

## **Scartho Nursery school**

### **Safeguarding and Child Protection Policy**

**All staff employed at Scartho Nursery School will be required, on an annual basis, to sign to the effect that they have read and understood the content of this policy as well as Part 1 of Keeping Children Safe in Education (2019).**

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**New safeguarding children arrangements (taken from the Safernet website)**

On 29 June 2019 new safeguarding arrangements began in North East Lincolnshire. The Local Safeguarding Children Board (LSCB) has been replaced by the North East Lincolnshire Safeguarding Children Partnership (NELSCP). NELSCP arrangements comply with the Children Act 2004, as amended by the Children and Social Work Act 2017 and Working Together 2018 Government Guidance.

NELSCP has three partners sharing equal responsibility for safeguarding children and young people. These are Humberside Police, NHS North East Lincolnshire Clinical Commissioning Group and North East Lincolnshire Council.

**Whole school safeguarding policy framework**

**Legislation:**

Section 175 of the **Education Act 2002**, places a duty on governing bodies of maintained schools and further education institutions (including sixth form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non- maintained and independent schools, including free school and academies.

Under section 10 of the **Children Act 2004**, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in local authority area.

**Counter Terrorism and Security Act 2015**, Section 26 applies to school and other providers. To have due regard to the need to prevent people being drawn into terrorism.

**Serious Crime Act 2015** includes the mandatory reporting of FGM.

**Guidance and Statutory Guidance:**

**Working Together to Safeguard Children (2019)**

Covers the legislative requirements and expectations on all services working with children (including schools and colleges) to safeguard and promote the welfare of children. The safeguarding partners are Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

**Working Together to Safeguard Children (2019)** can be found at:

[www.gov.uk/government/publications/working-together-to-safeguard-children-2](http://www.gov.uk/government/publications/working-together-to-safeguard-children-2)

**Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September** can be found at: [www.gov.uk/government/publications/keeping-children-safe-in-education-2](http://www.gov.uk/government/publications/keeping-children-safe-in-education-2)

## **Keeping Children Safe in Education 2019**

In June 2019, the government published the latest draft of the statutory guidance, Keeping Children Safe in Education, to come into force in September 2019. This update is simply to ensure that the guidance is consistent with other areas of government policy. There are no core changes or new expectations.

The changes are to be found on pages 108 and 109, and include:

- Reference to the Safeguarding Partnerships that should be in place from September 2019 and will replace LSCBs.
- Reference to the new curriculum for Relationship Education and Relationships and Sex Education, and Health Education.
- Reference to the new Ofsted framework
- Reference to the new guidance 'Teaching online safety in school'.

## **Changes also include Voyeurism offences act 2019.**

Voyeurism offences Act 2019 which criminalises the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which make it difficult to notice offenders. The Voyeurism Offences Act 2019 creates 2 new offences criminalising someone who operates equipment or records an image under a person's clothing, without that person's consent or a reasonable belief in their consent, with the intention of viewing or enabling others to view their genitals or buttocks, with or without underwear, where the purpose is to obtain sexual gratification or to cause humiliation distress or alarm.

The offences will be triable either way and will carry a maximum 2 year prison sentence.

The provisions came into effect in April 2019 and will not be retrospective. The new offences will apply in England and Wales.

[www.legislation.gov.uk/ukpga/2019/2/contents/enacted](http://www.legislation.gov.uk/ukpga/2019/2/contents/enacted)

[www.legislation.gov.uk/ukpga/2003/42/contents](http://www.legislation.gov.uk/ukpga/2003/42/contents)

The **Ofsted inspection framework** (September 2016\_ for inspectors gives guidance framework for inspecting safeguarding arrangements within schools and education settings. Schools and education settings will be judged on:

- Their ability to keep pupils safe whether within or out of school.
- Their effectiveness in preventing and tackling discrimination and bullying including cyber bullying, racist and homophobic bullying.
- Action taken following a serious safeguarding incident including e-safety.
- The understanding, resilience and response of its pupils to risks and extremist behaviour.

- How the school manages attendance, punctuality, persistent absences and exclusions and
- How the school engages with its community including parents, carers, staff and Governors.

Ofsted updated their guidance document 'Inspecting safeguarding in early years, education and skills' in September 2018.

Scartho Nursery school's Safeguarding and Child Protection Policy has been adapted and personalised to make it relevant to their particular context in relation to our Local community and needs. This statutory policy will be reviewed annually and kept up to date in line with local and national guidance and legislation.

The Safeguarding and Child Protection Policy is available to parents/carers on the school website and hard copies are available throughout the school.

