

Lisle Marsden Church of England Primary Academy

Safeguarding Policy Keeping Children Safe in Education

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(adopted by Governors)

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This procedure is non-contractual and can be amended by the academy at any time

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Philosophy

Lisle Marsden Church of England Primary Academy's vision Statement is *"Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills, grounded in the Christian belief that everyone is created in the image and love of God."* This policy has been prepared in the spirit of the academy vision Statement and Aims. The academy places the well-being and safety of its pupils at the centre of all that it does.

1. Statement of intent

At Lisle Marsden Church of England Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Lisle Marsden Church of England Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect, bullying, child-on-child abuse and exploitation and, the threat of radicalisation from extremist views both inside and outside of the academy premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Preventing impairment of children's mental and physical health or development;
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Miss J. Allitt.

In the absence of the DSL, all child protection matters will be dealt with by one of the Deputy DSLs: Mrs K. Standish (assistant headteacher) and Mr D. Kinsey (headteacher).

2. Definition

For the purpose of this policy, Lisle Marsden Church of England Primary Academy will define “safeguarding and protecting the welfare of children” as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting pupils from maltreatment, whether this is within or outside the home, including online.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

3. Legal framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

4. Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)

- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

5. Statutory guidance

- DfE (2023) 'Working together to safeguard children'
- DfE (2025) 'Keeping children safe in education'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2015) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2023) Meeting digital and technology standards in schools and colleges

6. Roles and responsibilities

We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Lisle Marsden Church of England Primary Academy.

As an organisation, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying, child-on-child abuse and the threat of radicalisation.

As such, we will ensure that:

- The welfare of the child remains paramount.
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs, sex and/or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working on the academy premises have a responsibility to report concerns to the designated staff.

- All appropriate vetting checks will be carried out for all adults involved in the delivery of academy services. Information will be stored on the academy's Single Central Register (SCR). The vast majority of adults who work with children act professionally; however, we recognize some individuals will actively seek employment or voluntary work with children in order to harm them. Our safeguarding procedures direct all concerns regarding an individual's practice to the reported designated staff.

The governing body has a duty to:

- Ensure that the academy complies with its duties under the above child protection and safeguarding legislation.
- Ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Ensure that all governors receive appropriate safeguarding training, including monitoring and filtering, and child protection training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.
- Guarantee that the policies, procedures and training opportunities in the academy are effective and comply with the law at all times.
- Guarantee that the academy contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2023.
- Confirm that the academy's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Three Safeguarding Partners (TSP).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the TSP with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL (Deputy DSL). They should ensure that they provide the DSL with additional time, funding, training and resources.

- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure online safety is a running and interrelated theme within the whole school approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.
- Should review the filtering and monitoring standards and ensure the academy is supported to enable it to meet the standards.
- Consider the number of and age range of their children, 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.
- Ensure that policies and procedures are in place to deal with any concerns (no matter how small) and allegations that do not meet the harm threshold, referred to as 'low level concerns'.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised and that appropriate risk assessments have been undertaken to assess their suitability to have access to children in the absence of a DBS certification.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.

- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the 'Virtual School Head' to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from the academy, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.
- Ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

The Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are understood and followed by staff members.
- Refer cases to the Local Area Designated Officer (LADO) when an allegation has been made against a staff member (where a child has/may have been harmed).
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, low level concerns policy and information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2025 guidance at induction.
- Support the DSL and Deputy DSL in carrying out their roles.
- Ensure the academy has processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

Consequently, creating a culture and environment in which staff feel comfortable to discuss safeguarding matters in and outside of the academy, including online.

The DSL/ Deputy DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, and the police/DBS in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the Headteacher to inform him of safeguarding issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- Know when to refer to the NPCC – When to call the police to understand when they should consider calling the police and what to expect when they do.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how the LA conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Take responsibility for understanding the filtering and monitoring systems and processes in the academy, liaising with the IT officer to monitor.

