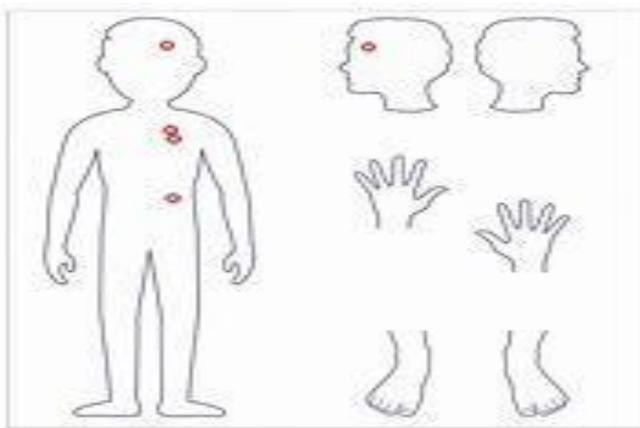
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line

- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. Ensure first aid is provided where required and then recorded appropriately.

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



Appendix 4 Child-on-child abuse

All our staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a student may be at risk from it. They will challenge inappropriate behaviours between students, that are abusive in nature and will not down play certain behaviours as “just banter”, having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer/ child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not

limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

If there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. It is essential that all staff have a role in preventing it and responding where they believe a student may be at risk from it.

Child-on-child abuse

All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse. Child-on-child abuse can take different forms, such as:-

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing nudes and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals

Child on child sexual violence and sexual harassment

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see paragraph 85) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential. (KCSIE 2025, P28)

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

All staff will challenge the inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be passed off as “banter” or “part of growing up” or “boys being boys”. It will be recorded, investigated and dealt with and the victims, perpetrators and any other child affected by peer-on-peer abuse will be supported.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

St. Hugh’s has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable.

Please refer to Keeping Children Safe in Education 2025 Part 5 – This section sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Children potentially at greater risk of harm, a brief summary is below:

Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). They could be:

- children who need a social worker (CIN or CP plans)
- children who are absent from education
- electively home educated children
- children requiring mental health support
- looked after children and previously looked after children
- care leavers
- children with special educational needs, disabilities or health issues
- children who are lesbian, gay, bi or trans (LGBT)

Please refer to Keeping Children Safe in Education 2025 (to be approved) (Annex B) for the latest guidance on specific forms of abuse and safeguarding issues.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a student has been harmed or a student's own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the DSL (or DDSL) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The DSL/DDSL will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the school risk assessment.

The DSL response will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably

possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, adult students or school or college staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated.

There are four likely scenarios for St Hugh's to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour being identified. Where a pattern is identified, St Hugh's will decide on a course of action, considering whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

- Manage internally
- Early help
- Referrals to children's social care
- Reporting to the police

For more information – Refer to [Addressing child on child abuse : a resource for schools and colleges](#). St. Hugh's will follow the statutory guidance in Part 5 of this guidance, where full details can be found.

Appendix 5 Allegations against staff that may meet the harms threshold – Referral within 24 hours

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the CMARS Managing Allegations Procedures <https://www.northlincsmares.co.uk/policies-procedures-and-guidance/> and KCSIE Part 4 requirements.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority

designated officer (LADO). <https://www.northlincsmars.co.uk/wp-content/uploads/2024/05/2-CMARS-LADO-Leaflet-Employers-May-24.pdf>

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Early years providers, add:

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

We will manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children
- behaved in way that indicates they may not be suitable to work with children.

We will follow guidance in [Keeping Children Safe in Education 2025](#) and [Children's MARS guidance](#) see Children's MARS procedures "Managing Allegations Against People Who Work With Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

The Headteacher will complete the [LADO-Referral-Form-formatted-and-restricted-1.docx \(live.com\)](#) after reading the initial consideration guide <https://www.northlincsmars.co.uk/wp-content/uploads/2024/05/3-CMARS-LADO-Leaflet-Initial-Considerations-Guide-May-24.pdf> and the Employers Guide <https://www.northlincsmars.co.uk/wp-content/uploads/2024/05/2-CMARS-LADO-Leaflet-Employers-May-24.pdf>

Where it is identified a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. 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 very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

We will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently and
- provide effective protection for the child and support the person subject to the allegation