This policy should be read in conjunction with:

- Safer Recruitment Policy
- E Safety Policy
- Anti-Bullying Policy
- Intimate Care Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Allegation Management Policy

**What to do if you are worried a child is being abused 2015**

<https://www.gov.uk/government/publications/what-to-do-if-you-are-worried-a-child-is-being-abused-2>

**Prevent Duty Guidance: England and Wales 2015**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

**Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018.**

[http://www.safernel.co.uk/wp-content/uploads/2018/10/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](http://www.safernel.co.uk/wp-content/uploads/2018/10/Information_sharing_advice_practitioners_safeguarding_services.pdf)

<http://www.safernel.co.uk/wp-content/uploads/2018/03/consent.pdf>

All staff should have also read:

- Staff code of conduct
- Behaviour Policy
- Children Missing in Education (CME)
- Protecting Children in sport and leisure activities.

<http://www.safernel.co.uk/wp-content/uploads/2018/03/safety-in-sports-in-nel-version-1.pdf>

### Whole School safeguarding policy principles and aims:

The purpose of this policy is to provide a secure framework for all employees in safeguarding and promoting the welfare of all pupils. This policy aims to ensure that:

- All pupils are safe and protected from harm.
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices.
- Staff, pupils, governors, visitors, volunteers and parents/carers are aware of the expected behaviours and the establishment's legal responsibilities in relation to our pupils.
- We will ensure that the welfare of pupils is given paramount consideration when developing and delivering school activity.
- All children, regardless of age, gender, ability, culture, race, religion, language or sexual identity, have equal rights.
- All staff has equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk from harm in accordance with this guidance. This must be done with immediate effect.
- All pupils and staff involved in Child Protection and Safeguarding issues will receive appropriate support from the senior management team.
- Include opportunities throughout the curriculum, including ICT and PHSE, for pupils to develop the skill they need to recognise and stay safe from abuse.

#### Aims:

- All staff are provided with the necessary information to enable to meet their child protection responsibilities and ensure consistent good practice.
- To demonstrate the school's commitment to safeguarding children.
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Supporting children who have been abused, in accordance with their agreed Child Protection or Child In Need Plan

#### Ethos:

Scartho Nursery school recognises that it is our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. The procedures in this policy apply to ALL staff and governors and are consistent with those of the North East Lincolnshire Children Partnership.

Safeguarding is everyone's responsibility and as such Western Primary aims to create the safest environment in which every pupil has the opportunity to be safe and achieve their full potential. We recognise the contribution we can make in ensuring that all pupils feel that they are listened to, and that appropriate action is taken to any concerns that may arise in a timely manner. Scartho Nursery school will do this by working in partnership with other agencies and establishing effective working

relationships with parent/carers. We will also work with pupils to provide activities and opportunities throughout our curriculum that will help equip all pupils with the ability to recognise when they are at risk and how to seek help and support when they need it.

### Responsibilities of the Governing Body

The school governing body has a legal responsibility to ensure that we have an effective Safeguarding and Child Protection policy and procedure in place and to monitor its effectiveness and that we comply with them.

The school governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and is reflected in the school's day to day practice.

The school governing body and the senior management team are accountable for ensuring the effectiveness of this policy and compliance with it. Scartho Nursery school takes collective responsibility to safeguard and promote the welfare of its pupils; there is also a named governor who champions safeguarding with our school.

Scartho Nursery school's named governor for Safeguarding and Child Protection is **Angela Wilson** and can be contacted via the school's main office on telephone number: 01472 872129.

It is the legal responsibility of the Head Teacher and the school's governing body to ensure that all staff and volunteers are properly vetted (and when necessary supervised) to make sure they are safe to work with the pupils who attend our school and that we have procedures for handling allegation of abuse made against members of staff.

### Responsibilities of the Designated Safeguarding Lead (DSL)

Scartho Nursery school's lead persons with overall responsibility for child protection and safeguarding are the designated safeguarding leads (DSL). The role of the DSL will be explicit in that person's job description. The person should have the appropriate authority and be given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so, and to contribute to the assessment of children.

#### The DSL's are: Mrs Kim Leach & Mrs Sarah Bate

- The DSL is responsible for maintaining accurate and up to date records of all safeguarding concerns.
- The DSL should liaise with the Executive Head Teacher to inform them of any issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- The DSL should ensure each member of staff has access to, and understands, the school's child protection policy and procedures.
- The DSL is responsible for ensuring that all safeguarding issues raised are effectively responded to, recorded and referred to the appropriate agency. For example, the DSL is responsible for referring cases to Children's social care team (FFAP) if there are signs of

abuse, to Channel if there are radicalisation concerns and to the police if a crime has been committed.

- The DSL should understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority social care procedures. They should also have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- They are responsible for arranging the whole school safeguarding training for all staff and volunteers who work with children in the school and this training is to take place every two years. They should act as a source of support, advice and expertise for other staff.
- The DSL ensures that safeguarding procedures are in line with those of the Local Safeguarding Board/Safeguarding Partners Protocols, including mandatory attendance at any local Safeguarding Board/Safeguarding Partners training programmes.
- The DSL ensures that a senior member of staff who has the relevant training and access to appropriate supervision, attends all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.
- The DSL ensures that the Local Safeguarding Board Audit is completed and submitted annually. When the audit highlights any areas of improvement, this will be detailed in the action plan which will be signed off and monitored by the nominated governor for safeguarding to ensure these improvements are implemented. The audit is to be shared annually with the local authority which will have an auditing role in ensuring that the school is meeting its safeguarding requirements under sect 175/157 Education Act 2002 for both maintained and independent schools.
- The DSL and DDSL should have access to appropriate supervision separate from any appraisal process.

