KIRTON ACADEMY

Child Protection and Safeguarding

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To make changes to this policy, please email admin@lincolnshiregateway.co.uk.

Lincolnshire Gateway Academies Trust

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Designated Safeguarding Lead (DSL)	**Mrs E Green**
Deputy Designated Safeguarding Lead (DDSL)	**Mrs J Spencer**
Safeguarding Officer	**Mrs J Spencer**
Designated Teacher for LAC	**Mr R Watson**
Named Trustee: Safeguarding	**Mrs M Davison**

Introduction

The purpose of this policy is:

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

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), Working together to improve Academy attendance (applies 19/08/24) and the Maintained Academys Governance Guide, with particular reference to, Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and Academy Attendance Compliance and Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by CMARS https://www.northlincscmars.co.uk/ (Academy's to adapt where cross boarder arrangements are in place to reflect other LA Safeguarding Partnership Child Protection and Safeguarding Procedures).
We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working together to Safeguard Children (2023), Keeping Children Safe in Education (2025), Families First Partnership programme - GOV.UK and the Online Safety Act - GOV.UK
This policy also supports the July 2025 Relationships Education, Relationships and Sex Education and Health Education guidance and, the Generative artificial intelligence (AI) in education - GOV.UK policy paper.
Our Academy will analyse any patterns of unauthorised absence, changes in behaviours, appearances, missing and late episodes etc. We will aim to safeguard and provide family help at the earliest opportunity, to remove in partnership any barriers to learning and education that may arise.
Future versions will reflect the:

- progress into legislation of the Children's Wellbeing and Academys Bill
- emerging further learnings from the work of the National Audit on Group-based Child Sexual Exploitation and Abuse and subsequent inquiries

Policy Definitions

Working Together 2023 and Keeping Children Safe in Education 2025.

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In Academy's, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to Academy confidently and feel safe and secure.
A child: any person under the age of 18 years.
Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
Development means physical, intellectual, emotional, social or behavioural development.
Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.
Extra -Familial harm – risks to the welfare of children that arise within the community or peer group
Intra-Familial harm -
Providing Help, Support and Protection (Early Help) means the 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'
Disinformation - is the deliberate creation and spread of false or misleading content, such as fake news.
Misinformation - is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)
Unexplainable and/or persistent absences from education - has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (KCSIE 2025, paragraph 29)

Looked after children (LAC) - KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we should use the term children in care or care experienced in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.
Nudification tools Children-nudification-tools-and-sexually-explicit-deepfakes-April-2025.pdf, cyberflashing Cyberflashing | Police.uk , and epilepsy trolling Epilepsy trolling | Police.uk is new terminology contained within gov.uk departmental guidance.

Section 1 – Academy Commitment

Academy values and commitment

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

Our goal is to transform lives by providing a high achieving, stimulating and creative learning environment within a caring, compassionate and **challenging** ethos. We will provide high- quality teaching and **support**, so that our young people are nurtured and encouraged to reach their full potential through high standards and expectations in a curriculum which aims to give wider opportunities to all students. As a result, we will create young people who are excellent citizens with very positive attitudes.

Our vision is that regardless of any young person's starting point coming into our Kirton Academy **community**, everyone is championed and encouraged to **achieve** their fullest potential.
The Trustee Board's mission is to create a truly **community** driven Academy, providing a culture of mutual respect and an environment where everyone thrives in whatever their talents may be. We aim for a calm and orderly Academy where there are positive relationships between staff and students where all are respected and cared for.

Academy commitment

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our Academy who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is child-centred meaning at all times we consider what is in the best interests of the child. In this policy, the term 'child' or 'children' refers to anyone under the age of 18 years. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. As set out in Part one, Part two and Part four KCSIE, it is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member. This can assist the Academy to support staff, where there is a need, and help us manage children's safety and welfare, potentially providing us with information that will help us consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in our care.

Safeguarding and promoting the welfare of children means:

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

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

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

We will establish a child centred ethos where: -

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

This policy applies to all staff, volunteers, visitors, contractors, supply staff and governors in the Academy and is consistent with the procedures of the three safeguarding partners. The Children's Multi-Agency Resilience and Safeguarding (MARS) CMARS policies-procedures-and-guidance sets out the arrangements for safeguarding partners to work together with other agencies, to identify and respond to the needs of children in North Lincolnshire

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

Kirton Academy pays full regard to Keeping Children Safe in Education 2025 (to be approved). We ensure that all appropriate measures are applied in relation to everyone who works in the Academy. Safer recruitment practice includes at least one staff member on the interview panel trained in safer recruitment, scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and all relevant safer recruitment checks, e.g. Disclosure and Barring Service and right to work in the UK checks etc. Candidates are informed that online searches maybe done as part of pre-recruitment checks. Curriculum Vitae (CV)s will never be sufficient/accepted on their own.

Kirton Academy will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, the DSL/Head teacher will check the SCR is maintained in line with Keeping Children Safe in Education 2025 (to be approved) Part 3 – Safer Recruitment
Checks include:

- an identity check
- a standalone children's barred list check
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom The details of an individual will be removed from the single central record once they no longer work or volunteer at the Academy.

1.1 Equality statement

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

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs or at risk of witnessing or (see, hear or experience) domestic abuse and its effects.
- Children who struggle with transitions
- Are looked after or previously looked after
- Are missing or absent from education, home or care for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from Academy to be home educated

We recognise the use of **Interpreters** and will always seek professional advice. Where we have adult or children and young people welfare, safeguarding and child protection concerns, we will always use a recommended interpreter and service. For example, language line or ONGO housing. In all cases, we work to the Bell Foundation guidelines https://www.bell-foundation.org.uk/resources/detail/guidance-for-probation-service-staff-and-interpreters/

1.2 Supporting the child and partnership with parents

Kirton Academy recognises that the child's welfare is paramount, however good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we will always hear and listen to the child's voice.
We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

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

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the Academy and is consistent with the CMARS (Academys to adapt and include other LA local safeguarding partnership websites (where relevant) procedures. Our policy and procedures also apply to extended Academy and off-site activities.

Providing Help, Support and Protection (Early Help)

The definition of early help has been updated to *'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'* (Working Together 2023)
All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child or young person who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Through research fall within more risk categories, for example (teenage boys) are more likely to be exploited via Financially motivated sexual extortion: guidance for parents and carers
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from Academy, missing from home/care or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Is lonely (see Building Connections | Support service for young people | NSPCC Learning)

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

We will work with safeguarding professionals and childcare settings to share information, identify, and understand risks of harm, and ensure children and families receive timely support. We have a duty to support a multi-agency response to all forms of abuse and exploitation in all children's social care assessments and support practitioners understanding of the response to online harm. We recognise Service Pupils in Academys: Non-statutory guidance - GOV.UK

2.1 Our Governing Body

Our Governing body has strategic leadership responsibility for our Academy's safeguarding arrangements, ensuring we comply with our duties under legislation (Page 4). We have regard to KCSIE 2025 and DfE statutory compliance, ensuring policies, procedures and training in our Academy is effective and always comply with the law. Our Principal ensures that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected abuse and exploitation), are understood, and followed by all staff.