Concerns that do not meet the harm threshold

St Hugh's will promote an open and transparent culture in which all concerns about all adults working in or on behalf of school are dealt with promptly and appropriately. Low level concerns do not mean that it is insignificant, it means that the behaviour towards a student does not meet the threshold but that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

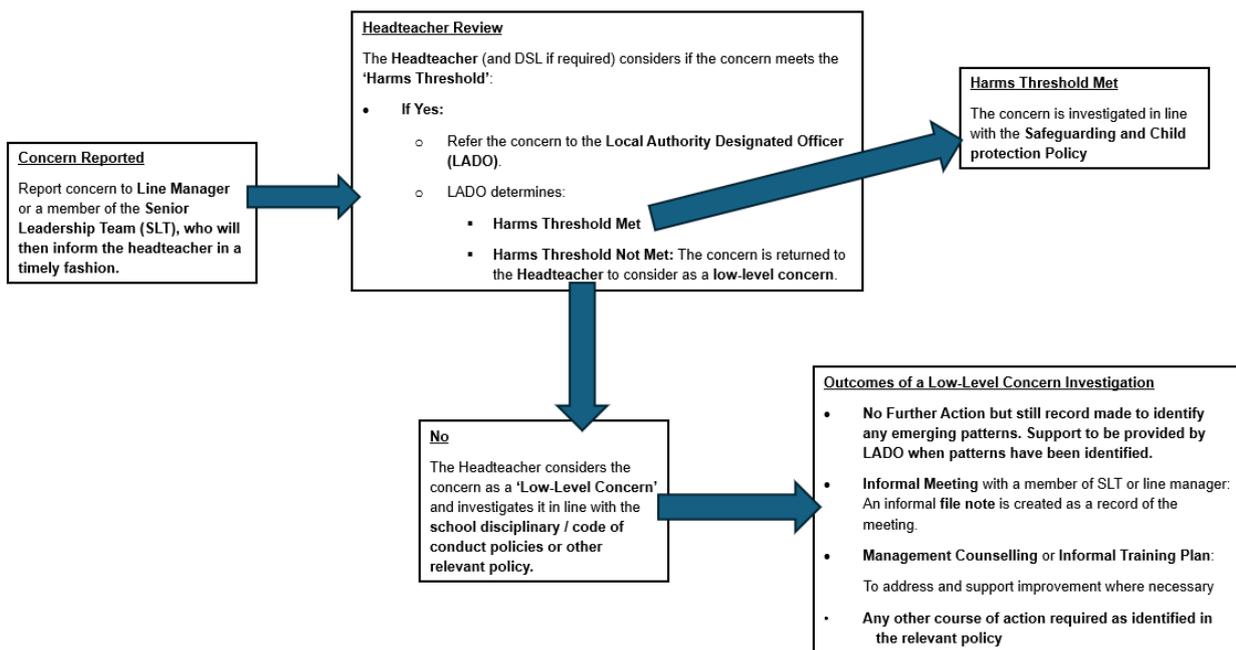
Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct / disciplinary policy and any other relevant policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Process for reporting and responding to low-level concerns



Record keeping

All low-level concerns will be recorded in writing and kept as an informal file note within the relevant individual(s) HR file. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- › Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- › The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- › The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

To access full procedures and supporting documents Keeping children safe in education 2024 (Part 4), Staff code of conduct

Appendix 6: Wider Safeguarding Considerations

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

[Action Against Abduction](#) and [Clever Never Goes](#)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Further information is available at [Get help with child arrangements](#)

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a child looked after), where being absent from education may increase known safeguarding risks within the family or in the community.

St. Hugh's will follow up any absence where the reason is either unknown or unsatisfactory on the same day and as soon as practicably possible. This is in line with our **Attendance policy**. Particular priority will be given to students identified on our Vulnerable Groups List (VGL) and /or where there are known current safeguarding concerns. Where contact is unable to be made and/or a satisfactory reason for absence is not provided a home visit will then be made by a member of the safeguarding team and a member of the senior leadership team.

Missing pupils

Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2025, paragraph 29)

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Set out the school procedures here, or refer to a separate policy/procedure for this if you have one. Your procedure should include information on contacting parents/carers, who will look after the child and how the incident will be recorded.

Children who are absent from education

A child being absent 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 be absent or 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 the DfE working-together-to-improve-school-attendance 2024 statutory guidance and our procedures for unauthorised absence and for dealing with children who are absent from education, in line with [DfE Summary table of responsibilities for school attendance.pdf](#) particularly on repeat occasions, to help identify the risk of abuse, exploitation 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.