**The emergency telephone number for parents/pupils who have any concerns regarding safeguarding and child protection are: 01472 326292 option 2.**

### **Responsibility of the Head Teacher**

The Head teacher will ensure that the policies and procedures are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Head teacher ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing policy and procedures.

The Head teacher will liaise with the Designated Officer/LADO where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **Responsibilities of ALL staff**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a significant role to play in safeguarding children. All child protection concerns need to be acted upon **immediately**. If any member of staff is concerned that a child may be at risk or is actually suffering from abuse, they should inform the **DSL immediately**. They should also record this on the school's Safeguarding recording system, CPOMs. They should also follow the procedures set out in this policy which is in line with the LCSB.

All adults have a duty to refer all known or suspected cases of abuse to their local children's authority services or the police. Where a disclosure is made to a visiting member from a different agency, e.g. health visitor, speech therapist, it is the responsibility of that agency to formally report the referral to the DSL in the first instance. A referral should not be delayed if it is felt/identified that a child is at immediate risk.

### **Inter-Agency Working**

We at Scartho Nursery school develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and North East Lincolnshire's Local Safeguarding Board and Children's Social Care.

We ensure that relevant staff members participate in multi-agency meetings and forums including child protection conferences, meetings, core groups and strategy meetings.

We participate in serious case reviews, other reviews and file audits when required to do so by the LSCB, Safeguarding partners, the Police, Courts or other organisations with the appropriate authority. We also complete the annual safeguarding audit.

### **Confidentiality and Record Keeping**

Staff have the professional responsibility to share relevant information about the protection of children with the Designated Safeguarding Lead, Head Teacher and also potentially with external investigating agencies.

If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead for the student's own safety. At the same time the student should be reassured that the matter will only be discussed to the Designated Safeguarding Lead, who will then decide on the appropriate action.

Accurate notes will be kept of all incidents or child protection concerns relating to individual pupils. If any member of staff has a child protection concern they should inform the Designated Safeguarding Lead and/or the Head Teacher as soon as possible, they should not question the student. These will be kept on the student's Child Protection file, which are locked in a safe and secure place.

Child Protection records must be kept secure and in line with the Data Protection Policy and the GDPR Policy. The Designated Safeguarding Lead will ensure that all safeguarding records are kept separately from student records and stored securely by encryption and/or password protection electronic files and ensuring that paper records are locked in a cabinet with restricted access.

Information in these files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

**Staff must be aware of their position of Power and Trust.**

Staff must:

- Be aware of their positions of Power of Trust, and must not use this position to gain access to information for your own advantage or to a student's or family's detriment.
- Be aware of safeguarding confidentiality in school and of the risks to others if that confidentiality is breached.
- Not to use their power to intimidate, threaten, coerce or undermine students.
- BE aware how actions may be viewed by others.
- Not to be seen to paying special attention to a particular student.
- Always consider the following: "are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?" "How will my actions be regarded by others?"

**Communication with students**

Staff should retain a professional distance whilst engaging with students and not engage in discussions/communications that could be misconstrued either by the student and/or by others.

Staff should refrain from meeting student(s) outside of the school, excepting unplanned contacts. Where such meetings do occur this should be recorded and your senior member of staff informed.

This is particularly relevant where any such meeting could be open to question.

Staff should not provide students with their home and/or mobile telephone number. Neither should they provide students with details of their computer e-mail address and/or password details to internet sites.

Any such contacts, including with parents/carers, should be reported to your senior member of staff.

**Breach of these could result in dismissal.**

**Infatuations.**

Any concerns surrounding an indication of an infatuation from a student should be reported and recorded. This can be via verbal, written or physical means – including various forms of technology. This also applies to colleagues whom you have reason to believe is subject to an infatuation.

**Gifts.**

No gift which might be construed by others as a bribe, or lead the giver to expect preferential treatment should be accepted.

A small 'thank you' is okay, but gifts on a regular basis or of any significant value must not be accepted.

Generally only gifts to a student should be given as part of an agreed reward system. In any other context, ensure that any gifts given are open, are of insignificant values and given at other opportunities to all children equally.

Any concerns should be passed onto the Designated Safeguarding Lead, or to the Head teacher/Deputy Head teacher.

### **Dress**

Staff should dress in a manner which is decent, safe and appropriate for the tasks they are likely to undertake. It should promote a positive and professional image which does not distract, cause embarrassment or give rise to misunderstandings. It should also be non-discriminatory.