The Governing Body will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Academy are effective and support the delivery of a robust whole Academy approach to safeguarding. This training will be regularly updated. All governors will read Keeping Children Safe in Education in its entirety.

The Governing body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check
- there is a named Safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2025
- the Academy has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the Academy website or other means. The policy will be reviewed and updated on an annual basis or earlier if required
- the Academy attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings.
- all senior leaders and the DSL/DDSLs have read Annex B KCSIE 2025
- the Academy has a staff behaviour policy and/or code of conduct. This aligns with the Guidance-on-Code-of-Conduct-for-working-with-Children-May-23.pdf and this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the Academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with Children's MARS Standards of Safer recruitment. Standards-for-Safer-Recruitment-May-23

- that shortlisted candidates will be informed that we may conduct an online search as part of due diligence checks in the recruitment process
- the Academy has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (Appendix 5: Allegations against staff – reporting procedures)
- the Academy are doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems in place and regularly review their effectiveness.
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- the governing board will review the DfE's Meeting digital and technology standards in Academys and colleges - Filtering and monitoring standards for Academys and colleges - Guidance - GOV.UK (March 2025) and will discuss with IT staff and service provider what needs to be done to meet the standard.
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- online safety policy and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media
- a senior member of the Academy's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- The Academy has DDSLs trained at the same level.

2.2 Principal

Our Principal or Principal will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- there are arrangements in place for safeguarding supervision for the DSL and the Deputy DSL(s)
- all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies and use of the Children's MARS Professional Resolution & Escalation Protocol. Escalation-and-Resolution-Policy-and-Procedure
- the DSL completes the serious child safeguarding incident notification, where the criteria is reached Notification-Of-Serious-Child-Safeguarding-Incident-to-Safeguarding-Partners.
- the DSL requests safeguarding partners to consider a case for a local child safeguarding practice review Request-to-Safeguarding-Partners-for-case-to-be-considered-for-a-CSPR, where the criteria is reached.
- the NSPCC's 'What you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their Academy or college. Staff can call 0800 028 0285 – line is available from 8am-8pm Mon-Fri and email: help@nspcc.org.uk
- the DSL and DDSL are supported in providing a contact for the Academy to provide a report and attend Initial Child Protection Case Conferences, reviews and Looked After Children Reviews out of Academy term time when needed
- allegations regarding staff or any other adults in Academy are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. Managing-allegations-against-people-who-work-with-children
- staff undertake appropriate safeguarding training
- individuals are referred to the Disclosure and Barring Service and Teacher Regulation Authority (cases where a person is dismissed or left due to risk/harm to a child and serious misconduct)
- there is always adequate DSL /DDSL cover during the Academy day and arrangements are made for holiday time cover, in accordance with KCSIE 2025.
- The DSL /DDSLs reflect on practice against the local CMARS Practice-Standards-Checklist-to-Promote-Effective-Multi-Agency-Practice-Working-Together-2023.pdf

Our DSL, as defined in KCSIE 2025, is an appropriate senior member of staff, from the Academy or college leadership team and takes lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This should be explicit in the

role holder's job description and aligned to KCSIE 2025 (Annex C). Deputy DSLs are trained to the same level.

Availability During term time the designated safeguarding lead (or a deputy) should always be available (during Academy or college hours) for staff in the Academy or college to discuss any safeguarding concerns. Whilst the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual Academy's and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or MS Teams or other such media is acceptable. It is a matter for individual Academy's and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- read Annex B – KCSIE 2025
- act as a point of contact with the safeguarding partners
- liaise with the Principal or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019
- adhere to the CMARS quality standards for child protection conferences Quality-Standards-for-Child-Protection-conferences and support the agenda and complete the child protection conference report template, MARS-Multiagency-Report template
- share information (when required) to support safeguarding reviews, or domestic homicide reviews, Principles-DHR-SAR-Dec-21
- as required, liaise with IMAP/SPOC/Police/Health (PREVENT) and other professionals for child protection concerns
- where delegated by the Principal (as per Part four KCSIE 2025) liaise with the local authority designated officer (LADO), in cases which concern a staff member (Appendix 5)
- liaise with staff (especially teachers, pastoral support staff, Academy nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads, on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at Academy or college. This includes:

    i. ensuring that the Academy or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
    ii. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
    iii. Work alongside Alternative providers, if a Academy places a pupil with an alternative provision provider, the Academy continues to be responsible for the safeguarding of that pupil. The DSL alongside Academy leaders needs to satisfy that the placement meets the pupil's needs.

Alternative Provision

The setting complies with KCSIE 2025 updated guidance and will:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

Liaise with the Local Authority – Lead Academy Improvement Officer for AP/IP Provision and, the LADO (where professional practice concerns are raised).

Looked-after and previously looked-after children

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

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and the virtual Academy head - to have further oversight of attendance, attainment and progress of children with a social worker.

We have appointed a designated teacher, Mr R Watson who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

2.3 All staff

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

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

WTG2023 guidance sets out four principles that professionals should follow when working with parents and carers. All staff at Kirton Academy work to the following principles:
*Effective partnership and the importance of building strong, positive, trusting and co-operative relationship
*Respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers

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

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

All our staff are aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of Academy and online. Our staff play an important part in preventing it and

responding where they believe a child may be at risk from it. They will challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as "just banter", having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Appendix 4 sets out our Academy action and support arrangements.

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

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

Our staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child but will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor will a victim ever be made to feel ashamed for making a report.

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

This will not prevent staff from having a professional curiosity and speaking to DSL/DDSL if they have concerns about a child. Our staff will determine how best to build trusted relationships with children and young people which facilitate communication. The Teachers' Standards 2021 state that teachers (which includes Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
All staff understand how to ask for help and safeguarding knowledge is checked on a regular basis against., "*What all staff must know*", KCSIE 2025, Page 6-24.