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 absent, 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.

Children Missing from Education (CME)

All our staff are be aware that children going missing, particularly repeatedly, it can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of St. Hugh's unauthorised absence and children missing from education procedures per our **Attendance policy**

For the full Children's MARS Protocol visit: [North Lincolnshire Missing From Care Protocol](#)

Children missing from home or care

A child whose whereabouts cannot be established will be considered as missing until located, and their wellbeing or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action.

Children who go missing from home or care may face risks and each missing episode is potentially serious. The reasons for their absence can be varied and complex and should be considered within the context of their education, home and care experiences.

Every missing episode should attract proper attention from the professionals involved, who must collaborate to ensure a consistent and coherent response is given to the child upon their return. Children missing from care are particularly vulnerable however the majority of missing children are not looked after and go missing from their family home.

All staff working with children who are at risk of going missing from home or care, or are already doing so, should read and implement the [Children's MARS Protocol for children who run away or go missing from home or care](#). The aim of the protocol is:

- to reduce the incidence of all children going missing and the risks associated with children who go missing
- to prevent the missing child suffering from harm and to recover the child to safety as soon as possible

This will be achieved by providing effective support and interventions, including good information sharing, multi-agency assessment / planning and performance management. Interventions will include a consideration of risks for each individual child and a focus on reducing repeat missing episodes. Working in partnership with children and their families is key part of this process and children's views and concerns will be taken seriously.

On finding a child, or on their return from being missing, a prevention interview (safe and well check) is undertaken by the police as soon as possible. The purpose is to check for any indications that the child has suffered harm, where and with whom they have been and to give them an opportunity to disclose any offending against or by them.

Independent return interviews are then offered to children within 72 hours of their return. In North Lincolnshire this role is carried out by an independent Children's Missing Advocate. In some cases independent return interviews may be completed by other professionals where it is deemed in the best interests of the child to do so. The focus of the interview is to hear from the child about why they went missing, to understand the child/young person's perspective, to gain insight into risks and issues involved and to discuss prevention strategies.

The Children's Missing Advocate makes arrangements to meet the child within 72 hours of their return. Efforts will be made to contact the child primarily via school or home. Interviews are, wherever possible, held in a neutral venue and in private unless the child indicates that they wish to be supported. This may be in confidential space within a school setting, in such instances the Children's Missing Advocate will liaise with the setting to make arrangements and support the discussion to take place.

The Children's Missing Advocates can also offer safety and prevention sessions with children with a view to preventing further missing incidents or to support additional conversations about keeping safe. This can be on an individual or group basis particularly around thematic topics.

The Children's Missing Advocates can be contacted by email on missingchildren@northlincs.gov.uk.

Children accessing education remotely

Due to the complexity of needs of our students, St. Hugh's recognises individual or groups of students may be unable to access onsite education. In response to this and where appropriate, school staff will provide remote education in line with our school's remote education policy. This will be overseen by the student's curriculum pathway leader in conjunction with the deputy headteacher. In addition, St. Hugh's staff will maintain regular contact with all students accessing education remotely. The frequency of this contact as well as the most suitable member of staff responsible for this will be determined on a case by case basis by the senior leadership team.

Children with family members in prison

School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. This may take the form of early help assessment and/or a referral to Student Welfare. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

St Hugh's is aware that CSE is a form of child sexual abuse. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late; and

- regularly miss school or do not take part in education

Please visit [Child sexual exploitation: definition and guide](#) and [CSE-procedure-Nov-19](#) for the full guidance.

Child-on-child abuse

All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse. Child-on-child abuse can take different forms, such as:-

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing nudes and semi-nude images and/or videos (also referred to as sexting)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff will challenge the inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be passed off as "banter" or "part of growing up" or "boys being boys". It will be recorded, investigated and dealt with and the victims, perpetrators and any other child affected by peer-on-peer abuse will be supported.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Please refer to Keeping children safe in education 2025 (Part 5) for full guidance.

Children potentially at greater risk of harm

Whilst all children should be protected, it is important to recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). They could be:

- children who need a social worker (CIN or CP plans)
- children who are absent from education

- electively home educated children
- children requiring mental health support
- looked after children and previously looked after children
- care leavers
- children with special educational needs, disabilities or health issues
- children who are lesbian, gay, bi or trans (LGBT)

Please refer to [Keeping children safe in education 2025](#) (para 170- 205)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, student referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- Owe a ‘debt bond’ to their exploiters
- Have their bank accounts used to facilitate drug dealing

Cybercrime

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Cyberflashing – sending unwanted sexual images to another person via digital technology.