- Work with the governing body and Headteacher to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually; annually complete the annual Local Authority safeguarding audit and ensure all procedures are updated regularly.
- Ensure the academy's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local safeguarding partners to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- To ensure regular training, and refreshers, on Child Protection within the academy.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during academy hours to discuss any safeguarding concerns.
- To maintain an update as necessary the 'Child Protection and General Safeguarding Concerns' monitoring list in school.
- Will provide the relevant members of staff necessary information on a 'need to know' basis.
- To advise members of external agencies that can provide specific support to children and families.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the Integrated Front door system including TAF and the early help process.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the academy's procedure for, and approach to, preventing radicalisation as outlined in the academy's 'Prevent' Guidance.

7. Multi-Agency Working

- Lisle Marsden Church of England Primary Academy contributes to multi-agency working as part of its statutory duty.
- The academy will work collaboratively with the three safeguarding partners (*the North East Lincolnshire Council, Humberside Police, and the local Integrated Care Board (ICB) which is part of the Humber and North Yorkshire Health and Care Partnership*) to safeguard and promote the welfare of all our children.
- The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.
- The academy recognises the pivotal role it plays in the multi-agency safeguarding arrangements. Recognising the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The academy also collaborates with the local authority virtual school head (Michelle McMahon) whose role it is, as head of the virtual school, to work with the academy to promote the educational achievement of LAC children and children who were previously LAC. This role was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and

progress of children with a social worker and then further extended in September 2024 to include children in Kinship care.

- All staff members are aware that whilst the Data Protection Act 2018 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- The academy also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

Policies, Protocols and Procedures

Lisle Marsden Church of England Primary Academy has a range of supporting policies, protocols and procedures to accompany this document which have been developed in accordance with national government (DFE) and the Three Safeguarding Partners Policies can be accessed on the academy website or by requesting a paper copy. (Please note the academy reserves the right to charge for such requests). All documents have been ratified by the academy's Governing Body and are regularly reviewed. These documents include our arrangements for the following areas:

- Single Central Record (SCR);
- Child Protection procedures;
- Safe recruitment and selection processes including Disclosure & Barring Service-DBS; vetting checks (formerly CRB), enhanced check for regulated activity (barred list check) and Overseas checks;
- Delivery of safeguarding as part of the curriculum; including e-safety
- Staff Code of Conduct
- Volunteers, visitors and contractors working in the academy;
- Academy protocols e.g. Pupil missing/absconding from the academy /educational visits;
- Risk Assessments including COSHH Material Data Safety Sheets (MSDS);
- Arrangements for educational visits.
- Extremism – The prevent duty (refer to appendix 1)
- Allegations – If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have possibly committed an offence against or related to a child; behaved in a way that has harmed or may have harmed a child; behaved

towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.

8. Abuse, neglect and exploitation

An aim of this safeguarding policy is to ensure all teaching and non-teaching staff at Lisle Marsden Church of England Primary Academy are aware of the signs and symptoms of abuse. It is extremely difficult to determine if abuse has occurred and it is not the academy's duty to investigate however, all staff will be vigilant.

- All members of staff will be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- All members of staff will be aware that some children are at greater risk than others, both online and offline.
- All members of staff will also be aware of child-on-child abuse, most likely to include actions such as bullying, gender-based violence, sexual assaults/ sexual violence and sexting.
- All staff will be aware of the actions involving child on child abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Behaviour Policy and Anti-Bullying guidelines and additional information provided in appendix 4.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- All staff will be aware that children frequently missing / goes missing from education, home or care may be an early indicator of abuse.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) 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 exploitation, criminal exploitation, and serious youth violence.

Types of abuse, neglect and exploitation

Abuse: A form of maltreatment of a child, whether this is within or outside the home, which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet. When considering abuse, it is important that it is clear this also includes where a child may see, hears or experience the effects of domestic abuse.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

Implementing Procedures

Staff will look carefully at the attendance/ behaviour of pupils and be alert for significant changes. Although pupils may exhibit any of the following, abuse may not have occurred:

- Disclosure;
- Non-accidental injury, bruising or marks;
- Explanation given inconsistent with injury;
- Several different explanations for an injury;
- Reluctance to give information about an injury;
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn;
- Attention seeking;
- Hyperactivity;
- Poor attention;
- Indiscriminate attachment;
- Frozen watchfulness;