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

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

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

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

All staff recognise the important of transitions and working on a trauma informed way to support a child throughout their educational journey. In addition, all our staff receive safeguarding and child protection

(including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff are aware of the process for making a referral to local authority children's social care and for statutory assessments under the Children Act 1989 (2004), especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should:

- read and sign to say that they understand and will fully comply with the Academy's policies and procedures
- read and sign to say that they understand parts 1 and Annex A (where applicable) of 'Keeping Children Safe in Education' (2025)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole Academy safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the Academy day at the latest, and always follow up by recording concerns, as per the Academy reporting procedure.
- inform the Principal of any concerns regarding an adult within Academy at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Principal/Principal/Chair of Governors
- •ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- will speak to the DSL (or deputy) if they are in any doubt about sharing information

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

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

All staff support the CMARS policy Statement – Protecting Disabled Children from Harm CMARS-Protecting-Disabled-Children-from-Harm-August-23.pdf

Organisations or individuals using the Academy premises

If an organisation/service/activity use our Academy premises, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and ensure that there are arrangements in place for the provider to liaise with us on these matters where appropriate. This will apply regardless of the children attending been on our Academy roll. We will follow the guidance in Keeping children safe in out-of-school settings within our expectations of providers. If we receive an allegation relating to an incident that happens when an individual or organisation is using our Academy premises for the purpose of running activities for children (i.e., community groups, sports associations, service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO

Section 3 – Child protection procedures

All staff follow the Academy's child protection procedures which are consistent with 'Working Together to

Safeguard Children 2023', Keeping Children Safe in Education 2025 and the North Lincolnshire Children's MARS guidance https://www.northlincscmars.co.uk/policies-procedures-and-guidance/

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

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

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

3.1 Concerns staff must act on immediately and report:

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

3.2 Responding to disclosure

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

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of Academy staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, explain to me, Describe to me…'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child

- explain sensitively to the person that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- speak with the DSL immediately without delay – Do not leave the young person alone.
- Following you sharing this concern – remember to record details including date and what the child has said in the child's words and record on an electronic system e.g. Child Protection Online Management System (CPOMS) (Academy to add Academy recording system here) and record any visible signs, injuries or bruises on a Body Map. (see Appendix 3)
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay. Remember a child may ask in the future to read/access what you are recording. Check the language used in your records in line with good record keeping guidance. (Page 29).

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

Following any information raising concern, the DSL will consider:

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

Then decide:

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

3.4 Action following a child protection referral

The DSL or other appropriate member of staff will:

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

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

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

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

Full information sharing guidance can be found on the DfE website, gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice. This advice outlines the importance of sharing information about children, young people and their families to safeguard children. It should be read alongside the statutory guidance Working together to safeguard children 2023.

4.1 Pupil information - Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.
To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for all pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Regularly communicate to pupils in tutor time, assemblies & the PSHE/RSHE lessons the safeguarding team and where they are located and how to report.
- Embedding a culture where pupils will feel safe in submitting any concerns.

4.2 Accurate Information

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

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the Academy with additional options to contact a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- Details of any persons authorised to collect the child from Academy (if different from above)
- Any relevant court orders in place including those with affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)
- If the child is or has been supported on a Child Protection Plan
- If the child is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process
- If the child is Looked After Child (LAC) or previously looked after
- Name and contact details of GP
- Any other factors which may impact on the safety and welfare of the child
- If the child is a young carer
- If the child is supported through private fostering or kinship arrangements (Appendix 6)

Kirton Academy will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements.

Data Protection

The Academy/settings - Data Protection Policy aligns with KCSIE 2025 requirements, and the Academy /setting complies with the need to protect personal data and respond effectively to a personal data breach.
The Academy complies with the Data protection in Academys - Guidance - GOV.UK (June 2025)
All staff are aware of how to understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and, follow good practices for preventing personal data breaches.

4.3 Confidentiality

Kirton Academy's approach to confidentiality and data protection is that only data which is legally required or authorized to be shared will be shared with third parties. This is inclusive but not limited to the three safeguarding partners. Safeguarding will allows determine what levels of information should be shared with whom on the basis of:

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

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

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

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

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

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

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

4.4 Transfer of files

When a child leaves the Academy, the pupil record, including child protection file which is separated from the main pupil record, is transferred to the new Academy as soon as possible. The child protection file is clearly marked Child Protection, confidential, for the attention of the DSL and a receipt of this transfer will be retained.

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

- Name and DOB of child
- Name and address of receiving Academy
- Date file(s) transferred with name and role of person who received it
- Date sending Academy received confirmation of receipt of files from receiving Academy

- Summary of case at the time of transfer e.g. Child Protection Plan: Neglect

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

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

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

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

The Academy can access further support from:

- Data protection: toolkit for Schools
- Working Together to Safeguard Children 2023
- Information Sharing
- Data protection; toolkit for Schools

4.5 Filtering and Monitoring

The governing body will consider our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will be doing all that we reasonably can to limit children's exposure to the risks from the Academy's or college's IT system.

Kirton Academy will ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing body and proprietors will consider the number 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.

The LGAT central IT are responsible for filtering and monitoring systems. They will review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. This will be discussed with IT staff and service providers about what more needs to be done to support Academy's and colleges in meeting the Filtering and monitoring standards on an annual basis.

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

All staff are clear on:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens.
- How to report safeguarding and technical concerns, such as if:

    - They witness or suspect unsuitable material has been accessed
    - They are able to access unsuitable material
    - They are teaching topics that could create unusual activity on the filtering logs
    - There is failure in the software or abuse of the system
    - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
    - They notice abbreviations or misspellings that allow access to restricted material

4.6 On-Line Safety and the use of mobile technology - Misinformation / Disinformation

Our governing body and/or proprietors ensure that, as part of the KCSIE 2025 requirement, all staff undergo regular updated safeguarding training, including in relation to online safety and, for children to be taught about safeguarding, including in relation to online safety that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole Academy or college safeguarding approach and wider staff training and curriculum planning.
Our policy is amended on a regular basis to reflect any new terminology. For example:
The KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)
The DSL will consider completing the NLC local spreadsheet, where a concern raised constitutes as reportable and, therefore requires reporting into the Home Office. To ensure local co-ordination – all completed forms will be completed and forwarded to the Resettlement team for oversight and reporting from a central point– asylum@northlincs.gov.uk. The Resettlement team Project Officers may be contacted on 01724 298384 or 01724 298417

Academy's and colleges should use communications with parents and carers to reinforce the importance of children being safe online.
Academy's should share information with parents/carers about:
• what systems they have in place to filter and monitor online use
• what they are asking children to do online, including the sites they will ask to access
• who from the Academy or college (if anyone) their child is going to be interacting with online
All staff know how to escalate concerns when they arise.

