



Lisle Marsden
Church of England
Primary Academy

Child Protection Policy

Effective Date: September 2025
(adopted by Governors)

Review Date: September 2026

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

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1. 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.
- These are made clear in the School Prospectus, School Website, School Improvement Plan and associated documentation.
- The academy places the well-being and safety of its pupils at the centre of all that it does.

2. Statement of Intent

- At Lisle Marsden we endeavour to provide a warm, caring atmosphere which will enable staff and pupils to communicate freely and to encourage staff to feel confident in the role they play in the protection of our children. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. Developing the partnership between home and school is encouraged so they may work together to promote the right of the children to be protected. It is essential that all child protection issues be handled sympathetically and with sensitivity. All staff are to endeavour to be alert and to play a full part in child protection issues in order to allow each child to grow into a fully developed citizen.
- This will be achieved by:
 - Identifying a Designated Safeguarding Lead (DSL) responsible for overseeing Child Protection Coordination (CPC) at the academy: Miss J. Allitt, and in the instance of her absence one of the Deputy Designated Safeguarding Leads Mrs Kate Standish (assistant headteacher) and Mr Dan Kinsey (headteacher).
 - Ensuring we have a nominated governor responsible for Child Protection – Mr Woolner
 - Making sure ALL members of staff (including temporary, supply staff and volunteers) and governing body are aware of the designated person responsible for child protection.
 - Ensuring all policies are cross referenced and that the Child Protection Policy supports/ parallels the comprehensive safeguarding policy.
 - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work with children.
 - Making sure all members of staff; have appropriate training, are regularly updated, and are aware of their responsibilities in ensuring the welfare of the children.

- Ensuring the child protection guidelines will be followed and procedures carried out accurately and appropriately, regular reminders to all staff.
- Continuing to monitor children who are 'at risk' using a clear recording system that is implemented across the school. The necessary forms will be readily available to all staff on the server.
- Providing all staff that are involved with a child protection issue the opportunity to have professional support.
- Providing the children with opportunities through PSHE to talk openly about their feelings and any concerns. They are to be made aware, in a variety of situations, that they may discuss any concerns in private with members of staff.
- Creating an environment where children feel secure, have their viewpoints valued and are encouraged to talk and listen.
- Children with behavioural difficulties, special needs and/or children with disabilities are potentially more vulnerable and at risk of being harmed than other children. All staff working with such children need to be particularly alert and sensitive to signs of harm.
- Ensuring all staff understand that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and / or they might not recognise their experience as harmful. Children may be embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and / or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.

3. Academy Procedures

- Any member of staff with an issue or concern that relates to Child Protection should refer immediately to the DSL, or deputy DSL/ Headteacher or in their absence the Deputy Headteacher. **There is no need for the parents to be informed at this stage.** it is to be kept as a school concern.
- The relevant member of staff must record their concern on CPOMS and alert the DSL. Allegations of abuse must always be given the highest priority.
- The relevant member of staff will discuss with the DSL who will decide on an appropriate course of action identifying whether a referral is necessary. Prompt action in a referral allows all the evidence to be considered and enhances the possibility of any action by investigating services.
- Similarly, if a concern is reported to the academy from a parent or member of the public this will be reported to the DSL, deputy DSL/ Headteacher. The investigative procedures will be the same as with an internal concern.
- If abuse is suspected, it is essential that a record is kept of all the information available:

- Time and date of incident/initial concern
 - Observations are to be recorded on CPOMS.
 - Detailed written description of physical abuse and/or sketches
 - Comments collected from all people involved – quotes where appropriate
 - NO leading questions are to be asked the child/children involved
 - Log all calls and actions that have been taken by the relevant members of staff and outside agencies
- The DSL may contact Children's Services Integrated Front Door Duty Team after studying the evidence and discussing the incident with the relevant members of staff.
 - Following a verbal referral, a written referral may be required within 48 hours, dependant on the next course of action.
 - A note must be made of the duty officer and the time of the call
 - If a child is referred, they should under most circumstances be allowed to return home at the end of the day.
 - If a child is interviewed on school premises, by an intervening agency, the DSL, deputy DSL/Headteacher will be present where appropriate.