- Anxiety/irritability;
- Abdominal pain/headaches;
- Poor self-esteem;
- Poor peer relationships;
- Act in an inappropriate way expected for age;
- Sexualised behaviour/talk or drawings;
- Self-harm/eating disorder;
- Reluctance to change for physical education;
- Failure to thrive;
- Poor hygiene;
- Recurrent/untreated infections of skin or head lice;
- Untreated health/dental issues;
- Frequent absence from the academy or repeated lateness;

If staff observe any of the above they will:

- React calmly;
- Not delay in passing on information and / or concerns;
- Where a disclosure is made, reassure the pupil that they were right to tell, that they are not to blame and take what the pupil says seriously;
- Allow the pupil to talk and ask only open questions. They will not press for detail, put forward their personal ideas or use any words that the pupil has not used themselves;
- Not promise confidentiality;
- Inform the pupil what they will do next;
- Make a full and written record of concerns observed, what has been said and action taken. Record any conversation/s and facts verbatim in writing as soon as possible. Sign and date the report (it may be required as evidence). Staff will be supported in doing this by the academy's DSL.
- Additional information to support staff is contained in appendix 3.

9. Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 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.
- If staff have a mental health concern about a child that is **also a safeguarding concern**, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

10. Female genital mutilation (FGM)

For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

- All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.
- Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
- Although the likelihood of children at primary school being subject to FGM is very low, staff will be made aware of the potential indicators that could signal risk to the pupil through safe guarding training.
- FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- All forms of HBV are forms of abuse, and will be treated and escalated as such.

- Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

11. Forced marriage

For the purpose of this policy, a “forced marriage” is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

The likelihood of primary school children being subject to Forced Marriage is very low. However, it is important that staff are aware that since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday. As part of HBV, staff will be alert to the signs of forced marriage, if staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

13A. CSE

For the purpose of this policy, “child sexual exploitation” is defined as: a form of sexual abuse where children are sexually exploited and this may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual

activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited.

Lisle Marsden Church of England Primary has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

Academy staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

13B. Preventing the criminal exploitation of children

Known more commonly as 'county lines', children and young adults are becoming increasingly vulnerable to the influence of gangs and criminals who coerce, control, manipulate or deceive children into becoming involved in illegal activity; often related to the selling or trafficking of illegal drugs. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Although this is much less likely to affect pupils at Lisle Marsden, staff need to be aware of this type of child exploitation, understand how it negatively affects victims and respond appropriately should staff believe any child could be a victim of this illegal behaviour.

Guidance (Sep 2018) has been published by government -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

- Staff will be provided with guidance as part of annual safe guarding training.
- Any concerns from staff should be immediately reported to the DSL.
- If the DSL believes any pupil has been involved/ is the victim of such criminal behaviour – an immediate referral to Social Care/report to the police will follow.

14. Recognising serious criminal involvement

All academy staff will know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them. This will be supported through staff training.

15. Preventing radicalisation

Protecting children from the risk of radicalisation is part of the academy's wider safeguarding duties.

- Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- Staff will use their professional judgement to identify pupils who may be susceptible to radicalisation and act appropriately, which may include making a referral to the Channel programme. The academy will work with the LSCB as appropriate.
- The academy will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the academy will assist

and advise family members who raise concerns, and provide information for support mechanisms.

- Any concerns over radicalisation will be discussed with a child's parents/carers, unless the academy has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. All staff will undertake Prevent awareness training sessions to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Building children's resilience

Lisle Marsden Church of England Primary Academy will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

Academy staff and the DSL will utilise the following resources:

- The Three Safeguarding Partners
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

Further information and support for staff reading this policy is contained

in appendix one.

16.A child Absent from Education

A child being absent from education for prolonged periods and / or repeat occasions is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation (particularly county lines) or radicalisation.

The academy's response to persistently absent pupils will be in-line with the safeguarding procedures, ensuring the opportunity to identify any abuse and will help prevent them from becoming a child missing education in the future.

The academy will inform the Education Welfare Officer of any pupil who fails to attend regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more.

The academy must work closely with local authority children's services where the absence indicates a safeguarding concern.

The DSL will monitor pupils who are persistently absent from education and will work with families to prevent further absences when a problem is first arising. In the case of a pupil already being known to the local authority the DSL will communicate with the relevant agencies / social worker to ensure there is no increase in the known safeguarding risks.