Disinformation – deliberately created and spread false information intended to mislead.

Domestic abuse

The Domestic Abuse Act 2021 legislation and the National Framework statutory guidance that supports a child-centred approach is followed by our school / setting.

St. Hugh's supports the CMARS Policy Statement – Supporting Children who live in households where there is domestic abuse [CMARS Policy-Statement-domestic-abuse-Aug-23.pdf](#)

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The school is part of [Operation Encompass](#) and understands MARAC procedures, with the DSL accessing training.

The DSL will provide support according to the child's needs and update records about their circumstances.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Please visit [Young people and domestic abuse](#) and the Blue Door <https://www.thebluedoor.org/> for further support.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

More information can be found here:

[Domestic Abuse Statutory Guidance Easy Read](#)

and [domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version](#)

Epilepsy trolling – deliberately sending flashing images or lights with the intention of triggering seizures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

St. Hugh’s will follow the guidelines from the Forced Marriage Unit (FMU) which has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#), <https://www.gov.uk/government/publications/form-fl401a-application-for-a-forced-marriage-protection-order>, <https://www.gov.uk/government/publications/forced-marriage-resource-pack/forced-marriage-resource-pack>, <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage> .

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘1 chance’ rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL, if the DSL is unavailable the Headteacher, and or a decision made to contact SPOC, and/or the Police.

The DSL will:

- › Follow the CMARS “one chance rule” Page 12, <https://www.northlincscmars.co.uk/wp-content/uploads/2023/02/10-Honour-Based-Abuse-and-Forced-Marriage-Procedure-Feb-23-v2.pdf>

This includes, speaking to the pupil about the concerns in a secure and private place, and take all steps defined within the CMARS safeguarding procedures.

If in doubt, Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk

So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Breast Ironing

This guidance sets out the local procedures for the recognition and response to breast ironing.

The guidance is relevant to any practitioner operating within North Lincolnshire who may come into contact with any child who has undergone or is vulnerable to breast ironing.

Breast ironing (sometimes known as breast flattening) is the term used to define the pounding and massaging of a girl's breasts (usually during puberty) using hard or heated objects to try to stop them developing or to make them disappear entirely

[Guidance-for-recognising-and-responding-to-breast-ironing-August-2023.pdf](#)

FGM

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community.

The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The school will follow CMARS [Policy-and-procedure-for-identifying-and-responding-to-concerns-about-FGM-Mar-23.pdf](#)

More information can be found at:

[FGM- information and resources](#)

[FGM : multi-agency statutory guidance.female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack](#)

[FGMPO - Fact Sheet - 1-12-2016 FINAL.pdf](#)

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. For further information, see Sexual violence and harassment between children in schools and colleges (2021) DfE.

We will follow the CMARS : [HSB-guidance-Jan-2024.pdf](#)

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support, this includes working with external agencies. More information can be found at [Mental health and behaviour in schools](#).

Misinformation – false or misleading information shared without harmful intent.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. More information can be found at [Modern slavery](#).

Nudification tools / sexually-explicit deepfakes – software or AI that manipulates images to create sexualised content of a person without their consent.

Online Safety

We ensure that children are taught about safeguarding, including online safety as part of a broad and balanced curriculum. Online abuse is any type of abuse that happens on the internet, facilitated through technology. It can include:

- bullying

- emotional abuse
- sexual abuse
- sexual exploitation
- sexting (request for nudes)

- i. **Specific guidance for staff responding to incidents of consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):** Definition: In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

- ii. Responding to sexting incidents:

If a staff member becomes aware of Any incident involving the consensual and non-consensual sharing of nude and semi-nude images and/or videos, this must be reported immediately to the DSL or DDSL immediately. In doing so staff will adhere to the following guidance as stated in [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(UKCIS, 2020\)](#):

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**. In some exceptional circumstances (refer to guidance as stated in [Sharing nudes and semi-nudes: advice for education settings working with children and young people, UKCIS, 2020](#)) it may be necessary for the DSL to view the imagery in order to better inform the most appropriate course of action however this will only be done following agreement of the needs to do so with the headteacher or another member of SLT and with this additional member of staff present during the viewing of the imagery as a witness alongside the DSL.