### **Confidentiality**

Any confidential information about a student or other member of staff must not be shared with any person, other than a professional need to know basis.

It is vital to remember that all Child Protection information given to staff members is confidential. In most cases the Head teacher, Deputy Head, Designated Safeguarding Lead and the Pastoral team are the only people who **need** to know.

Complete confidentiality to a student prior to, during or after any disclosure should be compromised.

Confidential information to 'outsiders' (police, social services, press etc) should never be passed on without first seeking guidance from the Designated Safeguarding Lead or Senior member of staff.

All data covered by the Data Protection Act should be treated in accordance with the Act.

### **Physical Contact**

As a rule staff do not touch students. Physical contact should never be secretive or for personal gratification or for a type which others may consider indecent.

There are occasions when it is appropriate for staff to have physical contact with students, but only when it is appropriate and proper to do so in your professional judgement.

Physical contact should be given in response to a student's needs at the time, of limited duration and appropriate given their age, special needs, stage of development, gender, ethnicity and background.

Staff should not work on a 1:1 basis in closed classrooms.

Staff should not indulge in horseplay, tickling or fun fights.

Staff should use extra caution when it is known that a student has suffered previous abuse or neglect.

Any concerning physical contact by yourself or any other member of staff which you believe could be misconstrued should be reported to the Designated Safeguarding Lead or the Head teacher/Deputy Head.

### **Intimate Care/Close Personal Contact**

Where intimate care is required it should be undertaken in a manner where the student is treated respectfully at all times, and their dignity and welfare is of the paramount importance.

It is good practice for their intimate care arrangements to be part of any statementing process or as part of their individual education programme or care plan.

Staff should never be alone when in a situation of having to touch or view intimate body areas.

### **Students in distress.**

There may be a rare occasion when a very distressed student needs comforting and reassurance, including limited age appropriate physical contact, principally with our youngest students. Be self-aware and avoid any contact which may be intrusive or open to misinterpretation. For safety, always inform a colleague if you have offered to comfort a student in distress or wherever necessary always have another colleague in the room.

### **One to One Working.**

Staff engaged in such situations need to be mindful that this is potentially a more risky situation and they need to ensure that the situation is kept as transparently safe as possible-both in their own and the student's best interest.

Staff should avoid practices which could be considered to be either unsafe or open to misinterpretation as to your conduct. In such circumstances report and record your concerns to your senior member of management without delay. The fact that a certain way or working has been in place for some considerable period of time does not negate neither its potential danger nor the basis of your concerns.

As a general guide:

- Avoid meeting with students in remote, secluded areas of school.
- Ensure there is visual access and/or open door whilst in such situations.
- Where possible make other staff aware, beforehand, of the meeting. If you are sufficiently concerned seek the presence of another member of staff.
- Avoid usage of engaged or equivalent signs wherever possible.
- Always report any situation to a senior member of staff if, in such a situation, a student becomes distressed, angry or suggests something which is outside of our professional relationship with them.
- Note- this may also apply to situations outside of the workplace and must be reported to the Head teacher, Deputy or Designated Safeguarding Lead.

## **Transportation**

In certain situations staff may be required to transport students. At such times the safety and welfare of the student is your responsibility, including ensuring you are acting legally and that your insurance cover does apply to such activities.

## **Photographic and Video Images**

Images should only be recorded where there is justifiable need, such as to assist teaching and learning, to celebrate achievement and record memorable trips etc. Images of students will not be displayed on websites, in publications or in a public place if the consent of the student and parent/carer has been withdrawn.

### **School photographic equipment should only be used and not staffs personal equipment.**

Parents have been consulted to allow them to indicate opting out of having their child photographed. Unless they so indicate, we will deem that it is acceptable to record images for legitimate purposes.

Parents of new intakes/admissions will routinely be asked to give such general consent.

Schools need to make a decision as to whether or not parents/carers are allowed to record school events/activities. Staffs are required to adhere to their individual school policy matters. An alternative is to have such events filmed/photographed by a nominated source that provides parents/carers with the opportunity to purchase.

## **Safer Recruitment and Selection.**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. We will ensure that they have a member on every recruitment panel who has received appropriate recruitment and selection training and that all staff are appropriately qualified and have relevant employment history checks undertaken to ensure they are safe to work with children.

Anyone undertaking a regulated activity with children or vulnerable adults requires a Disclosure and Barring Service (DBS) check. There is no 'requirement' to renew DBS checks for existing staff unless there are concerns about their suitability to work with children. Although this is the minimum requirement and the policy of many schools and local authorities to undertake new DBS checks every 3 years.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child.

The Protection of Freedoms Act 2012 made a number of changes to the government requirements and reduced the scope of the definition of regulated activity.