17.Children with disabilities

The academy recognises that pupils with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, and understands that further barriers, including cognitive understanding, may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

18: Agency involvement and referral process

Sharing a concern will not automatically trigger the referral process. When the DSL does feel it appropriate to make a referral, this will be made following procedures outlined in the Child Protection Policy and in-line with local authority procedures.

In some cases, the academy may need to protect a pupil immediately- in such situations, emergency action will be taken by dialling 999. The Police are the only agency with statutory powers for the immediate protection of children.

We stress it is not the academy's responsibility to investigate or decide whether abuse has taken place or not. However, any concerns will be raised and if deemed appropriate information will be referred to the appropriate authority immediately. This action will be discussed with parents/ guardians unless doing so is deemed to put the pupil at further risk. The best interest of the pupil is the academy's paramount concern.

Concerns about a pupil do not include those in immediate danger and so must be handled differently.

If a staff member has any concerns about a pupil, they will raise this with the DSL or Deputy DSLs. Following a discussion of the concerns, the DSL may choose to work with the TAF team or Early Help team and this will identify the concerns and the level of support required. **Refer to child protection for more detailed confirmation on the levels.**

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The 'Integrated Front door service (Including the Early Help Team) will make a decision regarding what action is required within their agreed timescales, and will notify the referrer of the outcome.

Staff are required to monitor a referral if they do not receive information from Integrated Front Door regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If Team around the Family or early help is appropriate, this will indicate no significant safeguarding concerns and will relate to other 'home issues' and the requirement for early intervention to prevent escalation. If the pupil's situation does not improve, the DSL will refer back to the Integrated Front Door.

All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and recorded on CPOMs.

If a pupil is at risk of significant harm, a referral will be made over the phone to integrated front door and followed up with an email to confirm the concerns. The completion of an Early Help Assessment (EHA) may also be required. It may be necessary to contact the police.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

The referral process is visualised for staff on appendix 2.

19: Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers) then this will be raised with the Headteacher.

If the concern is with regards to the Headteacher, this will be referred to the chair of governors.

If the concern / allegation is relating to an incident where an individual or organisation was using the academy premises, normal safeguarding procedures would be followed and the LADO would be informed.

The academy has a specific policy for dealing with allegations against staff members. Any allegations of abuse made against staff members will be dealt with in accordance with the policy.

Any concerns regarding the safeguarding practices at Lisle Marsden Church of England Primary Academy should be directed to the SLT. The SLT will act on these concerns as is necessary. Concerns can of course be raised through the academy's 'Whistleblowing Policy' should the individual feel it necessary to do so.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Procedures are in place to manage any safeguarding concerns (no matter how small) or allegations that do meet the threshold of harm, referred to as 'low level concerns'. Low level concerns can arise in several ways from various sources e.g.: suspicion, complaint or a disclosure.

The academy has procedures in place for confidentiality when sharing low-level concerns. The headteacher, ultimately, is the decision-maker although may wish to consult the DSL to ensure a more collaborative approach. If there is any doubt the LADO will be contacted.

20. Allegations of abuse against other pupils / child-on-child abuse

All Staff will be made clear as to the academy's policy and procedures with regards to child-on-child abuse. The academy has a zero-tolerance approach to **all** child-on-child abuse. This will not be seen as 'banter' or 'part of growing up', any allegations will be taken very seriously.

The academy is aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The academy is aware that 'Upskirting' is also an example of child-on-child abuse. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

Academy staff will:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of child-on-child abuse, know how to identify it and respond to reports
- Recognise that child-on-child abuse may be taking place, even if not reported.
- Speak to the DSL when they have a concern relating to child-on-child abuse.
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Understand that abuse can take place inside and outside of school or online
- Take a zero-tolerance approach to sexual violence and sexual harassment.
- Challenge physical behaviours in an appropriate manner (potentially criminal in nature).

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 as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. The academy has a system in place that allows all children to report any concerns to a member of staff. All staff are trained to understand the nature of the concern and the signs of child-on-child abuse.

Harmful Sexualised Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. When considering HSB the academy must consider, 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”.*

The DSL and deputy will ensure:

- They have a good understanding of HSB
- The children involved receive the appropriate help and support; it is important to recognise that children displaying HSB have often experienced their own abuse / trauma.
- They can identify local specialist support for all children involved and know how to access this.