4. Sharing Information / Multi-Agency working

- The academy will work collaboratively with the three safeguarding partners (these are the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) to safeguard and promote the welfare of all our children.
- The academy recognises the pivotal role it plays in these 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.
- As an academy we recognise the importance of sharing information with parents / carers. However, this will only be done:
 - if sharing information does not pose a risk to the child
 - if it is requested by an external agency
 - when an investigation is complete and there is a record of thorough and final findings.
- Once a referral has been made it is the responsibility of the external agencies to communicate with parents / carers and inform them of the 'next steps'.

- It is important to recognise that regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to Child Protection. Although the preferred practice is for parents to be informed of and agree to any referral being made.

5. Academy Curriculum

- Through the academy curriculum, specifically PSHE and the academy's safeguarding curriculum, we will endeavour to ensure the children develop a sound understanding of safety and well-being.
- To achieve this, we will:
 - Teach the concept of 'stranger danger'
 - Create a safe and secure environment in which children can learn and develop
 - Ensure children know that there are adults in the school whom they can approach if they are worried
 - Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse
 - Utilise the academy's core Christian values to support pupils' understanding of themselves and others.
 - Provide annual opportunities for external agencies to carry out workshops/assemblies to support the education of safeguarding e g: NSPCC
 - Equip the children with the tools and knowledge to stay safe.
 - Ensure the children are aware of the dangers the internet can produce and through Online Safety teach them ways to keep themselves safe, this will be developed throughout the whole school beginning in Early Years
 - Involve the pupils in understanding bullying through annual initiatives such as 'National anti-bullying week'

6. Online Safety

- Today's children are citizens of a digital world. In their daily lives the use of the internet and digital technologies represent a seamless extension of the physical world. Safeguarding is a serious matter; at Lisle Marsden we use technology and the internet extensively across all areas of the curriculum.
- It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- Through an Online Safety curriculum which has been developed across the whole school, we will endeavour to educate the children in the dangers technology can pose and ways to protect themselves from these dangers.
- Please refer to the Online Safety policy for more detailed information.

7. Filtering and Monitoring

- As the use of technology grows, so does the need to safeguard our children from any online risk. Many of these will fall into the 4Cs – conduct, commerce, content and contact (see Online Safety Policy for further information).
- The academy will ensure there are robust systems in place to safeguard pupils against any risk online.
- The academy recognises that no filtering system can be relied on to remove 100% of all risks; relevant and reasonable risk assessments will be completed to support the process.
- To ensure our monitoring and filtering is effective, we will:
 - identify and assign roles and responsibilities to manage filtering and monitoring systems
 - review filtering and monitoring provision at least annually
 - block harmful and inappropriate content without unreasonably impacting teaching and learning
 - have effective monitoring strategies in place that meet their safeguarding needs

8. Agency involvement and referral procedures.

- The local authority now follows a tiered approach to safeguarding.
- This works through 4 levels: any request for targeted family help, which includes early help assessments requesting parenting, 1-1 work, group programmes or Young carer requests, must be sent through to family help requests and TAF email addresses.
 - **Level 1:** TAF – Team Around the Family. The purpose of Team Around the Family, or TAF, is to support children, young people and their families at the earliest opportunity whilst promoting a whole family approach to working. A TAF meeting can take place when there are two or more professionals / services involved. E.g.: Education and a health visitor or a voluntary organisation within the community and police. The NE Lincs TAF team will support the academy, and local partners, to work with children and families as equal partners to address worries and concerns before they escalate.
 - **Level 2:** Early Help. If the academy is unable to support, or work with a partner to support, a family at TAF level then an Early Help Assessment will be completed. It is important to highlight what work has already been tried to support the family. Early Help support requires parental consent and an assessment will be submitted to the integrated front door.
- If a safeguarding referral is needed, the academy will follow local authority procedures and will call the Integrated Front Door. This will result in an initial conversation with a Business Support Specialist who will explore the worries and ask several strength-based questions to gather the best possible quality information to inform the referral. This will then need to be followed up with the concerns in writing / email. This could result in either:
 - **Level 3:** CIN – Child in Need. This is the result of a more complex safeguarding concern that requires the intervention and support of a social

worker. This still requires parental consent unless there are concerns about the well-being of the child as a result of the concerns being shared.