If the staff member has already viewed the imagery by accident (e.g. if a young person has showed it to them before they were able to ask the student not to), then the staff member should report this to the DSL or DDSL and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Full guidance can be sought by consulting, **Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, 2020)**

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

All staff are aware of the types of behaviour that are indicative of the kind of promotion or advancement which may be relevant to the definition, in accordance with <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024> Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views

- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The DSL is aware of the local procedures for making a Prevent referral. Further information can be accessed at [Prevent Duty guidance](#) and [Channel and Prevent Multi-Agency Panel guidance](#) , which is a voluntary, confidential support programme which focuses on providing support at an early stage to children who are identified as being vulnerable to being drawn into terrorism.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they must share their concerns with the DSL.

Staff must **always** take action if they are worried.

Further information on the school’s measures to prevent radicalisation are set out in other school policies and procedures, including [list any relevant policies here – for example, you may cover this in your curriculum policy, behaviour policy, online/e-safety policy, and/or others].

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions

This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program

The Prevent duty is part of schools’ wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at [Prevent duty guidance](#).

Prevent contacts in the Local Authority:-

NLC designated officer for Prevent:	Stuart Minto (07717 588137)
The named officer for schools:	Karen Hackett (07385 410798)
	Sarah Stokoe (07385005271) ☎
	01724 298165

The named officer for safeguarding individual children:	Matthew Clayton 01724 296500
--	------------------------------

Additional support will be assessed by the school from <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>.

Kinship - Private fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school or college we will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. More information can be found at [Private Fostering \(CA 1989\)](#).

As per **Working Together to Keep Children Safe 2023**, Page 159. **Kinship care** is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangements however this list is not exhaustive:

a. Informal kinship care arrangements (not approved foster care) including:

i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and

- the local authority has had no major role in making the arrangement for the child
- where a Family Court has not made an order in respect to the care of the child.

ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative

iii. Where a 16 or 17 year old is being provided with accommodation by an individual who is not a close relative in their own home

b. A private fostering arrangement in which someone who is not a close relative of the child looks after the child for **28 days or more**

c. Where a 'lives with' child arrangements order has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent.

d. Where a special guardianship order has been granted appointing a friend or family member as the child's special guardian.

e. Where a child is a 'looked after child' by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):

i. The child is being cared for by a friend or family member who is not their parent, and

ii. The friend or family member is approved as a local authority foster carer on a temporary basis or following full assessment.

In relation to private fostering, "relative" has the meaning given in section 105 of the Children Act 1989. It includes only the following: grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership), and stepparent (a married stepparent, including a civil partner).

For the purposes of this kinship definition, the term private fostering arrangement includes only individuals accommodating a child. It does not apply to organisations or bodies.

Risk outside the home (ROTH) Extra-Familial Harms / Harms outside the home

All staff, but especially the designated safeguarding lead (and deputies) should 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- child sexual exploitation (CSE)
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE)
- trafficking
- online abuse
- teenage relationship abuse (peer on peer abuse)
- influences of extremism leading to radicalisation

The Humberside Community Partnership Intelligence (CPI) Form (formerly known as PIF) allows professionals to share information that is putting a child at risk of ROTH. <https://www.reportingcrime.uk/HPPartnershipIntelligence/>

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Add details of the pastoral support you offer these pupils, such as appointing an LGBTQ+ pastoral lead.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their students and students and put adequate measures in place to protect them and keep them safe.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information can be accessed at [Sexual-consent](#).

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - ❖ consensual and non-consensual sharing of nude and semi-nude images and/or videos. Further information is available at [Sharing-nudes](#).
 - ❖ sharing of unwanted explicit content
 - ❖ upskirting (is a criminal offence)
 - ❖ sexualised online bullying
 - ❖ unwanted sexual comments and messages, including, on social media
 - ❖ sexual exploitation; coercion and threats

Refer to Keeping children safe in education 2025 (Part 5) for full statutory guidance.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Appendix 7

Bruising - advised addition following meeting with Roxanne Kirby 23.5.22

(Reference to Children's MARS Multi-Agency Protocol – The Assessment of Injuries to Babies and Children)

Introduction and principles

This protocol is set within the context of the One Family Approach - Helping Children and Families in North Lincolnshire document 2020/24 which sets out how services support children, young people and their families and how we work together to provide integrated services. Our One Family Approach aims for children to be in their family, in their school and in their community.