To meet our safeguarding policy aims and address the risks above, we will fully comply with KCSIE 2025 requirements, with particular attention to Paragraphs 123-148:

› Educate pupils about online safety as part of our curriculum that align with our **online safety policy**. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

This includes all staff having regular updates, including awareness of the Online Safety Act - GOV.UK and, the Online Safety Act: explainer - GOV.UK

Our Filtering and Monitoring policies align to the Protection of Children Code (July 2025) (where relevant) Statement: Protecting children from harms online - Ofcom

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras for example that:
    - Staff are allowed to bring their personal phones to Academy for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
    - Staff will not take pictures of any alleged injuries/marks, unless this is requested as part of any investigation, agreed and approved by the lead officer / professional.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in Academy, use of the Academy's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our Academy community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively

4.7 Artificial intelligence (AI)

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

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

The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law, received Royal Assent on Thursday 3 April 2025. Martyn's Law Factsheet – Home Office in the media. If we receive an allegation relating to an incident that happens when an individual or organisation is using our Academy premises for the purpose of running activities for children (i.e. community groups, sports associations, service providers that run extra-curricular activities), we will follow our emergency, critical incident plan, and safeguarding policies and procedures, including informing the LADO (where appropriate).

The Academy reviews emergency plans on a regular basis and we ensure that risk assessments are in place, considering the latest DfE guidance. Martyn's Law: the SIA's new regulatory role - GOV.UK. This may include, responding to on-site emergency responses, evacuation practices and lock down procedures, in line with DfE guidance DfE emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping

children safe in out-of-Academy settings details the safeguarding arrangements that Academy's and colleges should expect these providers to have in place. After-Academy clubs, community activities, and tuition - safeguarding guidance for providers

In readiness for Martyns Law – The SIO Safe Academys and Settings, has developed an MST Teams Critical Incident Folder, this includes all the latest Fact Sheets, DfE and Seminar information. The Academy will continue to develop PROTECT and PREPARE requirements, alongside PREVENT risk assessments Prevent duty: risk assessment templates - GOV.UK

5.1 Non-collection of children

If a child is not collected at the end of the session/day, we will:

Contact the first contact on the child's Bromcom list and work our way through. If this list is exhausted Children's Services and the Police will be informed of the child not having been collected. This will also be recorded on the child's CPOMS file.

5.2 Visitors, Contractors and 3rd Part Staff

Adequate checks will be made for regular visitors, in line with KCSIE 2025, Paragraph 292-295 and 305-310. It is best practice for NLC staff to a carry their DBS and wear a badge – this confirms safer recruitment practice has taken place. **Our site and security policy** includes signing in procedures, risk assessments and expected conduct of visitors.

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

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

1. Follow your Academy safeguarding policy
2. Ask the DSL/DDSL for more information
3. Check out your thinking, access statutory DfE, Home Office, Public Health England Departmental advice first. For an extensive list of all statutory documents, refer to page 163-167 - Working Together 2023.
4. Check out statutory DfE safeguarding guidance. This may support any discussions with professionals, or referrals. See the full list of supporting statutory guidance – Annex B KCSIE 2025. Annex B contains important additional information about specific forms of abuse and safeguarding issues. Academy and college leaders and those staff who work directly with children should also read this Annex.
5. Refresh your knowledge and always check out the latest CMARS policy and procedures page and explore the NL Family app. Our Family Hubs - North Lincolnshire Council. What is available locally in your locality family hub, live well centres?
6. **Speak first**, call professionals before making a referral
7. Support any referrals alongside the DSL/DDSL and always follow the National and Local requirements
8. Escalate concerns following local procedures (where required)
9. Contact the Education Safeguarding Team if you have any queries or cannot find the article of interest

Before contacting SPOC consider the following:

- Make sure the information you are sharing is clear
- Make sure you have consent to contact us
- Make sure you have explored the concerns with parents
- Share your contact details including email at the point of referral
- Contact details up to date
- Address up to date
- Give all the information to reception that they are asking
- Only contact SPOC to make a referral
- What are the precise concerns being raised? What is the impact on the child? What the referrer is worried about.
- What has happened / is happening? How does the referrer know?

- What is the impact of this on the child?
- What are the precise needs/concerns?
- What has the referrer or others done to provide help to meet the child's needs / reduce the risk?
- Give details of caller's discussions with the child/young person and family about what are their views and concerns?

All language used on referral forms will be in line with the good record keeping guidance.

Good record guidance may include Solutions: Top tips for inclusive trauma-informed language, Child Exploitation Language Guide | The Children's Society and Writing good records in social work

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

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

KCSIE 2025 definition:

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

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

All staff support the CMARS Policy Statement for reducing the harm from neglect Policy-Statement-reducing-harm-from-Neglect-August-2023.pdf

Types of abuse

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

Recognising Physical Abuse
The following are often regarded as indicators of concern:

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

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

say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or he exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The following may be indicators of emotional abuse:

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

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

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

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

Some physical indicators associated with this form of abuse are:

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

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

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

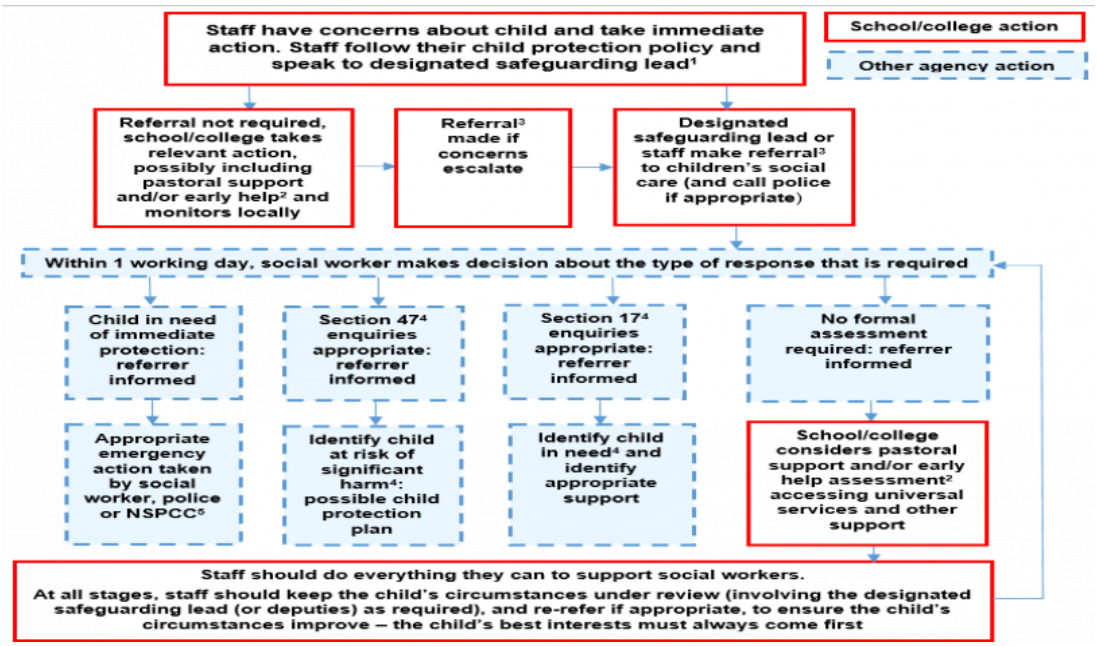
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from Academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