- There is no legal requirement to routinely carry out DBS checks on all volunteers, even where they regularly work with children, However:

- Schools must complete a risk assessment for every volunteer who wishes to work in school, and one outcome of the risk assessment may be that a DBS check should be carried out (KCSIE 2018).

### **Disqualification under the Childcare Act (2006) (as amended 2018)**

This information replaces previous guidance and came into force on 3<sup>rd</sup> September 2018. The change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. Schools must no longer ask about the cautions or convictions of someone living or working in their household.

Staff are reminded that, regardless of the age of the pupil they work with, there is an expectation to inform the school where their 'relationships and associations', both within and outside of the workplace, including online, may have implications for the safeguarding of children within school. All staff will be required to read the updated version of the safeguarding policy and sign to declare that they have read and agree with all the updated changes. (All previous Disqualification under the Childcare Act documentation will be destroyed in accordance with our confidentiality policy and procedures).

### **Staff and Social Media**

Staff who use social media must ensure that their professional reputation (and that of their school) must be kept appropriate at all times. Whilst it is possible to use privacy settings to control who sees their account, it is remarkably easy for these settings to be altered and inappropriate contact leaked. Staff should not breach any confidentiality by sharing images or information about the school, staff or students. Staff must not follow students on facebook or vice versa and students should be made aware of this.

### **Connecting with parents**

Whilst less obviously a safeguarding risk, connecting with parents on personal social media blurs professional boundaries and is to be discouraged.

### **Allegations made against a member of staff.**

Any concerns about the conduct of a member of staff or adult working in school should be reported to the Head teacher/Deputy Head **immediately**. Any concerns of inappropriate behaviour that may put a child at risk should be passed on to the Head teacher immediately who will:

- Take the matter seriously and keep an open mind.
- Not promise confidentiality to the informant.
- Make a written record of the allegation using the informants own words, including the date, time, place where the alleged incident took place, what was said or done, anyone else who was present and then ask the informant to sign and date the record.
- If the concerns are about the Head teacher, then the Chair of Governors or the Vice Chair should be contacted in the absence of the Chair.
- The Head teacher must immediately contact the Local Authority Designated Officer (LADO)
- Decisions must not be made without a discussion with the LADO.
- Make a written record of the discussions with the LADO.

It is important that confidentiality is maintained and consider how to manage speculation, leaks and gossip.

**Staff should be aware that it is a disciplinary offence to withhold concerns about a colleague's conduct that could place a child at risk.**

### **Team Teach**

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the student from causing injury to themselves, others or property. Team Teach will only be carried out when it is necessary and by staff who have received the appropriate training. There is a log book, located in the Head Teachers office, which will be completed each time that a member of staff has had to use physical restraint.

### **Safeguarding Students – staff guidance**

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2018) paragraph 4 as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children to have the best outcomes.

It is important to remember that Safeguarding and Child Protection are not the same. Safeguarding is what we do for children to keep them safe whilst in our care and Child Protection describes the policy and procedures specifically for those who are at risk of harm or who have been harmed.

### **Procedure to be followed:**

- Members of staff who suspect abuse of a child should report their suspicions to the Designated Safeguarding Lead (DSL). The DSL in consultation with the Head teacher will inform the Families First Access Point (FFAP) and in some instances the police may be notified.
- The Designated Safeguarding Lead will attend any reviews and meetings called by FFAP/Children's Services and may call on appropriate members of staff for reports.

### **Procedure in respect of Child Abuse:**

Child Abuse exists where children have been physically and/or emotionally abused or severely neglected. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures they must follow to safeguard the child.

Scartho Nursery school has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential.

All staff must recognise and accept that pupils have a fundamental right to be protected from harm. In upholding this fundamental right we recognise that there are definitions of child abuse:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

### **Physical Abuse**

**May include:** hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

#### **May be recognised as:**

Physical injury such as bruising, bite marks, burns and scalds and fractures. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

**It is not appropriate for a member of staff to undress, photograph or body map any child in an attempt to see physical injury: this is the role of the Designated Safeguarding Lead and investigating agencies.**

#### **Emotional Abuse:**

**May include:** The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may be caused by conveying to pupils that they are worthless, unloved or unvalued or by frequently being made to feel frightened.

**May be recognised by:** Development delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs as usually behavioural rather than physical. Signs of emotional abuse may be associated with or similar to other forms of abuse so presence of abuse may indicate other abuse is prevalent as well.

#### **Sexual Abuse:**

**May include:** Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (rape 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 (including the internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

**May be recognised by:** inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour- contact or non-contact, self-harm, eating disorders, continual inappropriate or excessive masturbation, anxiousness or unwilling to remove clothes (PE sports etc) pain or itching in genital area, blood on under clothes, bruising to genital region and or inner thighs.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self-esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that pupils are frequently scared to disclose due to guilt or fear.

#### **Neglect:**

**May include:** 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 and/or development such as providing adequate food, shelter, clothing, safety or neglect of unresponsiveness to a child's basic emotional needs.