The protocol is relevant to practitioners working within North Lincolnshire who may come into contact with babies and children, particularly those who are not independently mobile, and who may be in a position to identify that such a baby or child has received an actual or suspected bruise, burn or scald.

A key finding from recent research is:

Bruising was the most common injury in children who have been abused. It is also a common injury in non-abused children, the exception to this being pre-mobile infants where accidental bruising is rare (0-1.3%). The number of bruises a child sustains through normal activity increases as they get older and their level of independent mobility increases.

See Child Protection Evidence: Systematic review on Bruising (RCPCH) 2020

A bruise or an injury must never be interpreted in isolation and must always be assessed in the context of medical and social history, developmental stage and explanation given. Any bruising, or mark on the skin that might look like bruising, in a child of any age or where a child is not independently mobile, that is observed by or brought to the attention of any practitioner must be considered as a matter of concern and thoroughly explored.

It should be noted that other unusual marks on the skin or unusual sites of bleeding (e.g. bleeding from the mouth in young children) without a clear explanation may also be a sign of non-accidental injury and should also be considered in line with this protocol.

It is recognised that a small percentage of bruising in non-independently mobile babies and children will have an innocent explanation (including medical causes). However, practitioners should not make decisions in isolation due to the difficulty in excluding non-accidental injury.

Practitioners are reminded that all children are vulnerable to harm and as such practitioners should remain alert to signs of abuse, unexplained or unusual injuries or injuries where the explanation provided is not congruent with the injury sustained.

Definitions

Non-mobile baby

- babies who are not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently
- all children under the age of 6 months Some babies can roll from a very early age, and this does not constitute self-mobility.

Not independently mobile

- all babies and children who require any assistance to move
- all non-mobile babies

An older infant or child with a disability with any of the risk indicators would also warrant careful consideration.

Bruise/bruising

Bruising is caused by leakage of blood into the surrounding soft tissues, producing a temporary discolouration of skin however faint or small with or without other skin abrasions or marks. Colouring may vary from yellow through green to brown or purple. This includes petechiae.

Petechiae

Red or purple spots, less than two millimetres in diameter and often presenting in clusters.

Subconjunctival haemorrhage

Bleeding within the whites of the eyes and should be considered as similar to bruising to the eye itself for the purposes of this protocol.

Burn

Damage to the skin or other body parts caused by extreme heat, flame, contact with heated objects, or chemicals. Burn depth is generally categorised as first, second, or third degree.

Scald

Tissue damage caused by applied wet heat such as hot water or steam.

Fracture

A medical condition in which there is a break in the continuity of the bone. This may be as a result of high impact force or stress or a minimal trauma injury as a result of certain medical conditions that weaken the bones.

Non-accidental injury

Damage, e.g. bruise, burn, scald, fracture, deliberately inflicted (whether intentionally or unintentionally).

Unexplained injury

An injury, the cause of which, has not yet been determined or ascertained. It is anticipated that this term may be used in early consideration of injuries but could continue to be used where there is an unsuitable explanation.

Unsuitable explanation

An explanation for an injury or presentation that is implausible, inadequate or inconsistent:

- **with the child's**

- o presentation
- o normal activities
- o existing medical condition
- o age or developmental stage
- o account compared to that given by parent and carers
- between parents or carers
- between accounts over time

An explanation based on cultural practice is also unsuitable because this should not justify hurting a child.

Specific considerations

Bruising in children of any age

Any bruising, or what is believed to be bruising, in a child of any age that is observed by or brought to the attention of a practitioner must be considered as a matter of concern and thoroughly explored. Practitioners must be 'professionally curious' to determine further information in the interests of the child. It is essential that professionals exercise professional curiosity at all times as it is likely that signs of any form of abuse will be identified when dealing with an un-associated incident. A satisfactory explanation should be sought, and the characteristics of the bruising should be assessed, and the distribution carefully recorded. The bruising should be assessed in the context of personal, family and environmental history to ensure that it is consistent with an innocent explanation.

Babies and children may be abused (including sustaining fractures, serious head injuries and intra-abdominal injuries) with no evidence of bruising or external injury.

'Rough handling' and 'behavioural management' are never acceptable reasons for an injury and must not be accepted as a 'reasonable explanation'.