Appendix 2: Allegation of Abuse

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

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

Actions when there are concerns about a child



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

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

Dealing with disclosures of abuse:

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

At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them
- Do not promise to keep the allegation secret or that 'everything will be alright'

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

With the DSL, prepare a detailed report itemising:

- the information revealed by the student with absolutely no **opinion**
- actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the Academy/Academy
- date and sign any written record of events and action taken and keep confidential and secure.
- you must keep, in absolute confidence, a copy of the report, as will the DSL
- The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the DSL
- The DSL is responsible for passing on these concerns to Children's Services
- Accurate records are essential in the event of further investigations

If you see or hear something that concerns you:

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

All staff are reminded to use appropriate language when sharing safeguarding concerns.
childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide

Appendix 3: Body map guidance

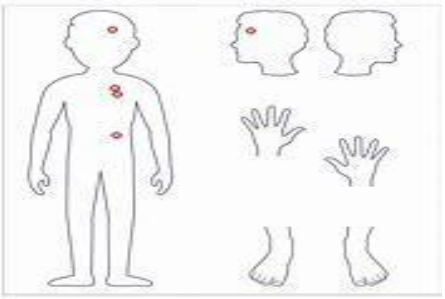
Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of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

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

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

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

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



Appendix 4: Child-on-child abuse

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

Further guidance can be found here:

https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf

Child on child abuse

Children can abuse other children (previously referred (DfE 2021) as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of Academy and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
If there are no reports in Academy, it does not mean it is not happening, it may be that case that it is just not being reported. It is essential that all staff have a role in preventing it and responding where they believe a child may be at risk from it.

As per KCSIE 2025, our policy recognises consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. We educate our Academy community / young people via our school curriculum which includes, assemblies, PSHE, RSE lessons and if required, individual and bespoke group interventions.

Our policies also reflect the legal definitions provided within the Voyeurism (Offences) Act 2019

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

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

Child on child sexual violence and sexual harassment

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

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

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

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

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

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

Kirton Academy have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable.

Our Academy approach and policy, reflects current research and will continue to adapt to the changing world. For example, reflecting on:
Adolescence at Risk: Online Misogyny, Mental Health, and the Urgent Need for Action - ACAMH

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

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

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

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

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

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

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

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

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

The risk and needs assessment should consider:

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

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

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

The DSL response will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the Academy's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the children involved
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or Academy or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

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

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

The four scenarios are: -

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

For more information – Refer to Addressing child on child abuse : a resource for Academys and colleges
Kirton Academy will follow the statutory guidance in Part 5 of this guidance, where full details can be found.

Appendix 5: Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors that may meet the harms threshold – Referral within 24 hrs

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

KCSIE 2025 states Para 362. It is important that policies and procedures make clear to whom allegations should be reported (as set out at paragraph 72-74) and that this should be done without delay. A "case manager" will lead any investigation. This will be either the Principal or principal, or, where the Principal is the subject of an allegation, the chair of governors or chair of the management committee and in an independent Academy it will be the proprietor.

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

Independent Academys, use:

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

Learning lessons

KCSIE 2025 makes it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

The Principal/proprietor will then follow CMARS procedures https://www.northlincscmars.co.uk/policies-procedures-and-guidance/ and KCSIE Part 4 requirements.

Independent Academys where the Principal is the sole proprietor, use:

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal as soon as possible. The Principal will then follow the CMARS procedures and KCSIE Part 4 requirements.

If the concerns/allegations are about the Principal, speak to the local authority designated officer (LADO) or in an emergency, contact the police and follow the North Lincolnshire CMARS guidance.

LADO Initial Considerations Guide

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

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

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

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

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

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

The Principal will complete the LADO-Referral-Form-formatted-and-restricted-1.docx (live.com) after reading the initial consideration guide and the Employers Guide.

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

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a Academy or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

We will:

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

Concerns that do not meet the harm threshold

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

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

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

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the Academy's safeguarding system

Responding to low-level concerns
If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

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

The Principal will use the information collected to categorise the type of behaviour and determine any further

action, in line with the Academy's [staff behaviour policy/code of conduct]. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

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

References

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

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

To access full procedures and supporting documents Keeping Children Safe in Education 2025 (to be approved) (Part 4) and HR guidance.

Appendix 6: Wider Safeguarding Considerations

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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a Academy can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to Academy on their own) it is important they are given practical advice on how to keep themselves safe. Many Academys provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:
Action Against Abduction and Clever Never Goes

Children and the court system

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

Further information is available at

Making child arrangements if you divorce or separate: Making child arrangements - GOV.UK
Going to court to give evidence as a victim or witness: The day of the trial - GOV.UK

KSCIE 2025 directs Academys to 2 guides that support children in the court system. This will help DSL/DDSLs and Principals, if called upon to provide evidence.

- Young witness booklet for 5- to 11-year-olds - GOV.UK
- Young witness booklet for 12- to 17-year-olds - GOV.UK

Children who are absent from education

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

Missing pupils

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

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

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

Children who are absent from education

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

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a Academy
- Come from new migrant families

We will follow the DfE working-together-to-improve-Academy-attendance 2025 statutory guidance and our procedures for unauthorised absence and for dealing with children who are absent from education, in line with DfE Summary table of responsibilities for Academy attendance.pdf particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Academy's adapt in terms of linking to the Academy attendance policy here (including the LA ATEND Framework)

This includes informing the local authority if a child leaves the Academy without a new Academy being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

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

Children Missing from Education (CME)

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

For the full Children's CME CMARS Protocol visit: North Lincolnshire Missing From Care Protocol

Children missing from home or care

A child whose whereabouts cannot be established will be considered as missing until located, and their

wellbeing or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action.

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

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

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

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

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

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

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

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

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

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

Children with family members in prison

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

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

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

The Academy / setting has embedded the CMARS policy and procedures into practice

15- CSE-procedure-July-2025-Approved.pdf
16- CSE-Vulnerabilities-and-Risk-Indicators-July-2025-Approved-1.pdf

17- CCE-Procedure-July-2025-Approved.pdf
18- CCE-Vulnerabilities-and-Risk-Indicators-Guide-July-2025-Approved.pdf

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

The signs and indicators of all forms of abuse can be difficult to detect and CCE is no exception. A variety of factors can make it difficult to accurately assess how prevalent CCE is. Many children who are criminally exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are criminally exploited do not always recognise they are being abused, which can also affect detection rates. All practitioners should work on the basis that it is happening in their area.