- **Level 4:** Child Protection. Acute: High Risk – without a statutory, co-ordinated response they will continue to suffer or be at risk of suffering significant harm. They will be supported through Child Protection or Looked After processes.
- Staff with any concerns about children should follow the same procedures in school as they would normally do dependant on the area of concern and then the DSL can refer to the appropriate services.
- Please refer to the Safeguarding policy for further/detailed information.
- See appendix 1 for local authority referral process.

9. Allegations against members of staff

- In the instance of an allegation being made against a member of staff (including supply staff and volunteers), it is important that all information is recorded clearly including date and time of allegation. There should be an immediate report made to the Headteacher. If an allegation concerns the Headteacher then the Deputy Headteacher should inform the Chair of Governors to investigate and take appropriate action. It is essential that all the correct procedures be followed accurately.
- 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.
- Members of staff must protect themselves, especially when meeting on a one-to-one basis with students, and they should bear in mind that even perfectly innocent actions may be misconstrued.
- There is a clear academy policy to support 'Allegations against Members of Staff' – see policy.
- Any guidelines and procedures issued by N.E. Lincolnshire Council will be adopted and any changes will be relayed back to staff.
- If any 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). The academy has a clear 'whistle blowing policy' available to all staff.
- If staff have a safeguarding concern/ allegation about another member of staff (including supply staff, volunteers or contractors) that doesn't meet the harm threshold, then they should share it in accordance with the low-level concerns guidance.
- 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.

10. Abuse, Neglect and Exploitation

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 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 peer-on-peer 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.

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. Harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others; this can be particularly relevant when considering the impact of all forms of domestic abuse on children. 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.

11. Allegations of abuse against other pupils – child-on-child Abuse

The Academy has put in place safeguards to reduce the likelihood of child-on-child allegations. There is an established ethos of respect, friendship, courtesy and kindness.

The Academy seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to child-on-child abuse.

All staff should be aware:

- 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 other children 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 that relates 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
- Abuse can take place inside and outside of school or online.
- Take a zero-tolerance approach to sexual violence and / or sexual harassment.
- Challenge/identify/recognise physical behaviours in an appropriate manner (potentially criminal in nature).

Elements of child-on-child abuse are most likely to include, but may not be limited to:

- **bullying - including cyberbullying**
- **gender based violence**
- **prejudice based and discriminatory bullying**
- **incidents of child-on-child sexual violence**
- **sexual harassment / sexual violence / harmful sexualised behaviour (refer to Safeguarding Policy)**

- 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;
- **sexting** - consensual and non-consensual sharing of nude and semi-nude images and/or videos¹³ (also known as sexting or youth produced sexual imagery); by having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.
- **Upskirting** - upskirting is typically when a photograph is taken under a person's clothing without their permission, for sexual gratification or to cause the victim humiliation, distress or alarm.
- **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).
- Significant advice on understanding and recognising child-on-child abuse, particularly sexual related issues is included within the **academy's safeguarding policy**.

Responding to reports of sexual abuse and sexual violence:

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 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 well supported.
- Any disclosure of abuse from another pupil should be dealt in the same manner.
- If any reports include an online element staff and the DSL will be mindful of the Searching, screening and confiscation: advice for schools 2022 guidance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- 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.
- 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.**
- **The DSL will complete a risk and needs assessment:**

Risk assessment:

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. A report of sexual abuse and / or harassment may point to environmental/systematic problems that could be addressed through reviews policies and processes. It is also important to consider the wider issues that may exist in the local area.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school, including any child who may have witnessed the sexual violence
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:-

- The wishes of the victim and balance that with the need to protect other children
 - The nature of the incident including whether a crime has been committed and the harm caused.
 - Ages of the children involved.
 - Developmental stages of the children.
 - Any power imbalance between the children.
 - Any previous incidents.
 - Ongoing risks.
 - Other related issues or wider context.
-
- In all cases, parents/carers of both the victim and alleged perpetrator 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.