For non-mobile babies / children with additional needs

Bruising

Bruising to very young babies / children with SEN may be caused by medical issues e.g. birth trauma, however this is rare. In addition, some medical conditions can cause marks to the skin in very young babies that may resemble a bruise. A bruise must never be interpreted in isolation and must always be assessed in the context of medical and social history, developmental stage and explanation given. The younger the child the greater the risk that bruising is non-accidental and the greater potential risk. In all cases, unless the specific mark that has been identified and confirmed as arising from a medical condition, this protocol should be followed to enable multi-agency assessment of the suspected bruise.

Self-inflicted injury

It is rare for a non-mobile infant to cause any significant self-inflicted injury during normal activity.

Injury from other children

Explanations that a sibling has caused the injury should still be further explored which must include a detailed history of the circumstances of the injury and consideration of the parent's or carer's ability to supervise the children.

For children who are not independently mobile

Immobility in older children should be taken into account as a risk factor, for example in disabled or very sick children.

Actions to be taken

As far as possible, parents or carers should be included in the decision-making process, unless to do so would jeopardise information gathering (e.g. information or evidence could be destroyed) or if it would place the child at risk.

Where safe to do so, whenever a practitioner identifies a child with an injury, the practitioner should seek an explanation from the parent or carer, and where possible, from the child themselves. All people who live within the family home, including siblings and partners/significant others (such as aunts and uncles, grandparents, etc.) who do not live there but participate in any aspect of the child's care, should be considered

Where a practitioner identifies an actual or suspected injury to a baby or child who is non-mobile, they must discuss the injury and explanation with a supervisor, named or designated safeguarding lead, either within their own service/agency or with a partner agency. The identifying practitioner, and/or the supervisor, should consider seeking advice from a qualified health professional if further support is required. No practitioner should make the decision alone that the explanation offered by parents/carers, explains the injuries sustained by a non-mobile baby/child. However, in the absence of not having another person to discuss the injury with, the practitioner should not delay a discussion with, and any subsequent referral being made to Children's Services. This discussion and any referral are the responsibility of the first practitioner to be made aware of or observe the injury.

Where possible the identifying practitioner suspecting a non-accidental injury to a mobile child should discuss the injury and explanation with a supervisor, named or designated safeguarding lead, either within their own service/agency or with a partner agency. The identifying practitioner should consider seeking advice from a qualified health professional if further support is required. However, in the absence of not having another person to discuss the injury with, the practitioner should not delay a discussion with, and any subsequent referral being made to Children's Services, if based on their own professional judgement this needs to be made immediately. Any referral is the responsibility of the first practitioner to be made aware of or observe the injury.

If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with or make a referral to Children's Services.

If any practitioner believes that the child is at immediate risk of significant harm, they should contact the police as the only service who can immediately safeguard the child.

If the child appears ill or seriously injured the practitioner should seek or facilitate emergency treatment and notify Children's Services and/or the police of their concerns.

In all cases, contemporaneous, comprehensive, accurate, dated, timed records should be kept. Mapping, description and recording of the size, colour, characteristics of injuries, including site, pattern and number of

bruises should be made on a body diagram. A careful record of what was seen should be made using a body map or line drawing if appropriate. A careful record of parents and carers description of events and explanation for the injury should be made in the notes. Template body maps can be found in Appendix 2.

Informing parents/carers and obtaining consent

It would be expected that in most cases the practitioner will inform the parent/carer of their intention to make a referral and obtain their consent. However, in deciding whether or not to inform the parent/carer that a referral is to be made or obtain their consent, the practitioner who has identified the suspected injury must consider the possibility that to do so may place the child at risk. In this instance the practitioner does not need to obtain consent to make a referral. If the parent or carer is uncooperative or refuses to take the child for further assessment, if this is required, this should be reported to Children's Services Single Point of Contact.

If the practitioner concludes that informing the parent/carer or seeking their consent may place the child at risk, they should consult with Children's Services Single Point of Contact or the child's allocated Social Worker to obtain advice before speaking to the parent/carer.

In all cases, Children's Services Single Point of Contact must be advised if the parents or carers are aware of the referral and whether consent has been sought and the outcome of this.

Appendix 8 School Visitor Procedure

Statement

The Governing Body assures all visitors a warm, friendly and professional welcome to St Hugh's 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 and staff. 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 and senior staff 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** (without exception) comply with the following policy and procedures. Failure so to do may result in the visitor's escorted departure from the school site.