Responding to reports of sexual abuse and sexual violence:

The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times. Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022) guidance.

If appropriate, a referral may be made to children’s social services and, depending on the nature of the incident, the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. Further detail on the risk assessment can be found in the Child Protection Policy.
- In all cases, parents/carers of the victims and perpetrators will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm. The academy will meet with parents of both the victim and alleged perpetrator to discuss how the academy has responded, what has been put in place and the impact this will have. Consideration will be given to what information is provided about the children. The DSL will attend all meetings and decide what agencies need to be involved on a case-by-case basis.

All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the academy’s Behaviour/ Anti-Bullying Policy. Disciplinary action, if required, can be carried out whilst a police investigation is on-going. The academy will ensure that no action would impede an external investigation.

21. Curriculum delivery

A wide range of safeguarding topics are delivered through the academy's core and enhanced curriculum. This includes Personal Social Health Education (PSHE), Science, Relationships Education, Online Safety Lesson and pastoral support/intervention. Details of curriculum content are regularly shared with parents/guardians who are actively encouraged to support their child's learning. Where appropriate multi-agency partners support this delivery, e.g. School Nurse.

In order to prevent child-on-child abuse, the academy will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons.

The academy will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

22. Monitoring and Filtering

Lisle Marsden Church of England Primary Academy will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the recently published guidance on filtering and monitoring.

The academy will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions to teaching and learning.

The academy will ensure all staff understand the filtering and monitoring systems and processes that are in place. Making sure staff recognise expectations, applicable roles and responsibilities.

These systems will be reviewed annually.

23. Pupil Missing/ Absconding from the academy

At Lisle Marsden Church of England Primary Academy we apply strict measures to ensure the safety of pupils. This includes measures to secure the perimeter and access into academy buildings. There is regular registration and full monitoring of pupils throughout the day. Whilst strict safeguarding measures are in place, the academy feels it is prudent to have emergency protocols in place. These would be implemented should the whereabouts of a pupil be unknown. All staff are fully aware of the academy's Pupil Missing in the academy and Pupil Absconding from the academy protocols.

24. Risk Assessments

Risk assessments are in place and regularly reviewed for the following:

- All internal classrooms, shared areas and staff areas;

- All playground areas;
- All fixed equipment (indoor & outdoor);
- All moveable equipment (indoor & outdoor);
- Each educational visit off-site.
- A COSHH (Control of Substances Hazardous to Health) risk assessment is placed in the academy's COSHH file for any chemicals used in the academy. These risk assessments are formulated using product material safety data sheets (MSDS) as guidance.
- If visitors or extended service providers plan to deliver an activity in the academy they must, where appropriate and when asked provide a written risk assessment of their planned activity prior to delivery. The academy will also issue these providers with any necessary academy risk assessments.

25. Arrangements for Educational Visits

Lisle Marsden Church of England Primary Academy has an Educational Visits policy, its implementation by staff is both monitored and supported by the academy's Educational Visits Coordinator (EVC). All staff taking children off site must follow the policy and procedures and carry out and submit a relevant risk assessment. These must be authorised by senior staff to ensure all safe guarding standards have been met prior to any visit taking place. Support materials, forms, policy and advice to party leaders is available on the academy server. Organisational support for staff to ensure all planned visits meet safeguarding standards can be gained from the EVC/ Heads' Team.

26. Safer recruitment

Lisle Marsden Church of England Primary Academy fully adheres to the statutory requirements of the Department for Education when recruiting staff. A minimum of one member of any recruitment panel will have completed Safer Recruitment training.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the academy at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.
- Ensuring that shortlisted candidates are informed that online searches may be done as part of due diligence checks.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.
- A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- An enhanced criminal records DBS check will be carried out on for each member of the governing body.
- The academy will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

Barred list check

- An enhanced DBS check may be requested for anyone working in the academy that is not in regulated activity, but not with a barred list check.
- If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

- References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- Unless there is cause for concern, the academy will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- The academy will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.

- The academy will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 2018.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

27. Single central record (SCR)

The academy keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For supply staff, the academy will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

28. Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

All staff members are required to sign the academy's 'declaration form' confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the academy, unless they apply for and are granted a waiver from Ofsted. The academy will provide support with this process.