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

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse drugs and alcohol.
- go missing for periods of time or regularly come home late; and
- regularly miss Academy or do not take part in education

The Academy /setting will include the new CMARS procedures into staff training.

Where professionals consider that a child or young person is a child in need due to concerns that their health or welfare may be significantly impaired due to being at risk of child criminal exploitation or at risk of significant harm due to suspected or known criminal exploitation then a referral to Children's Services must be made in accordance with the Children's MARS Policy and Procedure Assessing Need and Providing Help.
CMARS-Policy-and-Procedures-Assessing-Need-and-Providing-Help-June-2023.pdf

Where CSE is suspected or identified, the DSL will follow the procedure:
15-CSE-procedure-July-2025-Approved.pdf

The Humberside VPP are recommended for a range of programmes available for young people https://humbervpp.org/ to reduce any risks to youth violence and CE/CSE.

Complex and Organised Child Abuse

Complex and organised child abuse may be defined as abuse involving one or more abusers and any number of related or non-related abused children. This may take place in any setting. The adults concerned may be acting together to abuse children, in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse.

Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding Academys, in day care and in other provisions such as youth services, sports clubs, faith groups and voluntary groups. There may also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etc which all access the internet and in particular social networking website

The Academy/setting will follow CMARS policy and procedure:

Complex-and-Organised-Child-Abuse-Feb-23.pdf

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Children can be targeted and recruited into county lines in a number of locations including Academys (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

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

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

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL [and deputy/deputies] will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority

Trafficked

We will follow CMARS procedures**:** 23-Trafficked-Children-Procedure-July-2025-Approved.pdf

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

Definitions

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

a) 'trafficking of persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
b) the consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
c) the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in persons' even if this does not involve any of the means set forth in subparagraph (a) of this article.
d) 'child' shall mean any person under eighteen years of age.

Cybercrime

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

Domestic abuse

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

All staff are aware that domestic abuse:

KCSIE 2025 makes it clear that domestic abuse:
• can be psychological, physical, sexual, financial, or emotional
• can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

We support Kirton Academy the CMARS guidance]

CMARS | Domestic Abuse - CMARS and staff have access to the new local CMARS Training offer, delivered via
The Blue Door

Our parent information includes Information on staying safe online - SafeLives

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for

example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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

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

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

Kirton Academy is part of Operation Encompass and understands MARAC procedures, with the DSL accessing training.

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

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

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

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

More information can be found here:
Domestic Abuse Statutory Guidance Easy Read
and domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and Academies work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in Academy before the child or children arrive at Academy the following day. This ensures that the Academy has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or Academies should make a referral to children's social care if they are concerned about a child's welfare. More information can be found at Operation Encompass.

Forced marriage

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

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

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

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

- Follow the CMARS **"one chance rule" Page 12,** https://www.northlincscmars.co.uk/wp-content/uploads/2023/02/10-Honour-Based-Abuse-and-Forced-Marriage-Procedure-Feb-23-v2.pdf
  This includes, speaking to the pupil about the concerns in a secure and private place, and take all steps defined within the CMARS safeguarding procedures.

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

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

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

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

Breast Ironing

This guidance sets out the local procedures for the recognition and response to breast ironing.
The guidance is relevant to any practitioner operating within North Lincolnshire who may come into contact with any child who has undergone or is vulnerable to breast ironing.
Breast ironing (sometimes known as breast flattening) is the term used to define the pounding and massaging of a girl's breasts (usually during puberty) using hard or heated objects to try to stop them developing or to make them disappear entirely

Guidance-for-recognising-and-responding-to-breast-ironing-August-2023.pdf

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

The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage

or during a woman's first pregnancy.

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

The Academy will follow CMARS Identifying and responding to concerns about FGM

More information can be found at:

FGM- information and resources
FGM : multi-agency statutory guidance.female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack
FGMPO - Fact Sheet - 1-12-2016 FINAL.pdf
YoungMinds | Mental Health Charity For Children And Young People | YoungMinds

Harmful sexual behaviour (HSB)

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

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

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

We will follow the CMARS : HSB-guidance-Jan-2024.pdf

KCSIE 2025 provides information for young people Home - Shore. The DSL will support and help signpost and refer to additional support services. In line with local procedures.

Mental health

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support; this includes working with external agencies. More information can be found at Mental health and behaviour in Academys. The Academy supports the Building Suicide -Safer Academys and Colleges. Academys guide | Papyrus. The Academy also recognises signs of gambling and, provides an enhanced curriculum to raise awareness Home | Ygam

Modern Slavery and the National Referral Mechanism

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

The DSL/DDSL has accessed the CMARS NRM training and, all staff are aware of the HOTH toolkit. CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting potential victims of modern slavery and human trafficking to ensure they receive appropriate support. If the potential victim is under 18, or may be under 18, an NRM referral must be made. **Modern Slavery: statutory guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and non-statutory guidance for Scotland and Northern Ireland (accessible version) – GOV.UK**

Adults may also be supported through the National referral mechanism guidance: adult (England and Wales) - GOV.UK

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

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

Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

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

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

Lessons for Prevent - GOV.UK
Lessons for Prevent (accessible) - GOV.UK

The current Children's Wellbeing and Academys Bill (to be approved) has a heavy emphasis on increased and improved information sharing, including through the adoption of a Single Unique Identifier for children.

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

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

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
If staff are concerned about a pupil, they must share their concerns with the DSL.
Staff must **always** take action if they are worried.
Further information on the Academy's measures to prevent radicalisation are set out in other Academy policies and procedures, including [list any relevant policies here – for example, you may cover this in your curriculum policy, behaviour policy, online/e-safety policy, and/or others].

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

The Prevent duty
An updated definition of radicalisation, which is 'the process of a person legitimising support for, or use of, terrorist violence'.

Small terminology changes to bring the guidance in line with the Prevent Duty 2023, such as 'the need to prevent people from being drawn into terrorism' to 'the need to prevent people from becoming terrorists or supporting terrorism'

The final bullet point in the section on holding and sharing has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme.

All Academys and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. This includes sharing information, in line with **Section 4** of this policy, the DfE PREVENT Duty for Academys and KCSIE 2025. All staff must report any concerns and the DSL will liaise with the PREVENT Police (CTU) lead and compete the PREVENT referral form.

The Prevent duty is part of Academys' wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at https://www.gov.uk/government/publications/prevent-duty-guidance

Academys will ensure a risk assessment is in place Prevent duty: risk assessment templates - GOV.UK

Channel is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of the CTSA 2015. Further information on Channel is available on https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

The DSL (DDSLs) are responsible for making PREVENT referrals, as with all referrals, the Academy will be asked to attend Channel and share information. DSLS must seek PREVENT advice prior to using/completing the National Referral Form.