Responsibility

The Acting Head teacher is the member of staff responsible for implementation, coordination and review of this procedure. This person will also be responsible for liaising with the site and reception staff and the Designated Safeguarding Lead as appropriate. All breaches of this procedure must be reported to the Acting Head teacher.

Aim

To safeguard all children under this school's responsibility both during school hours curriculum and out of school hours activities which are arranged by the school.

Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection and safeguarding guidelines.

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 Police Persons, 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. They must follow the procedure below.

Once on site, all visitors must report to the reception entrance. 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 formal identification upon request. These include an enhanced DBS certificate to include Child and Adult if working with our Post 16 students and 2 forms of I.D, 1 must contain a photo.

Visitor information will be stored on our Safeguarding records for 6 months and unless there is another visit before will then be removed.

All visitors will be asked to sign the electronic Entry sign in reception making note of their name, organisation, who they are visiting and car registration.

All visitors will need to read the safeguarding information when signing in for the first time.

All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.

- A purple lanyard indicates that the person is a recognised member of the teaching staff that meet all the required DBS checks.
- A green lanyard indicates that the school has seen full identification including enhanced DBS certificate and are therefore part of the school SCR.
- A red lanyard indicates that we have not seen a DBS or identification and the visitor must always be accompanied.
- A yellow lanyard indicates one of our school Governors who have a DBS.

Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to reception to receive the 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 (as above)

Approved Visitor List

The school will hold an 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, prior to the visit that:

- a) They have a current clear enhanced DBS check and this has been registered on the Schools Central Record **AND**
- b) A current clear Enhanced DBS children's (and adult if working with our Post 16 students) barred check has been undertaken **AND**
- c) A letter has been received from the employer that pre-employment checks have been undertaken

Visitors on the Approved List **MUST** follow the same procedures on entry to the premises (i.e. come to reception and sign the electronic Entry sign). A copy of the approved visitor list will be kept at reception at all times.

Visitors Departure From School

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

- A member of staff should escort the visitor to the reception.
- Enter their departure on the electronic Entry sign
- Return the identification badge to reception and depart through the front entrance.

Unknown/Uninvited Visitors To The School

Any visitor to the school site who is not wearing a visitor's lanyard 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 Entry sign 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 a member of the Leadership Team informed.

The Senior Leadership Team member will consider the situation and decide if it is necessary to inform the police.

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 parent helpers must comply with Criminal Records Bureau procedures, completing a DBS disclosure form (if not already held) via the School office.

Thereafter, procedures as per above should apply. Please note that Governors should sign in and out using Entry sign.

New governors will be made aware of this policy and familiar with its procedures as part of their induction.

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.

Appendix 9 Useful contact numbers

Deputy Safeguarding Lead (DDSL)	Name: Chris Palmer Contact number: 01724 842960 Email: cpalmer@st-hughs.n-lincs.sch.uk
Deputy Safeguarding Lead (DDSL)	Name: Tom Thatcher Contact number: 01724 842960 Email: tthatcher@st-hughs.n-lincs.sch.uk
Deputy Safeguarding Lead (DDSL)	Name: Sarah Hirst Contact number: 01724 842960 Email: shirst@st-hughs.n-lincs.sch.uk
Deputy Safeguarding Lead (DDSL)	Name: Donna Millward Contact number: 01724 842960 Email: dmillward@st-hughs.n-lincs.sch.uk
Allegations against/concerns about adult(s) working with children	Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293
Police (emergency)	999
Police (non-emergency)	101
School Improvement Officer (Safeguarding)	Sarah Stokoe 07385 005271 sarah.stokoe@northlincs.gov.uk
Head of Service – Education Standards	Karen Hackett 07385 410798 karen.hackett@northlincs.gov.uk
Safeguarding Education officer	Helen Parker 07717 586534 helen.parker@northlincs.gov.uk
NSPCC Whistleblowing helpline	0800 028 0285
Prevent	Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Karen Hackett 07385 410798

	karen.hackett@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk
--	---

Useful links:-

- [CMARS](#)
- Keeping children safe in education 2025
https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf
- [What to do if you're worried a child is being abused](#)
- [Information sharing: advice for practitioners](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Teachers' Standards \(update June 2013\)](#)
- [Welcome | Family Information Directory \(northlincs.gov.uk\)](#)