#### **May be recognised as:**

- Being constantly hungry.
- Constantly tired.
- Have a poor state of clothing, inadequate clothing for the child's size, weather or time of year.
- Be emaciated, have untreated medical needs.
- Be frequently late and/or have poor or non-school attendance.
- Have low self-esteem.
- Have poor social skills.
- Have poor personal hygiene.
- Emotionally needy.

A neglected child may also be apathetic, fail to thrive, or to be left with or in the care of adult's under the influence of alcohol or drug misuse.

#### **Domestic Abuse**

The government defines Domestic Abuse as **“any incident of threatening behaviour, violence or abuse psychological, physical, sexual, financial or emotional between adults who are or have been intimate partners or family members regardless of gender or sexuality”**. Children may suffer both directly and indirectly if they live in the households where there is domestic abuse. Domestic abuse is likely to have a damaging effect on the health, developments and welfare of children and young people and it will often be appropriate for such children and young people to be regarded as “children in need (CIN) under the Children Act 1989. Where there is evidence of domestic abuse, we will report our concerns to the appropriate agency including Children's services and the police in order to prevent the likelihood of any further abuse taking place.

### **Coercive Control:**

Coercive control is an actor a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim. This controlling behaviour is designed to make a person dependant by isolating them from support, exploiting them, depriving them of independence and regulating their behaviour.

Some common examples of coercive behaviour are:

- Isolating you from your family and friends
- Depriving you of basic needs such as food
- Monitoring your time
- Monitoring you via online communication tools or spyware.
- Taking control over every aspect of your everyday life, such as where you can go, who you can see, what you can wear and when you can sleep.
- Depriving you access to support services such as medical.
- Repeatedly putting you down, such as saying you are worthless
- Humiliating, degrading or dehumanising you
- Controlling your finances
- Making threats or intimidating you

### **Operation Encompass**

This is the process whereby the police pass on information about a domestic abuse and/or violent incident between the parents/carers of children within our school. They send the report on the morning after the incident so that school are aware and they can plan and put into place any support the child may need as a result of any incidents whether they have witnessed them or not.

**Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. NELC does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:**

#### **Forced Marriage:**

Schools and establishments do not support the idea of forcing someone to marry without their consent and will follow the LSCB procedures to refer any child or young person immediately to North East Children's Services.

#### **Honour based violence:**

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation (FGM), isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour based violence Western Primary will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Trafficked children/young people:**

Child trafficking involves moving children and young people across or within national or international borders for the purposes of exploitation. Exploitation includes children/young people being used for sex work, domestic work, restaurant/sweatshop work, drug dealing, shop lifting and benefit fraud. Where schools are made aware of a child/young person being suspected of a trafficked and/or exploited situation we shall report these concerns to the appropriate agency.

Further reading: Criminal exploitation of children and vulnerable adults: county lines (Home Office 2017)

### **County Lines**

County Lines is a national issue involving the use of mobile phones 'lines' by groups to extend their drug dealing business into new locations outside of their home areas. This issue affects the majority of police forces and often includes the exploitation of vulnerable adults or children.

[www.gov.uk/government/publications/criminalexploitation-of-childrenand-vulnerable-adults-county-lines](http://www.gov.uk/government/publications/criminalexploitation-of-childrenand-vulnerable-adults-county-lines)

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area. 15-16 years of age is the most common age range.
- Both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.

### **Safeguarding children and young people linked to gang activity**

Indicators that children become involved with gangs could be the following:

- Persistently going missing from school, or home and/or being found out-of-area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of text messages and/or phone calls.
- Relationships with controlling /older individuals or groups.
- Leaving home/care with no explanation
- Suspicions of physical assault/unexplained injuries.
- Carrying weapons
- Parental concerns
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks.
- Self-harm or significant changes in emotional well-being.

## Female Genital Mutilation (FGM)

FGM is the non-medical, partial or total removal of the external female genital organs. FGM is illegal in the UK and particularly affects girls and women from Africa. For some communities it is considered a religious act and a cultural requirement. It is illegal for someone to arrange for a child/young person to go abroad with the intention of having her circumcised. Although FGM takes place between birth and around 15 years old, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elders from the country of origin
- Talk about a special procedure to become a woman.

Section 5B of the FGM Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. **Those failing to report such cases will face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should not be examining pupils. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out.

Further information: <http://www.dofeve.org/>

<https://www.safeguardingschools.co.uk/fgm/>

## Breast Ironing

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that has been heated over scorching coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts so as to prevent them from growing. Breast flattening/ironing usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives. It should also be acknowledged that some adolescent girls and boys may choose to bind their breasts using constrictive materials due to gender transformation or identity.

## Health implications of Flattening

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- Abscesses
- Cysts
- Itching

- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever
- Even the complete disappearance of one or both breasts.