29. Training

Staff members will undergo relevant safeguarding and child protection training at induction.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the academy.

The DSL and Deputy DSLs will undergo TSP child protection training every two years, as well as additional update training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

The DSL and Deputy DSLs will undergo specific DSL training every two years to support them in their roles.

The DSL will also undergo Prevent awareness training which will enable them to understand and support the academy with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

The DSL with support from the DSLs will lead safeguarding practices at the academy.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

30. Written Records

Where safeguarding concerns are suspected they will be shared as detailed earlier and details recorded in a confidential written records stored electronically on CPOMs. Access to such records is strictly controlled. The written record should normally include:

- The pupil's known details including name, date of birth, address and contact numbers;
- Whether or not the person making the report is expressing their own concerns or those of someone else;

- The nature of the allegation, including dates, times, specific factors and any other relevant information;
- Make a clear distinction between what is fact, opinion or hearsay;
- A description of any visible bruising, other injuries or any indirect signs such as behavioural changes. A photograph may be taken by staff to record any such injuries and will be stored with the written records.
- Details of any witnesses to the incidents;
- The pupil's account, if it can be given, of what has happened and (if appropriate) how any bruising or other injuries occurred;
- Accounts from others, including colleagues and, where appropriate, parents/guardians. (Please note the academy may not seek an account from a parent/guardian should it be thought that such action may place the pupil at risk of harm).

31. Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated person, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Record of concern forms and incidents are recorded confidentially on CPOMS with limited access granted to the DSL, deputy DSL, SENCO and Heads' Team.

- There is a secure CP drive on the server for recording necessary information. This has limited access granted to the DSL, deputy DSL, headteacher and Deputy Headteacher.
- Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.
- Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Headteacher.
- The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.

Publishing the Safeguarding Policy

In order to meet statutory requirements the academy will:

- Publish the academy's policy on the academy website;
- Place an electronic copy of the policy in the policy area on the academy server.
- Ensure paper copies are made available on request;
- Raise safeguarding awareness through the academy newsletter, assemblies, staff meetings and other communications;
- Ensure support is offered to parents/ guardians where English is a second language to help them understand the content of the academy's policy.

32. Monitoring and review

This policy is reviewed annually by the DSL and the Headteacher in line with KCSIE 2025. guidance.

Any changes made to this policy by the Headteacher and DSL will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2026**.

Appendix 1

The Prevent Duty

This Appendix forms part of the Lisle Marsden Primary Academy Safeguarding Policy and should also be read in conjunction with the academy's Online Safety Policy.

Introduction

From 1st July 2015, all schools, academies and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. This duty stipulates that education providers (amongst other specified authorities), in the exercise of their functions, need to have "due regard to the need to prevent people from being drawn into terrorism". This is commonly known as the Prevent duty. All education providers have a vital role to play in protecting children and young people from the risks of extremism and radicalisation.

Terrorism and Radicalisation in Context

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

Terrorist organisations such as ISIL (also referred to as ISIS), are trying to radicalise and recruit people through extensive use of the internet and social media in general. ISIL is a violent terrorist group which has caused huge suffering to people in the name of Islamist extremist ideology. The typical demographic of ISIL targets are children of secondary school age. However, it is recognised by Lisle Marsden that any children and young people are potential targets, and will take any proportionate measures to protect them in line with the Prevent duty.

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. All staff are expected to be vigilant in protecting children and young people from the threat of radicalisation and refer any concerns to the designated safeguarding lead. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify those children and young people at risk, challenge extremist ideas and know where and how to refer concerns.

This appendix aims to identify the requirements placed upon the academy in order to comply with the Prevent duty and will in particular, focus on the four general Prevent themes, namely; risk assessment, working in partnership, staff training and ICT policies. None of this appendix alters guidance currently contained within the safeguarding or e-learning policy.