Kinship Care - Private fostering

In line with KCSIE, Para 199 the Designated Teacher and/or DSL understands the role of the virtual head. This includes an extended responsibility for promoting the educational achievement of children in kinship care.

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

As per WT2023, Page 159. **Kinship care** is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangements however this list is not exhaustive:

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

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

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

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

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

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

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

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

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

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

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

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

Harms Outside the Home (formerly ROTH)

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

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

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

- child sexual exploitation (CSE)
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE)

- trafficking
- online abuse
- teenage relationship abuse (peer on peer abuse)
- influences of extremism leading to radicalisation

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

More information can be found here: CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS

Sexual violence and sexual harassment

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

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

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

The Academy operates a safe space, where learners may speak out or share concerns with members of staff.

Support is also available for parents via LGBTQI+A Social Group | LiveWell North Lincolnshire

Rainbow Youth for Young People - Locally we have a LGBTS support group. You can find them at Facebook

Contact 07802 775553 Scunnylgbts@gmail.com

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

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

Sexual violence

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

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

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

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

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

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information can be accessed at Sexual-consent.

Sexual harassment

This policy supports KCSIE 2025 and highlights the:

• importance of explaining to children that the law is in place to protect rather than criminalise them
• the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
• the need for Academys and colleges to be part of discussions with statutory safeguarding partners

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (Academys and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    - consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos. Further information is available at Sharing-nudes
    - sharing of unwanted explicit content
    - upskirting (is a criminal offence)
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats.

Refer to KCSIE 2025 Annex B and Part 5. The Academy will engage and work alongside the Humberside VPP Home | Humber Violence Prevention Partnership

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

Misinformation / Disinformation

All staff are aware of the new 2025 local reporting procedures. The DSL has access to the local spreadsheet; this will be completed and returned to asylum@northlincs.gov.uk

Explanation

Please report any incidences of misinformation using the spreadsheet on page 2 and return to:

It will be collated the information and sharedwith the Strategic Migration Partnership.

What do we mean by mis/disinformation?
rumour a hotel will be opening / closing
rumours about any reconfigurations and the purpose of sites changing
receiving enquiries about a hotel that doesn't exist
rumours an asylum site is opening
rumours or misinformation there is a protest / criminal or dangerous behaviour
rumours across the full asylum and resettlement accommodation estate
false news about individuals in your area
local Facebook groups causing potential trouble that the Strategic Migration Partnership is aware of

When sharing information and intel, please delve deep - the who, what, when, where, why, and how—as much detail as you can provide.

Please return completed forms to asylum@northlincs.gov.uk

Appendix 7: Useful contact numbers

Designated Safeguarding Lead (DSL)	Name Liz Green Contact number 01652 648276 Email greene@kirtonacademy.co.uk
Deputy Safeguarding Lead (DDSL)	Name Janie Spencer Contact number 01652 648276 Email spencerj@kirtonacademy.co.uk
North Lincolnshire's Children's Services Point of Contact (SPOC)	01724 296500 (office hours) 01724 296555 (out of hours)
Allegations against/concerns about adult(s) working with children	Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293
Police (emergency) Police (nonemergency)	999 101
Academy Improvement Officer (Safe Academys and Settings) North Lincolnshire Council	Sarah Stokoe sarah.stokoe@northlincs.gov.uk 07385 005271
Academy Improvement Officer 11-19 Standards & Effectiveness North Lincolnshire Council	Martin Halliday martin.halliday@northlincs.gov.uk ☏ 01724 298446 ☏ 07584870241
Head of Service – Education Standards and Early Years North Lincolnshire Council	Helen Hatton helen.hatton@northlincs.gov.uk Helen Hatton 01724 298396
Education Safeguarding Officer	Vacant
Virtual Head Lead for Education CP/CIN and Kinship Care Education Officer CIN/CP Compliance and Case Management North Lincolnshire Council	Helen Frost Helen.frost@northlincs.gov.uk 01724 296775
Head of Service for the Virtual Academy and Inclusion (Including Kinship Care) North Lincolnshire Council	Wendy Holmes Wendy.holmes@northlincs.gov.uk Office: 01724 297502 obile: 07717586329
NSPCC Whistleblowing helpline	0800 028 0285
Prevent	Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk
Resettlement Team (misinformation reporting)	**Christina Clark 01724 298384** (workdays - monday, tuesday, wednesday morning) **Kerry Dunn 01724 298417** (workdays - wednesday afternoon, Thursday, Friday)

Useful links:

- Children's MARS website
- Keeping children safe in education - GOV.UK
- Working together to improve Academy attendance - GOV.UK
  - Working Together to Safeguard Children 2023
  - What to do if you're worried a child is being abused
  - Information sharing: advice for practitioners
  - Children Act 1989 and Children Act 2004
  - Sharing nudes and semi-nudes: advice for education settings working with children and young people
  - Teachers' Standards (update June 2021)
  - Welcome | Family Information Directory (northlincs.gov.uk)
  - Gender Questioning Children - non-statutory guidance (currently guidance consultation)
  - Young witness booklet for 5- to 11-year-olds - GOV.UK
  - Young witness booklet for 12- to 17-year-olds - GOV.UK
  - Meeting digital and technology standards in Academys and colleges - Filtering and monitoring standards for Academys and colleges - Guidance - GOV.UK (March 2025)

Appendix 8: Links with other policies

This child protection and safeguarding policy links to the following policies and procedures:

- Behaviour
- Staff [behaviour/code of conduct]
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistleblowing
- Acceptable use policy

Appendix 9: Safeguarding and Child Protection Policy - Legislation References

Statutory framework

The legislation relevant to safeguarding and promoting the welfare of children is set out below.

It is valuable information in its own right and should also be read alongside the statutory guidance, Working Together to Safeguard Children 2023.

A summary of all safeguarding legislation can be found here:

Statutory Framework

All Academys add:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains Academys' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Principal should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our Academy to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobia or transphobic bullying; or racial discrimination

This policy also complies with our funding agreement and articles of association. This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on Academys and local authorities to safeguard and promote the welfare of pupils
- The Academy Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent Academy Standards) Regulations 2014, which places a duty on academies and independent Academys to safeguard and promote the welfare of pupils at the Academy

Whistleblowing

All staff have a duty to report any concerns about poor or unsafe practice, or potential failures in the safeguarding arrangements. Whistleblowing is essential to ensuring that children remain safe, and all concerns will be taken seriously, investigated appropriately, and treated confidentially in line with our safeguarding policies.