12. Dealing with disclosure of abuse

- Disclosure is when a child tells you that they have been, or are being hurt in some way by another person
 - It will either be from a child about whom there are concerns already or will come 'out of the blue'
 - The child may be under a great deal of pressure from the abuser to keep it a secret
 - The disclosure can be verbal, non-verbal or a combination, e.g. via drawings.
 - A child - will choose who, how and when to tell
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- There are a number of appropriate responses that members of staff must observe:
 - Stay calm and be available to listen

- Keep questions to a minimum and ask only open ended questions e.g. “how did that happen?” and NOT “did daddy/mummy etc.. do that?”
- Tell and show the child that they are being taken seriously – do NOT express disbelief
- Use the child’s own words and repeat back to ensure that the adult has understood
- Keep full and detailed accounts of the conversation – date, time, child’s response etc. recording as soon as possible after the disclosure
- Reassure the child and let them know that they were right to inform us
- Tell the child what will happen next and make sure they understand that the information they have given MUST be passed on
- DO NOT promise to keep anything a secret
- Immediately inform the DSL, Deputy DSL or in their absence the Headteacher.

13. Children who may be particularly vulnerable

- Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.
- All members of staff will be aware that some children are at greater risk than others, both online and offline.
- SEND children (special educational needs or disabilities), children with certain medical or physical health conditions can face additional barriers, including cognitive understanding. This can be online or offline.
- To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:
 - Disabled or have special educational needs
 - Living in a known domestic abuse situation
 - Affected by known parental substance misuse
 - Asylum seekers
 - Living away from home
 - Vulnerable to being bullied, or engaging in bullying
 - Living in temporary accommodation

- Homeless
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language.
- Socially isolated.
- Absent from education for prolonged periods and / or repeat occasions.
- On a child protection plan or child in need plan and are involved with a social worker.
- Home educated.
- In Looked After Care – LAC.
- Has experienced multiple suspensions, is at risk of being permanently excluded from the academy.
- Has a parent or carer in custody or is affected by parental offending
- Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.
- Any concerns will be reported in the same manner and all procedures followed. **Staff must act immediately if they have a concern about a child.**

14. Sexual and Criminal Exploitation of Children.

- Further detail is available in the Safeguarding Policy.
- For the purpose of this policy, “child sexual exploitation” (CSE) 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.
- 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. They are often, but not exclusively, vulnerable children.
- Some children will not even be aware that they are being exploited.
- Criminal Exploitation is 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.
- It can include vehicle crime and threatening/committing serious violence (previous examples located in annex B)

- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
- There should be awareness that girls are at risk of criminal exploitation too, even though their experience may be different.
- 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.
- 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.
- Please refer to the Safeguarding Policy for further information on both.

15. Support for those involved in a child protection issue

- Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:
 - Taking all suspicions and disclosures seriously
 - DSL will keep all parties informed and be the central point of contact. Where appropriate a separate link member of staff can be nominated
 - Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
 - Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
 - Storing records securely
 - Offering details of help lines, counselling or other avenues of external support
 - Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
 - Cooperating fully with relevant statutory agencies, sharing all appropriate information and ensuring regular updates as required.

- Providing support for the child on a daily basis as required, encouraging the child to be open and share their feelings.

16. Dealing with Domestic Abuse

- The government defines domestic abuse as *“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who have or have been intimate partners or family members regardless of gender or sexuality”*.
- The academy knows that children who witness domestic abuse are also victims and that witnessing domestic abuse can have a lasting impact on children. Domestic abuse can include physical, sexual, financial, psychological or emotional abuse.
- Staff need to understand what is required of them if children are resident in or members of a household where domestic abuse is known or suspected of taking place. The DSL has had specific Local ‘Safeguarding Children Partnership’ training in understanding and dealing with domestic abuse and is able to support staff with effectively dealing with this issue.
- Staff at Lisle Marsden Church of England Academy recognise that children or young people who witness domestic violence may experience a number of feelings and/or anxieties which impact on their welfare development or well-being. Children may feel frightened, helpless, or blame themselves, and staff will respond in accordance to individual children.
- The academy will provide support where appropriate through a range of options:
 - Delivering a PSHE curriculum which provides opportunities for children to develop the skills they need to recognise and stay safe from domestic abuse
 - The school ethos promotes a positive, supportive and secure environment.
 - Liaise with other agencies and ensure effective information sharing
 - Provide bespoke support within the academy for children affected by domestic abuse from knowledgeable staff
 - Have in place an atmosphere and practical measures which enable children to bring forward their concerns in respect of domestic abuse
 - Through the introduction of Operation Encompass (Local Authority secure information service) we can ensure immediate support for any domestic abuse incidents
 - The purpose of Operation Encompass is that by 9.00am or as soon as is possible thereafter on the next school day an identified “key adult” in a school/academy will be informed that a child or young person on their roll has been involved in or witnessed a domestic abuse incident. This knowledge, given to schools/academies through Operation Encompass, allows the provision of immediate early

intervention through “overt” or “silent support”, depending on the needs and wishes of the child or young person.