Risk Assessment

This appendix recognises that there is no single way of identifying an individual who is likely to be susceptible to terrorist ideology. As with other safeguarding risks, staff should monitor changes in pupil's behaviour which may indicate the need for help or protection. Any changes must be documented as soon as practicable and reported to the nominated Prevent Lead or deputy. The lead / deputy will then use their professional judgement and plan a proportionate response which will be thoroughly documented. Where appropriate a referral can be made to the local Channel Panel in line with current practice. This is a mechanism for

schools/academies/colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Risk can also be reduced by building children's / young people's resilience to radicalisation by providing a safe environment for debating controversial issues. Personal, Social and Health Education can provide children and young people with the knowledge and skills to recognise threats to their own safety and how to report such. Age-appropriate inputs will enable them to recognise and report concerns prior to any observable change in behaviour and must be encouraged.

Working in Partnership

The Prevent duty compliments existing local partnership arrangements and Local Safeguarding Children Boards (LSCBs) are responsible for coordinating safeguarding issues in their locality.

Consideration needs to be given as to effective engagement with parents/carers/families of children and young people as they are also instrumental in identifying early signs of radicalisation. The extent of this engagement needs careful consideration by the Prevent lead who must be satisfied that parents/carers/families feel empowered to raise concerns so as appropriate help can be sought.

As outlined above, Channel is a resource available for help and expert advice. If the Prevent Lead deems the matter of immediate concern, local police can be contacted on 101. If a child or young person is perceived to be in immediate threat from radicalisation, the Anti-Terrorist Hotline can be contacted on 0800 789 321. Any engagement, including verbal conversation, with any party must be thoroughly documented.

Staff Training

As a minimum, the Designated Safeguarding Lead (DSL) who may also be the Designated Prevent Lead (DPL) must undertake Prevent training and ensure that this is cascaded to governors, the senior leadership team and all relevant staff. Due to the ever evolving nature of the terrorist threat, the DSL must keep up to date with topical issues, and proactively encourage staff and governors to do the same, in order to equip them with the skills to conduct risk assessments, identify issues and respond appropriately.

ICT Policies

Lisle Marsden must ensure that pupils are safe from terrorist and extremist material whilst in school, and with particular emphasis on the internet, must ensure suitable filtering is in place. Internet safety in general, should form part of the Computing and PSHE curriculum and embedded in others, where appropriate, to educate pupils in online safety.