There will also be an impact on the child's social and psychological well-being

### **“Justifications” for Breast Flattening**

In many cases, the abuser thinks they are doing something good for the child by delaying the effects of puberty and the practice is designed to:

- make teenage girls look less “womanly”
- prevent pregnancy and rape
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- deter unwanted attention

### **The Law for Breast Flattening**

Although there is no specific law within the UK around breast flattening, it is a form of physical abuse and if professionals are concerned a child may be at risk of, or suffering significant harm, they must refer to their local safeguarding procedures.

### **Signs that a girl could be at risk of Breast Flattening**

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- If there are references to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights
- One or both parents or elder family members consider breast flattening integral to their cultural identity
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening
- A girl/family has limited level of integration within UK community

### **Signs that a girl is undergoing Breast Flattening**

As well as the above, we should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional.
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination

- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

### **What to do if you are worried**

If you are concerned that a girl is at risk of breast flattening, a referral must be made to the local children's services team (01472 326292).

If you are concerned that the girl is in immediate danger, contact the police by calling 999.

You should also contact the Foreign and Commonwealth Office if the girl has been taken abroad:

- telephone: 020 7008 1500

### **Abuse linked to faith and beliefs**

Some faiths believe that spirits and demons can possess people, including children. What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abuse and will result in a criminal conviction for those using this form of abuse even if the intention is to help the child.

### **Children missing in education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Western we encourage the full attendance of all children at school (see Attendance Policy). Where concerns that a child is missing from education and/or suspicions of abuse are raised then these will be reported to the Families First Access Point and the Children Missing in Education Service to effectively manage the risks and liaise with all relevant agencies.

### **Safeguarding disabled children/young people**

Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children and young people. Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and created vulnerability. This may lead to disabled children and young people having unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding children DCSF July 2009). Western will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this Western will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person.

[www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance](http://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance)

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (18 years if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days

or more. A close family relative is defined as grandparent, brother, sister, aunt or uncle and includes half siblings and step-parents, it does not include great aunts or uncles and great grandparents.

There is no duty for schools to be given information about a child who is privately fostered by the family/carer or the local authority. There is however a duty on schools to inform Children's Services where they become aware of such arrangements.

### **Child Exploitation**

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risk to children people will ensure they have in place the appropriate measures such as security filtering and an acceptable use policy linked to their e-safety policy. We will ensure that staffs are aware of how to not compromise their position of trust in or outside of the school and we are aware of the dangers associated with the Internet and other mobile technology. We will also update parents and carers of dangers and support through our website.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. (Child sexual exploitation definition and guide for practitioners (DFE) February 2017.

It can be linked to other crimes such as:

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs related offences
- Gang related activity
- Immigration related offences and
- Domestic servitude.

Possible indicators of child sexual exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang association and/or isolation from peers and social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts and/or phone calls

- Returning home under the influence of alcohol/drugs
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Frequenting areas known for sex workers
- Increasing secretiveness around behaviours and self-harm or significant changes in emotional well-being.

### **Peer -on- Peer Abuse**

Keeping Children Safe in Education (2018) makes it clear that schools should have procedures in place to manage allegations of abuse by pupils. This is known as peer on peer abuse, and may include:

- Bullying, including cyber bullying
- Physical abuse
- Sexual violence and sexual harassment
- Sexual exploitation
- Sexting (correctly defined as you've produced imagery)
- Initiation ceremonies or other rituals
- Emotional abuse
- Financial abuse

In areas where gangs are prevalent pupils may attempt to recruit other pupils using any of the above methods. Peer on peer abuse may be used within and between gangs as weapons.

Peer –on- peer abuse should never be dismissed as banter or an inevitable part of growing up. It can have a lifelong impact upon a child/young person. Gender is an important aspect of peer on peer abuse. Children with SEN and Disabilities are also more frequently abused by peers. Peer on peer abuse should be reported in line with all Safeguarding procedures. When dealing with peer on peer abuse it is important to consider all aspects including previous history, the community and how parents are engaged in the process. Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2018) refer to Contextual Safeguarding. This is a conceptual framework for understanding, assessing and reducing the risk of harm from outside the family home and can be used when assessing and gathering information regarding peer on peer abuse.

**“Contextual Safeguarding means assessments of children should consider whether wider environmental factors are present in a child’s life, that are a threat to their safety, and/or welfare so it’s important that schools and colleges provide as much information as possible as part of the referral process” (KCSIE 2018 paragraph 52)**

The contextual safeguarding system aims to disrupt or limit harmful extra-familiar contexts, to reduce the risk of harm.

Resources: <https://www.contextualsafeguarding.org.uk/>

<https://contextualsafeguarding.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf>  
(professionals)

## **Cyberbullying**

Cyber bullying includes sending or posting harmful or upsetting texts, images or other messages, using the internet, mobile phones or other forms of communication technology. It can take many forms and can go further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target students, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information and or images. It can include messages intended as jokes, but which have a harmful or upsetting nature. Cyber bullying is taken seriously at Scartho Nursery school and any such incidents will be dealt with in line with the Child Protection and Safeguarding Policy, the Anti-Bullying Policy.