We encourage a culture of openness, where staff feel safe to raise concerns without fear of reprisal. Any concerns should be reported to the Designated Safeguarding Lead (DSL) or the Principal. If concerns remain unresolved, or staff feel they cannot approach the DSL or manager, staff are encouraged to escalate to the Local Authority Designated Officer (LADO) or contact the NSPCC Whistleblowing Helpline: 0800 028 0285 or Ofsted Whistleblowing helpline: 0300 1233155

Providers will make available to staff the following documents:

What to do if you are worried a child is being abused – Department for Education 2015

Working Together to Safeguard Children - Department for Education 2023

Information sharing - advice for practitioners providing safeguarding services to children, young people, parents, and carers 2024.

Keeping children safe, helping families thrive – Department for

Education 2024 Keeping Children Safe in Education - Department for

Education 2025

The Prevent duty - Prevent duty guidance update: a briefing for academies and early years

providers 2023 The Prevent Duty – Prevent Duty Guidance for England and Wales – The Home

Office 2023

One Family Approach - Helping Children and Families in North Lincolnshire Document – North Lincolnshire Children's Multi-Agency Resilience and Safeguarding (MARS) Board

Managing Allegations against adults who work with children – North Lincolnshire Children's Multi-Agency Resilience and Safeguarding (MARS) Board

Annex

Definitions of abuse

Physical:

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them
unwell. This is known as fabricated or induced illness (FII).

Sexual:

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence, and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. Non-contact abuse involves non-touching activities, and it can happen online or in person.

Emotional abuse:

this is present in virtually all child protection incidents but can also constitute abuse in its own right. It involves persistent or severe emotional ill treatment or torture causing, or anything that causes severe adverse effects on the emotional stability of a child. Emotional abuse also deeply affects children who witness or hear domestic abuse.

Neglect:

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse. Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Child Exploitation including Sexual Exploitation, Criminal Exploitation, County Lines and Risks Outside the Home

All staff members will be aware of how children can be exploited and will act on any concerns immediately. This also includes recognising where older children may be at risk. If a staff member has concerns, they will follow their normal safeguarding referral route or in an emergency call the police directly. Staff should be alert to any issues of
concern in the child's life at home or elsewhere.

It is recommended that a staff member should receive specific awareness raising sessions on CSE, CCE and County lines and disseminate to all other staff.

Prevent Agenda

All staff should be aware of the Prevent agenda and how to identify and assess the risk of children being drawn into terrorism, including extremist ideas that are part of the terrorist ideology.

Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act accordingly.

The Provision will promote fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, which are already implicitly embedded in the 2017 Early Years Foundation Stage.

It is recommended that a staff member should receive specific awareness raising sessions on the Prevent agenda and disseminate to all other staff.

Female Genital Mutilation

All staff should be aware of female genital mutilation and the risk factors for young girls. Staff should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the NSPCC FGM helpline, 0800 028 3550. Information and risk factors regarding FGM should be shared with all staff.

Breast Flattening

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing, or to make them disappear entirely All staff should be aware of breast flattening and the risk factors for young girls. Staff should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the police or the NSPCC. Information regarding breast flattening should be shared with all staff.

Infant Oral Mutilation (Ebinyo)

Infant oral mutilation is a primitive traditional practice involving the 'gouging out' of a young infant's healthy primary teeth/buds. This can lead to transmission of blood-borne diseases such as HIV/ AIDS, septicemia and death. Infant Oral Mutilation is usually carried out by 'healers' who perceive it to be a remedy for common childhood illness. All staff should be aware of Infant Oral Mutilation and the risk factors for young children. Staff should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the police or the NSPCC. Information regarding Infant Oral Mutilation should be shared with all staff.

Domestic Abuse

Seeing, hearing or knowing of a parent being abused is traumatic for children and can have long-term damaging emotional and psychological effects. All staff should be aware of the impact of domestic abuse on children and where it is suspected that a child is at risk of harm by witnessing or hearing domestic abuse staff follow their normal safeguarding referral route or in an emergency call the police directly. Staff should also be aware of coercive control and the impact this will have on children's well-being. Information regarding domestic abuse and coercive control should be shared with all staff.

Operation Encompass

Children are negatively impacted by experiencing domestic abuse and the impact of this can last throughout a child's lifetime. Where an Operation Encompass notification is received into the setting, staff will be mindful of any adverse effects this may have on a child and ensure appropriate support and care is offered where required.

Peer on peer abuse

Children are vulnerable to abuse by their peers and such abuse should be taken as seriously as abuse by adults. Providers should not dismiss abusive behaviour as normal between young people/children (however a child's age and stage of development will be considered). Providers should be aware of any incidences of peer-on-peer abuse and respond to these within their normal safeguarding procedures. Information regarding peer-on-peer abuse should be shared with all staff.

Honour Based Abuse and Forced Marriage

Providers should be aware of incidences of honour-based abuse and/or forced marriage. Honour based abuse can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

Forced marriage is when someone does not consent and faces physical and/or psychological pressure to

marry. Staff can respond to concerns by contacting Karma Nirvana https://karmanirvana.org.uk/ or in case of emergency phoning 999. Information regarding honour-based abuse and forced marriage should be shared with all staff.

Witchcraft and faith-based abuse

Belief in witchcraft, spirit possession and faith-based ideals can impact on a child's welfare and safety. Themes such as witchcraft abuse or the belief that children can be spirit possessed and the harmful religious practices that occur as a result of this can impact on children being abused. Often children are blamed or scapegoated to be the reason why bad things are happening. Various triggers can lead children to being labelled as witches. These may include things such as poverty, deprivation, unemployment, ill health, lack of success and so on. Staff should respond to any concerns immediately either through following their normal safeguarding referral route or directly to the police or the NSPCC.

Injuries to babies and non-mobile infants

Bruising to babies and non-mobile infants may be caused by medical issues e.g. birth trauma or birthmarks, however this is rare. Other unusual marks on the skin or unusual sites of bleeding (e.g., bleeding from the mouth in young children) without a clear explanation may also be a sign of non-accidental injury and should also give cause for concern.

There may also be occasions where an explanation is given that another child has caused the injury. This should still be further explored.

In all cases, unless the specific mark that has been identified has been confirmed as arising from birth trauma, birthmark or a medical condition, any practitioner who identifies a bruise/injury to an infant or child who is non-mobile or suspects that an injury to a child is non-accidental as a result of abuse or neglect should make a contact/referral to Children's Services Single Point of Contact.

Useful contacts

Children and Family Services for referral – 01724 296500
01724 296555 [out of hours]

Local Authority Designated Officer [LADO] – 01724 298293

Ofsted whistleblowing - 0300 1233155

NSPCC Whistleblowing - 0800 0280285 - help@nspcc.org

The Blue Door domestic abuse service - (01724) 841 947 – info@thebluedoor.or