Summary

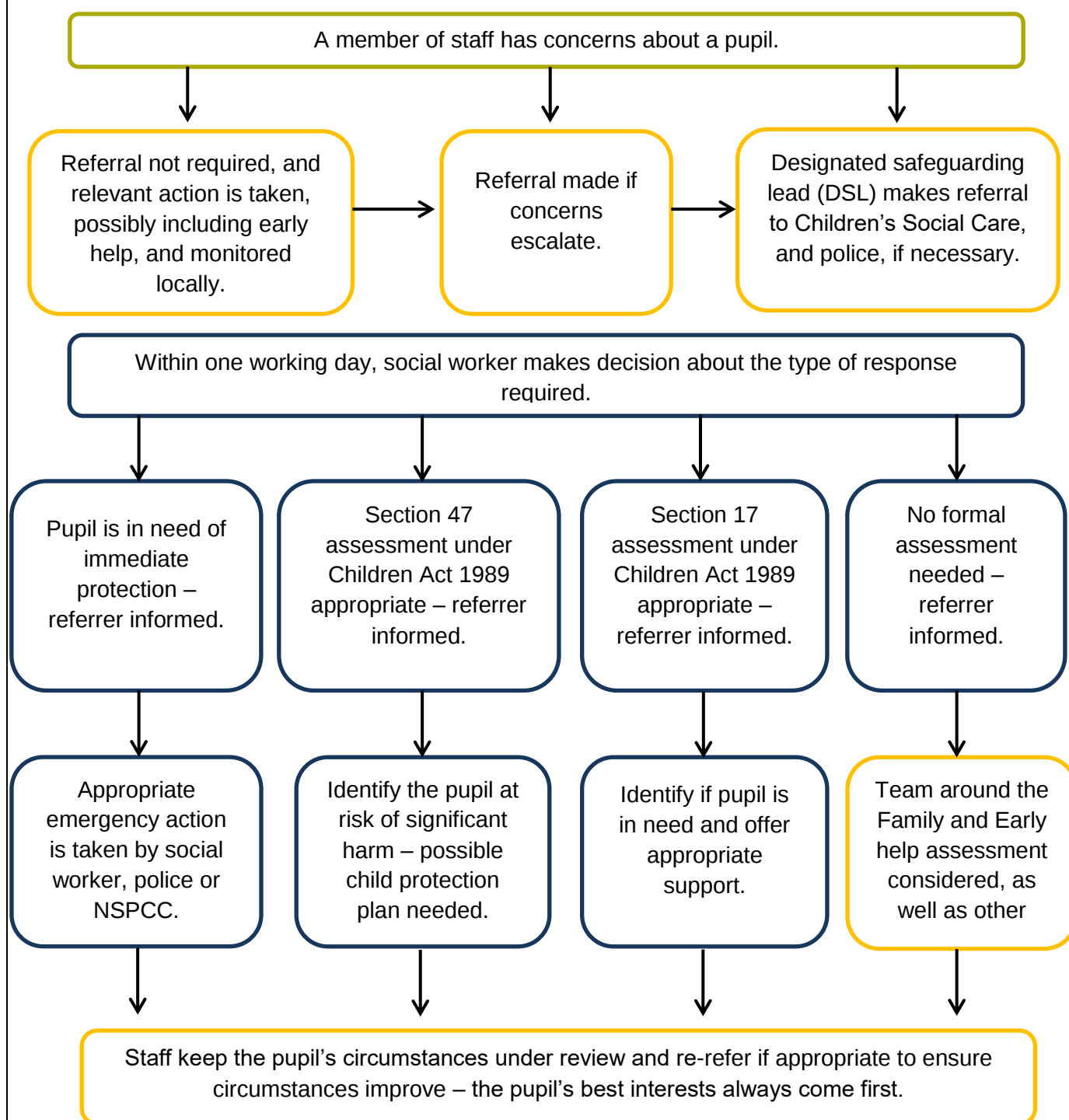
It is the responsibility of Lisle Marsden Academy to comply with the Prevent duty. All staff are responsible for the continuing risk assessment of pupils in respect of the terrorist threat and must bring concerns to the notice of the designated Prevent Lead (or deputy), who will instigate safeguarding procedures as appropriate. Compliance with this policy will show the "due regard to the need to prevent people from being drawn into terrorism" and will ensure (although will never eliminate), the harm that children and young people may encounter online from the terrorist threat. For further Guidance – See Prevent Duty Guidance for England and Wales at <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Appendix 2

Concerns about a Pupil Flowchart

Key

	School action
	Other agency action



Appendix 3

Dealing with disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court

- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has

happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Safeguarding Governor of the school and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Appendix 4

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Appendix 5

Glossary of terms

1. **Designated safeguarding lead (DSL)** – this is the designated teacher appointed by the governing body to have named responsibility for safeguarding in the academy.
2. **Virtual school head** – this is a position undertaken by the local authority to monitor and insure the wellbeing of children in care, children previously in care, children with a social worker and children in Kinship care in North East Lincolnshire.
3. **Single central register (SCR)** – this is a record that all schools and academies must keep to demonstrate that all staff volunteer and governors have had suitable checks to insure they pose no risk to children.
4. **LA (Local Authority)** – the local authority carry specific responsibilities with regard to safeguarding.
5. **TSP – Three Safeguarding Partners** – this body provide advice, training and insure that all authorities are fulfilling their duties with regard to safeguarding.
6. **SLT (Senior Leadership Team)** – this is a group of teachers and senior administrators – Headteacher, Deputy Headteacher, Assistant Headteacher and Academy Business Manager that hold responsibility for leading and managing the daily work of the academy.
7. **LADO (Local Area Designated Officer)** – the LADO is an independent safeguarding officer, whose role is to investigate allegations made against staff whereby a child has or may have been harmed (following a referral made by the academy).
8. **DBS (Disclosure and Barring Service)** – this body conducts vetting checks on people wishing to work or volunteer in the academy against a police database of people with criminal records.
9. **LAC (Looked After Children)** – these are children that have been taken into care and are the responsibility of the local authority.
10. **Channel Programme** – this is a government programme designed to prevent children and young people from becoming radicalised.
11. **IFD – Integrated front door (Children’s services)**
12. **TAF – team around the family**
13. **EHA – early help assessment**
14. **EEA (European Economic Area)** – this refers to employees who live within the EU outside of the UK.