[www.kidscape.org.uk/cyberbullying/](http://www.kidscape.org.uk/cyberbullying/)

[www.bullying.co.uk/cyberbullying/](http://www.bullying.co.uk/cyberbullying/)

## **Sexting**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobile phones, tablets, smartphones, laptops – any device that allows you to share media and messaging. Sexting may also be called ‘trading nudes’, ‘dirties’ or ‘pic for pic’.

When images are stored or shared online they become public. It is often thought that images and videos only last a few seconds on social media and are then deleted but they can be saved or copied by others. This means that any videos and/or images that may have been shared privately could still be shared between people they do not know.

It is illegal to send or be in possession of indecent images or videos of people under 18 (Protection of Children Act 1978 and Criminal Justice Act 1988).

Why do people send texts?

- As a joke or dare
- Fun or flirtatious
- In lieu of sexual activity
- To fit in
- Proud of their body
- To show commitment to a relationship
- Easy to do –anonymous
- Because they are in love

Responding to sexting in school :

- Any reports of sexting should be passed on to the Designated Safeguarding Lead.
- The Designated Safeguarding Lead will meet with the child/young persons involved.
- DO NOT view the images unless it is avoidable.
- Discuss with parents, unless there is an issue where this is not possible.

- Any concerns that the child/young person is at risk of harm contact FFAP and/or the police.
- Record all events in line with safeguarding procedures.

More information: For parents

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

For professionals:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/sexting-advice-professionals/>

### **Prevent Duty**

From July 1<sup>st</sup> 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. This duty stipulates that educational providers (amongst other specified authorities), in the exercise of their functions, need to have “due regard to the need to prevent people from being drawn into terrorism”. This is commonly known as the Prevent Duty. All education providers have a vital role to play in protecting children from the risks of extremism and radicalisation. Scartho Nursery school staff has accessed training around the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Staff are aware of how to identify individual children who may be at risk of radicalisation and what to do to support them.

### **Channel**

Channel forms part of the Prevent strategy. It is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable or being drawn into terrorism, The programme uses a multi-agency approach to protect young people by :

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned.

Schools statutory duties will include referral of vulnerable individuals who are at risk.0020

If you have a concern about a student you should:

- Identify the concern
- Inform the Designated Safeguarding Lead
- The DSL will refer to FFAP and/or The Local Prevent Lead.

There is a dedicated telephone helpline for extremism to help staff and governors to raise concerns relating to extremism directly and in confidence. This helpline is not intended for use in emergencies.

Tele: 02073407264

E-mail: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

More information can be found at:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<http://www.safernel.co.uk/wp-content/uploads/2018/02/Channel-programme-summary-report-v2.pdf>

<http://www.safernel.co.uk/prevent/>

### **Online Safety**

Online safety concerns the safe use of technology and this guidance should be used beside the E-Safety policy and procedure. All staff shares the responsibility for e-safety and e-safety will be taught across the curriculum. Scartho Nursery school staff has received e-safety training and will continue to update their e-safety needs accordingly. We will work closely with parents and offer guidance and support to parents as well as students. Scartho Nursery school have appropriate filters and monitoring systems in place so that no pupil can access harmful content via the school's IT systems and concerns can be spotted quickly. Safeguarding pupils is also taught with regards to on line safety.

#### **Responding to an online safety incident.**

Preserve the evidence , if the incident involves the discovery of indecent images or videos of children then the police should always be contacted immediately for advice.

If the incident involves unacceptable, inappropriate or potentially illegal use of a computer, mobile phone or camera, make sure that no one else comes into contact with the equipment. Do not shut down the computer, but do turn off the monitor and lock the equipment away where possible. Complete a Form 10 and take this to the Designated Safeguarding Lead and/or Head Teacher.

If the incident is solely against our Acceptable Use Policy then we will follow the procedures set out within this policy and the E-Safety Policy. If the incident is of a potentially criminal nature then the police will be contacted. If the incident involves an adult then the Local Authority Designated Officer (LADO) must be contacted for further advice.

Useful websites for online safety :

[www.education.gov.uk/ukccis](http://www.education.gov.uk/ukccis)

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**This policy should be read in conjunction with the following school policies:**

- Safer recruitment policy.
- E-safety policy.
- Anti-Bullying Policy.
- Intimate Care policy.
- Health & Safety policy.



## N E Lincolnshire's Child Exploitation Process

An exploitation Risk Assessment should be completed if;

- A professional or group of professionals is concerned that a child is at risk of becoming, or is currently being exploited;
- A parent/caregiver is expressing concern to professionals that their child is at risk of becoming, or is currently being, criminally and/or sexually exploited;
- A child is indicating that they are at risk of becoming, or are currently being, criminally or sexually exploited