recognises that

- Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990

17. A Child Absent from Education

- It is important to recognise that ‘unexplainable and or / persistent absences from education’ can be an indicator for a range of safeguarding issues.
- We recognise that being absent from education can make children more vulnerable and provide barriers in supporting and safeguarding them.
- As an academy, we have an effective system in place to monitor and respond to persistent absentees. This includes when problems are first emerging but also when a child is known to local authority children’s care (such as a child on a CIN plan, CP plan or LAC).
- The academy’s attendance officer and wellbeing team will work as part of a multi-agency approach to provide support to families where appropriate
- The academy MUST work with children’s services where school absence indicates safeguarding concerns.
- The Academy an Early Help referral may benefit any persistent absentees and prevent pupils from becoming missing in education in the future.

18. Recognising Serious Criminal Involvement

- The effect of a family’s involvement in Serious Crime can be evidenced in a variety of ways. This is becoming more of an issue around the country and the impact on the children involved is significant.
- Please refer to Safeguarding Policy for further information.

19. Prevent Radicalisation

- PREVENT - Prevent is about the need to prevent people from becoming terrorists or supporting terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government’s counter-terrorism strategy.
- Please refer to Safeguarding Policy and relevant appendix for further clarification of Prevent.

20. Female Genital Mutilation and Forced Marriage

- FGM – female genital mutilation – is illegal in this country and an unacceptable practice for which there is no justification. It is not a religious practice but a cultural one with no health benefits. FGM is a form of child abuse that all children, women and young adults should be protected from.
- Forced Marriage – is also illegal in this country although the likelihood of primary school children being affected is slim.

- As a result of this FGM and Forced Marriages are explained and school expectations are stated clearly in the Safeguarding Policy.

21. Monitoring and Record Keeping

- It is essential that accurate records be kept where there are concerns about the welfare of the child.
- Procedures for monitoring and record keeping:
 - When a concern arises, the relevant member of staff is to record their concern on CPOMs categorising it as a concern. This will then alert the DSL, who can identify the appropriate 'next steps'.
 - A chronology of incidents will also be recorded on CPOMs to ensure a clear collection of evidence.
 - When there is a continual/daily concern with a child, a chronology report may be completed and safely stored by the class teacher and then added on to CPOMs when appropriate.
 - Records are all kept electronically on CPOMs.
 - Records on CPOMs are not openly accessible and are only available to the DSL, Deputy DSL, Headteacher and Deputy Headteacher. This ensures confidentiality.
 - Any direct / support work with children completed by members of staff will be scanned and attached to CPOMs. Original work will be stored in a secure locked location.
- Staff must monitor and keep the DSL, Deputy DSL updated (collection of evidence using chronology report):
 - Poor attendance and punctuality
 - Concerns about appearance and hygiene
 - Altered or unusual behaviour
 - Concerns about health and emotional well being
 - Concerns about home conditions and situations
- Where a pupil is/has been subject to 'Child in Need' status (CIN) and/or subject to a Child Protection Plan (CPP) and is transferring school, it is important that the file is similarly transferred without delay. Transfer forms are provided by the local authority for this purpose to ensure an effective transfer. This process is to be followed for both transfers within and outside of the authority.

- In the event that difficulties are met in this process, the DSL will inform the local authority's Schools Child Protection Facilitator (SCPF) as to the nature of the problem.

22. Role of the Designated Safeguarding Lead

- The Designated Safeguarding Lead (DSL) is Miss J. Allitt and in the instance of her absence, concerns would be directed to one of the Deputy DSLs: Mrs Kate Standish or Mr. Dan Kinsey (headteacher).

The DSL should:

- 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 (Prevent).
- 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.
- 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.

- Work with the governing body and headteacher to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually; complete any required 'Safeguarding Children Partnership' audits and ensure all procedures are updated regularly.
- Ensure the school'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 Children Partnership 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 and 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.
- To, along with the headteacher, ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- To take the lead, along with the headteacher, in understanding and evaluating the monitoring and filtering systems in place and ensure all staff are aware of them.

23. Monitoring and review

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

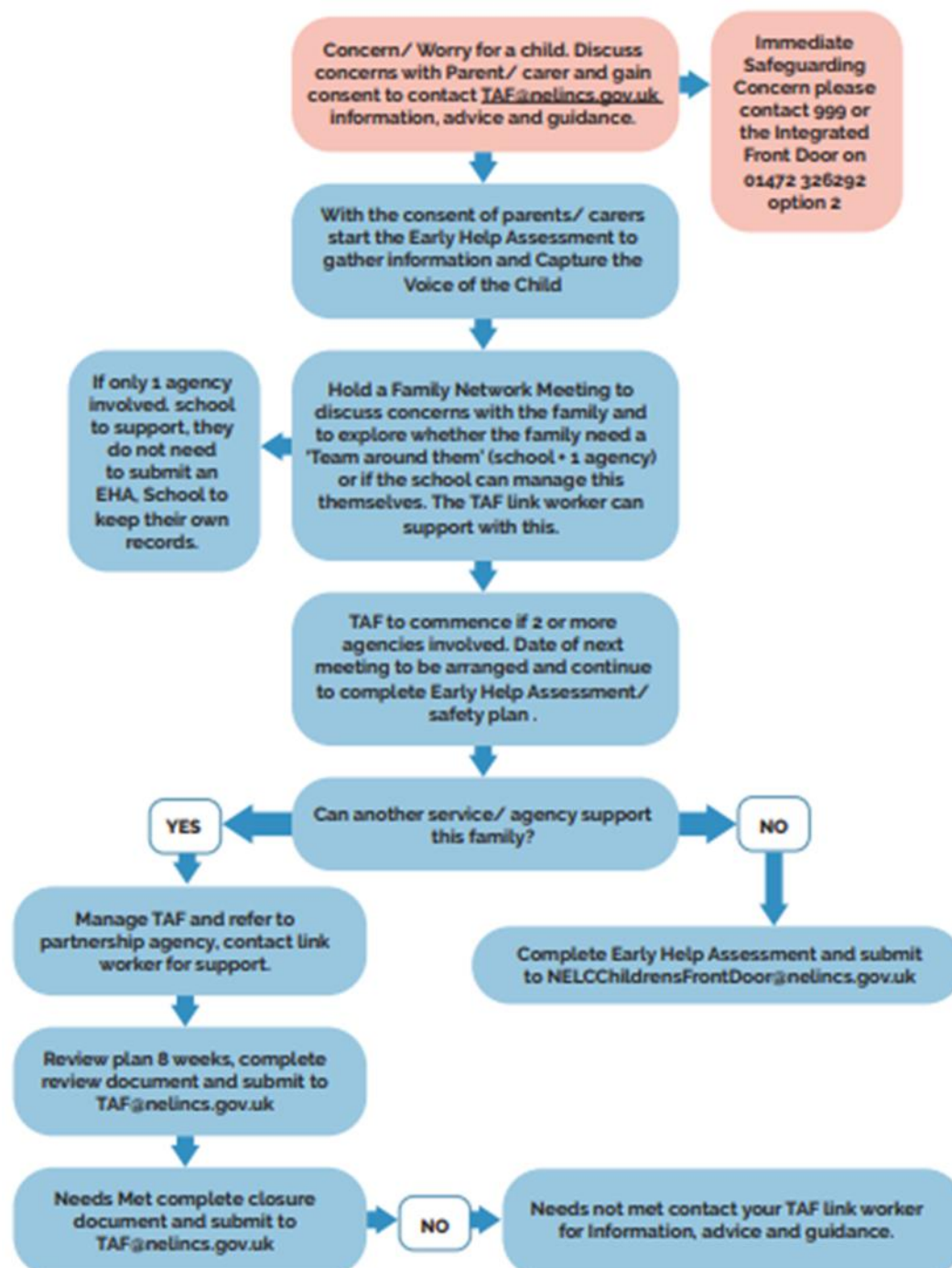
The next scheduled review date for this policy is **September 2026**.

24. Appendix 1 – Local authority referral process

The North East Lincolnshire TAF Process



Early help / TAF process:



Integrated Frontdoor working Process:

