



Copthill School

Child Protection & Safeguarding Policy 2019/2020

Person Responsible for Policy: Jonathan Teesdale (Safeguarding Director)

Headteacher: Helen Schofield

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Director	Advisory Panel Member
2019-20	Helen Schofield 07527 859583	Mark Thomas 07708 352202 Tamsin Fleming (EYFS) 07817 743409	Jonathan Teesdale 07801 585301	Julia Harbage 07866 577127

The named personnel with designated responsibility regarding allegations against staff or Directors are:

Designated Senior Manager - Headteacher	Safeguarding Director (in the event of an allegation against the Headteacher)	Advisory Panel Member
Helen Schofield 07527859853	Jonathan Teesdale (01780) 765465	Julia Harbage 07866 577127

Designated Teacher for Looked-After and Previously Looked-After Children	SENDCo
Anne Teesdale	Rachel York-Forward

Policy review dates (No later than one year following publication of the policy)

Review Date	Changes made	By whom	Date Shared
September 2019	Highlighted in yellow	Helen Schofield	18/09/2019
September 2020			

DSL/Headteacher	
Safeguarding Director	
Director	
Director	
Director	
Director	
Advisory Panel Member	

Definition:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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 all children to have the best outcomes - [Working together to safeguard children 2018](#)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Rationale:

We recognise the responsibility we have under Section 157 (Academies and Independent Schools) of the Education and Inspections Act 2002 to have arrangements for safeguarding and promoting the welfare of children. The Directors approve the S157 on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services in Lincolnshire or neighbouring authorities dependent upon the child's area of residence. **The relevant local authority LSCP procedures will be followed.**

Introduction:

The aims of these procedures are:

- to clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding;
- to have clear procedures that are followed when a child is identified as needing more than universal services can provide.

The term "child "or "children" refers to anyone under the age of 18 years.

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Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

At Copthill School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

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 school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

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 2018](#) and [Keeping children safe in education 2019](#). Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.



Before & after school activities and extended school

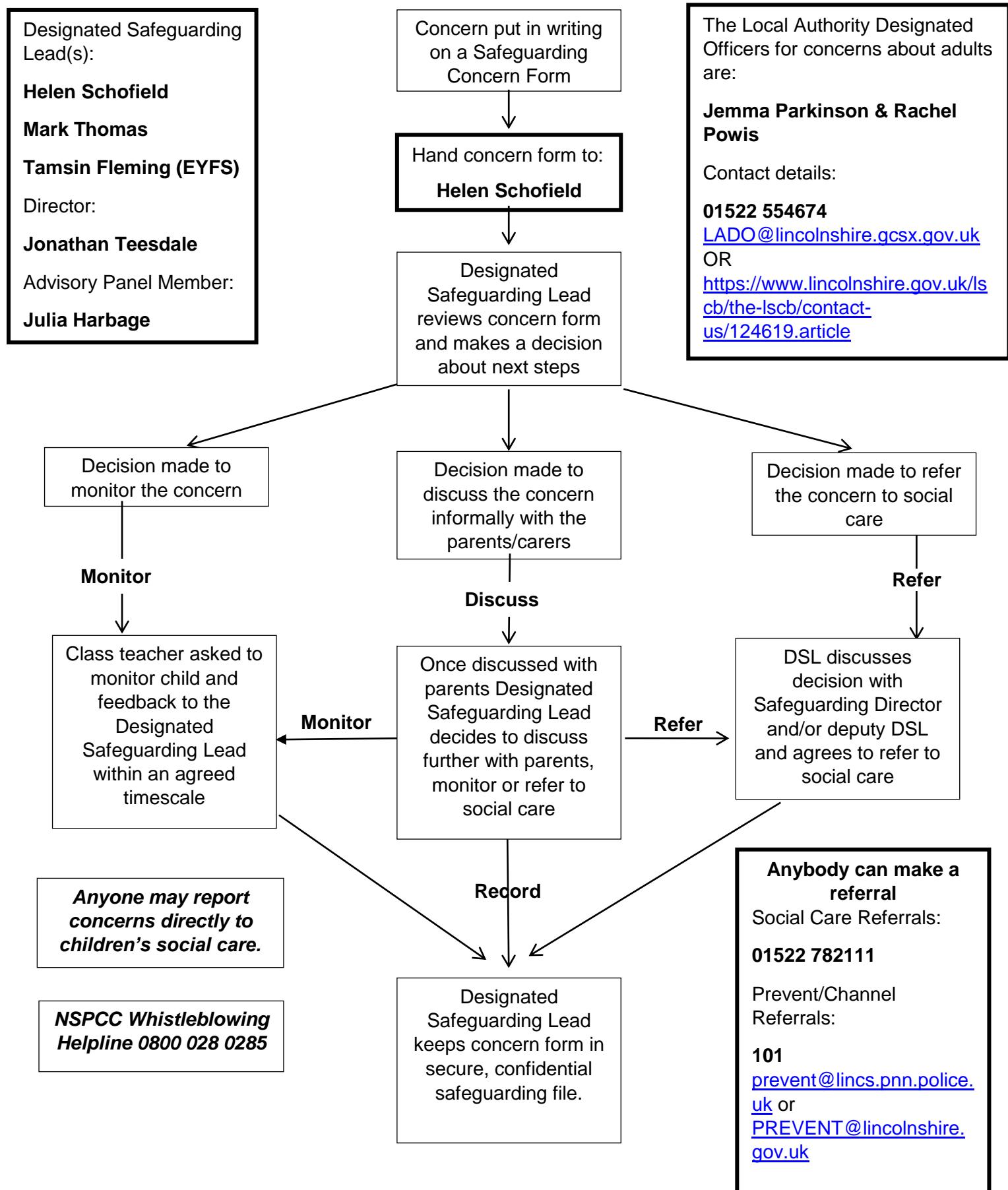
Copthill provides extended school facilities, including before and after school activities, directly under the supervision and management of school staff. Arrangements for safeguarding children and young people as written in this policy will apply.

Where services or activities are provided for Copthill pupils separately by another body, Copthill School ensures that relevant checks have been carried out through obtaining written confirmation from the employer of the third party. The relevant minimum checks always include:

- barred list check for those in regulated activity;
- appropriate level of DBS check;
- identity check on arrival;
- any other role-specific checks, where applicable, e.g. disqualification from childcare.

Section 2 Child Protection Procedures

FLOW CHART FOR RAISING SAFEGUARDING CONCERN ABOUT A CHILD



2.1 Definitions: [Working together to safeguard children 2018](#) and [Keeping children safe in education 2019](#)

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.

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. 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 another child or children.

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 (Fabricated Induced Illness).

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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.

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

care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the school's Child Protection Procedures which are consistent with [Working together to safeguard children 2018](#) and [Keeping children safe in education 2019](#) and the Lincolnshire Safeguarding Children Partnership guidance.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse and/or school staff being alerted to concerns.

All staff will also have an awareness of specific safeguarding issues as referred to in section 5, in particular Domestic Abuse, Child Exploitation (CE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME) and Contextual Safeguarding. 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 assaults and sexting. Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, Copthill School will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our DSL and their counterpart within the Alternative Provision.

2.2 Concerns that 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;

- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

2.3 Responding to disclosure – see flowchart above (p8) and Appendices 2 and 4

All information and actions taken, including the reasons for any decisions made, will be fully documented and **the process depicted in the flowchart on page 8 and in Appendix 3 will be followed**. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that she can make an informed decision of what to do next.

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 child or person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me. Explain to me. Describe to me.' See Appendix 2.
- 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 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 they are concerns about their safety or someone else's;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record the context and content of their involvement, and distinguish between fact, opinion and hearsay;
- in writing, record details including the date and what the child has said in the child's words in a 'Safeguarding Record of Concern' booklet and hand to the DSL or a deputy. Record any visible signs, injuries or bruises on a Body Map. Guidelines on using a Body Map are included on the form. At no time should photographic

evidence of any injuries or marks to a child's person be taken as this type of behaviour could lead to the staff member being taken into managing allegation procedures. The 'Safeguarding Record of Concern' booklet should be filled in as soon as is practicable and certainly within 24 hours. 'Safeguarding Record of Concern' booklets can be found in the main school staffroom, Early Years staffroom and office area of the Music Room.

2.4 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;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons;
- 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 Duty and Advice Team because a child is suffering or is likely to suffer significant harm. **If a child is at risk, this needs to be undertaken immediately;**
- if a crime has been committed, to inform Police;

OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- to implement pastoral support in school;
- if it would be appropriate to undertake an assessment (e.g. Early Help Assessment – EHA – see Section 5.20) and/or make a referral to Children's Social Care - Customer Service Centre.

2.5 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;

- 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 a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care Customer Service Centre.

When in disagreement with a decision and concerns still remain with the child firstly:

1. Talk in the first instance to the DSL.
2. Check the referral included all the relevant information and clearly documented the concerns about the child.
3. Finally follow the [LSCP Professional Resolution and Escalation Protocol](#).

2.6 Recording and monitoring

Any concerns about a child will be recorded in writing as soon as is practicable and certainly within 24 hours using a 'Safeguarding Record of Concern' booklet. These can be found in the main school staffroom, Early Years staffroom and office area of the Music Room. The record will provide a factual, evidence-based account and clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and the time. Information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen using the Body Map. Photographs of injuries must not be taken. The booklet should be signed and given by hand to the DSL or a deputy. See section 2.3.

Consistency is paramount in ensuring that nothing gets missed so the DSL ensures that this method for members of staff or volunteers to pass on concerns or information is always adhered to. All records of concern are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.

Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals.

All documents relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The locked filing cabinet is in the Headteacher/DSL's office. Authorisation to access records is controlled by the DSL. Electronic sensitive information should be stored on school servers and only loaded onto laptops for short-term access. If it is necessary to store child protection information on portable media, these items should also be kept in locked storage and files should be password protected. See section 2.2 for details about record transfer & retention.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Section 3 Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to activities such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Staff are aware that safeguarding also relates to broader aspects of care and education including children's health and safety and well-being, including their mental health.

3.1 Children and the court system

Children are sometimes required to give evidence in criminal courts. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).

3.2 Children missing from education

Knowing where children are during school hours is an extremely important aspect of safeguarding. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation 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 the future. Staff should be aware of our school's unauthorised absence and children missing from education procedures, as described below.

In response to the guidance in [Keeping children safe in education 2019](#), Copthill School has:

- staff who understand what to do when children do not attend regularly;
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated;
 - move away from the school's location;
 - are permanently excluded.

We will ensure that pupils who are expected to attend the school but fail to take up the place are referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

We inform the local authority via the 'On Roll Register' of any pupil who is added or deleted from the admissions register.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither

- he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Absence

Parents are asked to leave a message on the school telephone's answering machine on each day of absence unless the absence has been planned and authorised.

If staff have any queries regarding a child who they think should be in school, they should contact the Office immediately so a telephone call can be made to the parents.

An absence should only be authorised on receipt of an email/letter from the adult responsible for that child. No message can be accepted from other parents or the child themselves. Emails should be addressed to mail@copthill.com.

An empty circle on the register is an unauthorised absence. An unauthorised absence is one which has not been explained to the School. The registers are checked by the School Administrator every morning and a parent/carer is contacted at 9.30am if an absence is unexplained. We will always follow up with parents/carers when pupils are not at school. We have at least two up-to-date contacts numbers for parents/carers. Parents are reminded to update the school as soon as possible if the numbers change.

Registers are carefully monitored to identify any trends. We address poor or irregular attendance with parents.

Copthill School will inform both the local authority where the school sits and the local authority where the child is normally resident of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. Further information can be found in the school procedures and indicators/risk elements at the [CME Statutory Guidance 2016](#).

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

3.3 Children with family members in prison

Copthill School understands that children with a parent(s) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

3.4 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:

- a) in exchange for something the victim needs or wants,
and/or
- b) 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.

Indicators of child sexual exploitation may include:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- gang-association and/or isolation from peers/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/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicion of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours;
- self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories);
- sexual identity.

Although the vulnerabilities listed above increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited and that child sexual exploitation can occur without any of these issues.

More information can be found in [Child sexual exploitation: definition and guide for practitioners \(2017\)](#)

If staff identify children for whom CSE may be a concern they will apply the usual referral process and child protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to the appropriate Customer Services Team.

Copthill School also appreciates that we have a role to play in sharing soft intelligence relevant to perpetrators of CSE. Therefore if such information should come to light within school, the DSL will share this appropriately with the police by telephoning 101.

3.5 Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism \(NRM\)](#) should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

3.6 Serious violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the following guidance:

- <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

3.7 Carrying knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The government guidance - [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil is involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to whom the school will offer support.

3.8 Domestic abuse

Copthill School understands that the cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases to the relevant local authority Customer Services. Where DV Notifications are received from Lincolnshire's Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary. A coding system will be in place.

[Domestic Abuse Resource Pack for Schools and Educational Settings in Lincolnshire 2019](#)

[Ending Domestic Abuse Now in Lincolnshire](#) - email: info@edanlincs.org.uk Tel: 01522 510041

3.9 Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies should be aware of contact details and referral routes in to the Lincolnshire Housing Authority so they can raise/progress concerns at the earliest opportunity. [Homeless Reduction Act Factsheets](#) summarise the new duties that focus on early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

So-called 'honour-based violence' (HBV) 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. All forms of so-called HBV are abuse, regardless of the motivation, and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk from HBV, or already having suffered HBV.

Where staff are concerned that a child might be at risk of HBV, they must contact the DSL as a matter of urgency.

3.11 Female Genital Mutilation/FGM

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is child abuse with long-lasting harmful consequences and is illegal in the UK.

The Serious Crime Act 2015 sets out a duty on all regulated professionals, including teachers or persons who are employed or engaged to carry out teaching work in schools, to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure. It will be rare for staff to see visual evidence, and they should **not** be examining pupils or students. **The mandatory reporting duty is related to a disclosure that FGM has already happened and this should be reported to the Police on 101.** Those failing to report such cases will face disciplinary sanctions. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Staff must **personally report to the police cases where they discover that an act of FGM appears to have been carried out.** This is a **personal duty** and cannot be transferred to anyone else. Unless staff have a good reason not to, they should also consider and discuss any such case with the DSL and involve children's social care as appropriate.

Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. Staff should not assume that FGM only happens outside the UK.

Risk factors for and symptoms of 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 elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a 'special' procedure to become a woman.

FGM may be likely if:

- there is a visiting female elder;
- there is talk of a special procedure or celebration to become a woman;
- parents wish to take their daughter out of school to visit an 'at-risk' country, especially before the summer holidays;
- parents wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

3.12 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Copthill School understand that this is a potential safeguarding issue and, therefore, they will pass on concerns by applying the usual referral process and Child Protection procedures.

The Forced Marriage Unit may be contacted on Tel: 020 7008 0151 for advice or information and has published statutory guidance; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

3.13 Preventing radicalisation, The Prevent Duty and Channel

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Copthill School adheres to the Prevent Duty Guidance for England and Wales July 2015.

Copthill School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Copthill School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

School and curriculum ethos

Our broad and balanced curriculum and all other activities, will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum which aims to prepare them for life in modern Britain. Emphasising the characteristics of the Copthill Learner alongside the fundamental British values supports quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society.

Prevention work and reductions of risks will include the RE curriculum, PSHEE curriculum, SEND Policy (Policy 3.20), assemblies, the use of school premises by external agencies, integration of pupils by gender and SEN, Anti-bullying Policy (Policy 6.1) and other issues specific to the school's profile, community and philosophy.

IT policies

Radicalisation will also be considered within current online safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and gaming.

We will ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. Pupils and staff must abide by our IT Charter which makes clear that accessing sites which promote online terrorist and extremist material is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence. The school has appropriate filtering and firewalls and internet searches are regularly monitored. (See Policy 5.4 - eSafety Policy- Staff)

Recognising extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Staff training

The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Copthill School will ensure that our staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas, through training. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the LSCP website. Face to face learning is available to book via the Stay Safe Partnership website.

Referral process

Where staff are concerned that children are developing extremist views or showing signs of becoming radicalized, they should discuss this with the DSL, following the usual referral process and child protection procedures.

The DSL will seek advice and support in one of the following ways:

- Lincolnshire Police Prevent Officer 01522 558304 prevent@lincs.pnn.police.uk
- LCC Prevent Officer 01522 555367 PREVENT@lincolnshire.gov.uk

The Prevent Officer will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel - [Channel guidance](#)

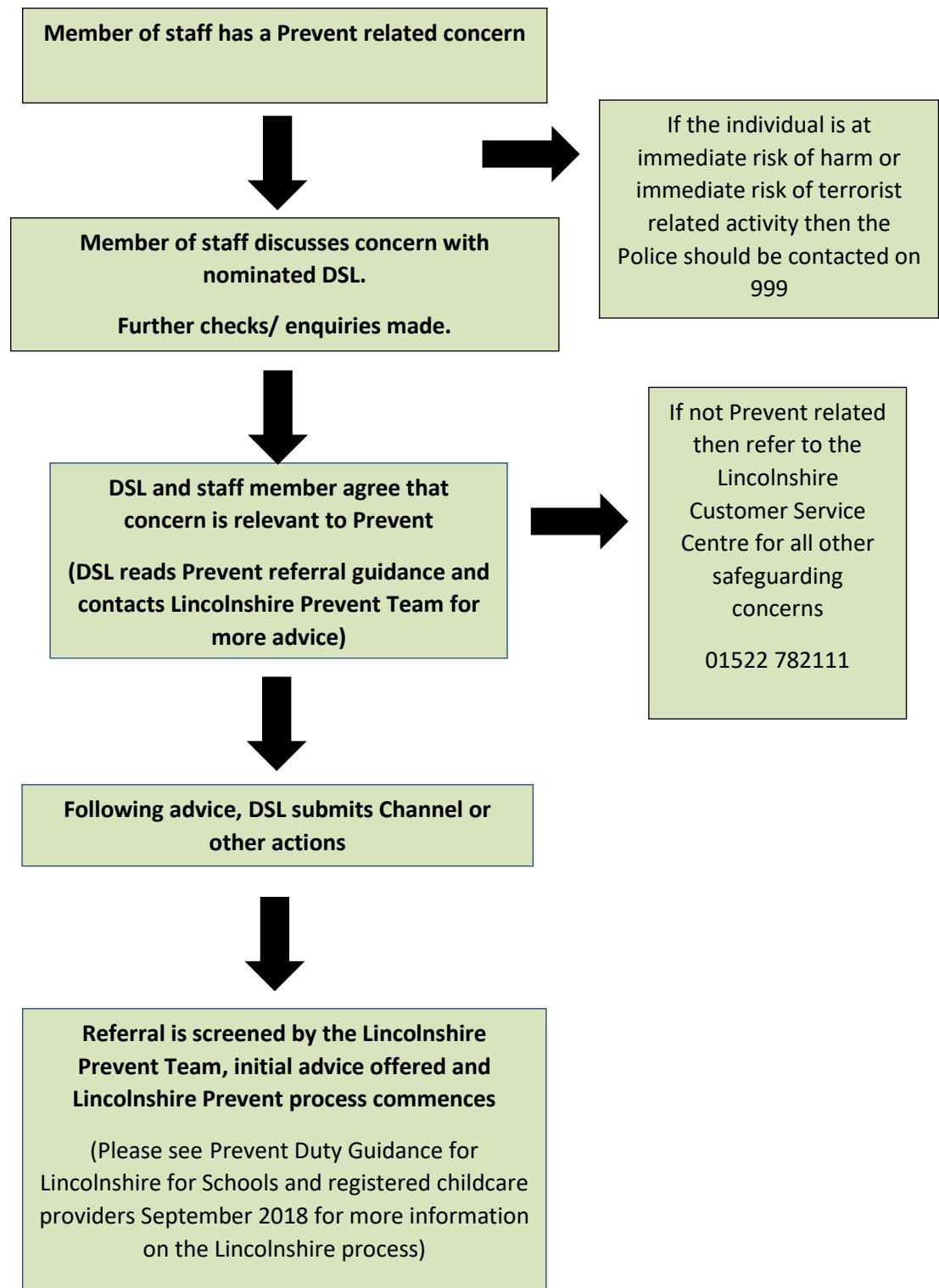
For more information about Prevent in Lincolnshire, including referral, read the 'Prevent Duty Guidance for Lincolnshire for Schools and registered childcare providers September 2018', available within the Safeguarding folder on Perspective Lite and at Lincolnshire Safeguarding in schools -<https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/safeguarding-in-schools/127728.article>.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition, they can signpost settings to other organisations which will be able to provide support with other similar issues. EMTET contact details are 01427 787190 - <https://www.lincolnshire.gov.uk/parents/schools/sen/support-services/ethnic-minority-and-traveller-education-team/>

Monitoring and enforcement

ISI inspectors will assess the setting's approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If our setting is considered to be failing in this regard, or if our children or staff's safety is threatened, the School must remedy any failing or be subject to regulatory action. Early Years settings are also covered by this monitoring provision.

Lincolnshire Prevent referral pathway



3.14 Peer on peer abuse

At Copthill School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Discipline & Behaviour Policy (2.6).

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Types of abuse

Safeguarding issues can manifest themselves via peer on peer abuse. There are many forms of abuse that may occur between peers and this list is not exhaustive:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- bullying - physical, name-calling, homophobic etc.;
- cyber bullying;
- gender-based violence;
- sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc.;
- youth produced sexual imagery (sexting);
- sexual violence and sexual harassment;
- initiation/hazing-type violence and rituals;
- prejudiced behaviour;
- upskirting.

We develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

Occasionally, allegations may be made against children by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms, in which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with

strategies in supporting our pupils to talk about any issues and through sharing information with all staff. We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSEE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Expected action taken by all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the DSL. Information is shared appropriately with parents/carers.

3.15 Sexual violence and sexual harassment

Staff are aware of sexual violence and sexual harassment and that children can, and sometimes do, abuse their peers in this way.

Sexual violence refers to rape, assault by penetration and sexual assault as described in the Sexual Offences Act 2003.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Staff understand that when we reference sexual harassment we do so in a 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. Section 5 of *Keeping children safe in education 2019* has guidance.

Neither is acceptable and will not be tolerated by the school. Copthill School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL.

There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential

criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the DSL professional at that school.

3.16 Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Staff should always act in the best interests of a child.

3.17 Youth produced sexual imagery

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy, sexting is simply defined as images or videos generated:

- by children under the age of 18 that are of a sexual nature or are indecent.
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity; it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures.

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff. The initial meeting should consider the initial evidence and aim to establish:
 - if there is an immediate risk to the child or others;
 - if a referral should be made to the police and/or children's social care;

- if it is necessary to view the imagery in order to safeguard the child – in most cases, imagery should not be viewed;
 - what further information is required to decide on the best course of action;
 - whether the image has been shared and how;
 - whether immediate action should be taken to delete or remove images from devices or online services;
 - any other relevant information about the child which would influence risk assessment;
 - if there is a need to contact any other settings or individuals.
- There should be subsequent interviews with the young people involved (if appropriate).
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

A referral to social care and/or police should be made if:

- the incident involves an adult;
- there is reason to believe a child has been coerced, blackmailed or groomed;
- what you know about the imagery suggests that the content depicts sexual acts;
- there is reason to believe that the pupil is at risk of harm e.g. presenting as suicidal or self-harming.

A decision to respond to the incident without involving the police or social care would be made in cases when the DSL and/or Deputy are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support, disciplinary framework and local network of support. This decision should be recorded.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance - [Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies](#)

3.18 Online safety

At Copthill School, we use technology and the internet extensively across all areas of the curriculum. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

The Directors will ensure appropriate filters and monitoring systems are in place.

Staff will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad curriculum. To help our pupils understand how to stay safe and behave appropriately online, and as part of existing curriculum requirements, staff are aware of the DfE guidance [Teaching online safety in school 2019](#). We also make use of UKCIS [Education for a connected world framework](#). Staff will monitor pupils IT habits to identify pupils who may be at risk from the internet.

In order to safeguard pupils and to prevent loss of personal data we employ the following assistive technology:

- **Internet Filtering-** we use software that prevents unauthorized access to illegal websites. It also prevents access to inappropriate websites. Appropriate and inappropriate is determined by the age of the user and will be reviewed in line with this policy or in response to an incident, whichever is sooner. The ICT Lead/e-safety Officer and IT support are responsible for ensuring that the filtering is appropriate and that any issues are brought to the attention of the Headteacher.
- **Email Filtering –** we use Gmail which provides a basic filtering service for all staff using spam. Pupils have no access to outside emails.

Boundaries for pupils using of ICT equipment and services in this school are given in the Pupil Charter of Good ICT Behaviour (PCGIB). Any deviation or misuse of ICT equipment or services will be dealt with in accordance with the Discipline & Behaviour Policy (2.6). All students from Year 3 to Year 6 are introduced to the PCGIB to help understand it and then sign it.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Pupils do not use personal mobile technology, such as tablets or mobile phones, in school so are unable to access the internet using their own data plan. Should a child be found to be using a personal device in school, the device is confiscated, locked away securely and returned to the parent or carer. The Discipline & Behaviour Policy is followed.

Online safety is embedded into our curriculum. All pupils from Reception through to Year 6 are involved in an Online Safety Week in school to highlight potential dangers of technology and how to use it safely. Pupils are given appropriate advice and guidance by staff across all areas of the curriculum. Similarly all pupils will be fully aware how they can report areas of concern whilst at school or outside of school.

3.19 Contextual safeguarding

Copthill School assesses the risks and issues in the wider community when we consider the well-being and safety of our pupils. We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL, will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply 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. The school will provide as much information as possible to children's social care as part of any referral undertaken.

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

3.20 Children who may require Early Help

Putting Children First: Meeting the Needs of Children and Families in Lincolnshire is Lincolnshire's safeguarding model based on Signs of Safety.

All staff and volunteers working within Copthill School are aware safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's health and safety and well-being, including their mental health;
- meeting the needs of children who have special educational needs and/or disabilities,
- the use of reasonable force:
 - when using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.
- meeting the needs of children with medical conditions;
- providing first aid;
- educational visits;
- intimate care and emotional well-being;
- online safety and associated issues;
- appropriate arrangements to ensure children's security taking into account the local context;
- young carers;
- privately fostered children;
- children who have returned home to their family from care;
- children showing signs of engaging in anti-social or criminal behaviour;
- family circumstances presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- early signs of abuse and/or neglect;
- signs of displaying behaviour or views that are considered to be extreme;
- children misusing drugs or alcohol themselves;
- not attending school or are at risk of exclusion from school;
- frequently going missing from care or from home;
- at risk of modern slavery, trafficking, exploitation, radicalised.

These children are therefore more vulnerable. Copthill School will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working together to safeguard children \(2018\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that provides:

- a range of practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- a relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies.
- a holistic approach that addresses the children's needs in the wider family context.
- a simple, streamlined referral and assessment process.

Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

- Early identification of needs.
- Assessing strengths and needs in a consistent and methodical framework.
- Developing and delivering an integrated service.
- Reviewing and refining the support arrangements.

Support and guidance available

Please refer also to the [LSCP website](#) and publications, particularly [Putting Children First: Meeting the Needs of Children and Families in Lincolnshire](#)). In addition the following staff are available to support professionals:

Early Help Advisors are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact tacadmin@lincolnshire.gcsx.gov.uk

Further support for schools and academies In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at <http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child/forms-and-documents/53681.article>

The **DSL** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the DSL immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

3.21 Supporting vulnerable pupils at risk, including those with special educational needs (SEN) and/or disabilities

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities.

Additional safeguarding challenges and barriers to the recognition of abuse and neglect can exist, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- vulnerable children, including those with special educational needs and/or disabilities, can be disproportionately impacted by things like bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- living in a domestic abuse situation;
- young carers;
- affected by parental substance misuse;
- asylum seekers;
- living away from home;

- vulnerable to being bullied, or engaged in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language.

Copthill School will endeavour to support vulnerable pupils through:

- its ethos which promotes a positive, supportive and secure environment, giving pupils a sense of being valued;
- its Discipline and Behaviour Policy (Policy 2.6) aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child, working to support children in developing positive behaviour;
- liaison with other appropriate agencies which support the pupil;
- developing supportive relationships;
- recognition that children living in difficult home environments are vulnerable and are in need of support and protection;
- monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary;
- allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/**LSCP** multi-agency training. (For example, Prevent, Child Sexual Exploitation guidance, domestic violence, drugs/alcohol substance misuse etc.);
- ensuring information is transferred safely and securely when a pupil with a Safeguarding Record of Concern transfers to another school. Also notifying key workers or social workers where a child leaves the school (as appropriate);
- following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

[Lincolnshire SEND offer](#) is available for every child and family in Lincolnshire.

3.22 Looked After Children and Previously Looked After Children

All staff recognise that Looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes. Therefore, ensuring their well-being, safety and welfare is of paramount importance, including the looked after child who is moving on.

Copthill School's designated teacher with responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales in addition to Looked After Children (LAC) is Anne Teesdale.

Advice can be sought from the Lincolnshire Virtual School head teacher Kieran Barnes, Kieran.barnes@lincolnshire.gov.uk, in respect of all pupils at the school who are subject of 'looked after' status.

Andrew Morris is Lincolnshire County Council's Corporate Parenting Manager:

- M: 07770 648 087
- T: 01522 553916

- Andrew.Morris@lincolnshire.gov.uk.

In Lincolnshire all 16 year old Looked After Children (LAC) have a social worker until they are 17 years 6 months. Care Leavers queries should be addressed to the social worker until 17 years 6 months and to Andrew Morris for broader queries and once they are 18. At age 18, they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service. Copthill School should work closely with the young person and their social worker.

3.23 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 (under 18, 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 a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Section 4 Roles and Responsibilities

4.1 Copthill School's Directors will ensure that:

- there is a named Safeguarding Director;
- the school has an effective Child Protection and Safeguarding Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis;
- the school has a staff code of conduct and that 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 school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training;
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- the school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material whilst recognising that 'over-blocking' should not lead to unreasonable restrictions as to what children can be taught;
- a senior member of the school's leadership team is appointed to the role of Designated Safeguarding Lead (DSL) and will take lead responsibility for safeguarding and child protection;
- the school has one or more deputy DSLs who are trained to the same standard as the lead DSL;
- children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.
- Staff undertake appropriate safeguarding training which is updated at least annually;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- a director is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the headteacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate. Copthill School ensures that relevant checks have been carried out through obtaining written confirmation from the employer of the third party;
- they review their policies and procedures annually;
- the school appoints an appropriately trained designated teacher with responsibility for 'promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales' in addition to Looked After Children (LAC);
- they report to the DFE and to DBS, within one month of leaving Copthill School, any person (whether employed, contracted, a volunteer or student) no longer used because he or she is considered unsuitable to work with children. Professional misconduct will be reported to TRA.

4.2 Copthill School's Headteacher, who is the Designated Safeguarding Lead (DSL), will ensure that:

- the policies and procedures adopted by the Directors are fully implemented and followed by all staff;
- sufficient resources and time are allocated to enable the DSLs 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;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies and use of the [LSCP Professional Resolution & Escalation Protocol](#). The NSPCC's [Whistleblowing Advice Line](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 (the line is available from 8am-8pm Mon-Fri) and email: help@nspcc.org.uk – see section 6.4;
- provides a report and attends Initial Child Protection Case Conferences, Reviews and Looked After Children Reviews out of school term time when needed;
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO) on 01522 554674 within one working day including any involvement of the Police. The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child. This is a legal duty placed upon the school.

The Headteacher/DSL has full responsibility and authorisation for reporting safeguarding concerns regarding the proprietors to the LADO without the need to consult with other staff or directors.

4.3 As stated in *Keeping children safe in education 2019*, Copthill School's Designated Safeguarding Lead (DSL), and/or deputies in the DSL's absence, will ensure that they:

Manage referrals

- refer cases of suspected abuse to the relevant local authority children's social care Customer Service Centre;
- support staff who make referrals to Customer Service Centre;
- seek advice from Prevent Team regarding radicalisation concerns and refer cases to the Channel programme when necessary;
- support staff who make referrals to the Channel programme when advised by Prevent team;
- refer cases to the Police where a crime may have been committed.

Work with others

- act as a source of support, advice and expertise for staff;
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- liaise with the Safeguarding Director to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the 'case manager' (as per part four of *Keeping children safe in education 2019*) and the designated officer (LADO) for child protection concerns which concern a staff member or volunteer;
- ensure that child protection information is transferred to a pupil's new school;
- work with external agencies and professionals on matters of safety and safeguarding.

Support the child and partnership with parents

Copthill School recognises that the child's welfare is paramount. Good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents

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.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

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.

Undertake training

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

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

This will be done by, for example, attending the termly LCC DSL Safeguarding Briefings and by attending appropriate Lincolnshire Safeguarding Children Partnership inter-agency training and other relevant training and/or conference opportunities (see also section 6.10) so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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;
- ensure each member of staff, especially new and part time staff has access to and understands the school’s safeguarding and child protection policy and procedures;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise awareness

- ensure the school or college’s child protection and safeguarding policies are known, understood and used appropriately;

- ensure the school or college's child protection and safeguarding policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with the directors regarding this;
- ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the [Lincolnshire Safeguarding Children Partnership](#) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

During term time and school hours, there should always be a DSL/deputy available who has the necessary seniority and skills, undertakes appropriate safeguarding training, and is given the time to carry out this important role.

The DSL can also be contacted via the mobile number at the front of this policy during any out of hours/out of term activities.

The deputy DSLs will at all times support the DSL and act in her absence. If neither the DSL nor deputies are available, staff should speak to the Safeguarding Director (the Principal. Advice can also be sought from local children's social care – see Appendix 1 – or from the [NSPCC](#) – 0808 800 5000 or help@nspcc.org.uk

4.4 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures, including:
 - Child Protection and Safeguarding Policy;
 - Code of Conduct;
 - Discipline & Behaviour Policy;
- read and sign to say that they understand parts 1 and 5 and Annex A of [Keeping children safe in education 2019](#);
- identify concerns as early as possible and provide help to prevent concerns from escalating;
- identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- attend annual whole school safeguarding training and other appropriate training identified;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a social worker to make decisions about individual children;
- inform the DSL of any concerns about a child immediately;
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity;

- inform the Safeguarding Director of any concerns regarding the Headteacher at the earliest opportunity;
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously – **anybody can make a referral.**

Anybody can make a referral. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Section 5 Providing a Safe and Supportive Environment

5.1 Safer recruitment and selection – [see Part 3 of Keeping children safe in education 2019](#)

The school pays full regard to DfE guidance [Keeping children safe in education 2019](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003).

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including, for example, volunteers and staff employed by contractors.

We do this by:

- scrutinising applicants, verifying identity and academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. We also undertake interviews and all relevant safer recruitment checks, including appropriate Disclosure and Barring Service (DBS) and reference checks. We check the Children's List and the existence of any teacher prohibition orders (checked via the [Teacher Services' system](#)) and carry out the right to work in England checks in accordance with DBS and Department for Education procedures. This includes prohibition from management – Section 128 direction. At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years.
- ensuring that staff, volunteers and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents, adhering to a published Code of Conduct and other professional standards at all times, including after school activities. Staff are aware of what we expect regarding social media/online conduct. See Policy 6.13-i Staff Code of Conduct.
- ensuring any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance [Keeping children safe in education 2019](#) and LSCP, LADO and HR Policy, procedures and guidance. The school will report staff promptly to the **DBS** and **TRA** where required by the appropriate guidance.
- establishing adequate risk assessments, including for extended school, volunteer and holiday activities.
- supporting staff confidence to report misconduct.

In line with statutory requirements, underpinned by regulations, Copthill School maintains a Single Central Record (SCR). This document includes the following people:

- all staff who work at the school;
- all members of the proprietor body.

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check;
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

A risk assessment is carried out on all volunteers. Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer for whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

5.2 Home-stays (exchange visits)

If children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

5.3 Safer working practice

Our school will comply with the current [Guidance for safer working practices for those working with children and young people in education settings 2019](#)

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;

- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability;
- comply and are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

If Copthill School staff have concerns about another member of staff, they will report these to the Headteacher/DSL. In her absence, the concern should be reported to the Safeguarding Director. The LADO will then be contacted.

Where staff members have concerns about the Headteacher, these will be reported to the Safeguarding Director, who will then contact the LADO.

The Headteacher/DSL has full responsibility and authorisation for reporting safeguarding concerns regarding the proprietors to the LADO without the need to consult with other staff or directors.

If Copthill School staff have concerns about safeguarding practices, they should know how to address them. All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime or to raise concerns about other agencies by using the [LSCP Professional Resolution and Escalation Protocol](#). Any such concerns will be taken seriously by the senior leadership team, Headteacher and Directors.

5.4 Whistleblowing Policy

Our School has a Whistleblowing Policy - Policy 6.15i. Every member of staff, including temporary staff, contractors and volunteers, must be informed of the School's whistleblowing arrangements. Every staff member should know:

- what protection is available to them if they decide to report another member of staff;
- what areas of malpractice or wrongdoing are covered in the School's whistleblowing procedure;
- the different routes available to them for reporting a concern, including who they can approach both in and outside the School.

We will ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and/or an incident involving a member of staff and that such concerns are addressed sensitively and effectively in accordance with the Whistleblowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- an legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;

- the environment has been damaged;
- information about any of the above has been concealed.

If any member of staff has concerns regarding a child and they feel that the School has not responded appropriately, they must contact one of the following:

- Safeguarding Director – Jonathan Teesdale Tel: 07801 58530
- Advisory Panel Member for Safeguarding – Julia Harbage Tel: 07866 577127
- The Local Authority – 0800 0853716 or whistleblowing@lincolnshire.gov.uk
- Lincolnshire Police – 101
- Ofsted: Tel. 08456 404040
- The NSPCC Whistleblowing Advice Line for Professionals - 0800 028 0285 – 8.00am to 8:00pm, Mon-Fri and/or help@nspcc.org.uk.
 - Staff should use this line if:
 - the school doesn't have clear safeguarding procedures to follow;
 - they believe their concerns won't be dealt with properly or may be covered up;
 - they have raised a concern but it hasn't been acted upon;
 - they are worried about being treated unfairly.
 - Staff can call about an incident that happened in the past, is happening now or they believe may happen in the future.

5.5 Mobile phones

These regulations are to ensure a professional manner, full supervision of pupils and to protect staff from safeguarding allegations.

Whilst at work on school premises, mobile phones should:

- never be used when pupils are present or in areas of the school used by pupils (classrooms, playgrounds, sports fields etc.) unless in an emergency;
- only be used when deemed absolutely necessary;
- be kept in silent or discreet mode during the day;
- be kept out of sight – in the Early Years Department mobile phones are kept in the Early Years Office.

When risk assessing activities to be carried out with children or in particular circumstance (for example, when working outside the classroom with a child with specific health needs), it might be deemed necessary for staff to carry a mobile phone. In such cases, a permit should be requested from and signed with the DSL;

Staff should never give out their home or mobile number to pupils and never engage in texts to/from pupils.

Staff leaving the premises for a school visit or fixture will be expected to have access to their mobile phone for emergencies and contact with school. Their number should have been left at the office on the visit paperwork.

The school must be kept informed of the current mobile number of all staff.

SMT members may be required to use their mobile phone to conduct their day-to day school business/administration but this should be done away from pupil areas.

Mobile phone cameras should NOT be used

Early Years Department - personal mobile phones should **NOT BE USED UNDER ANY CIRCUMSTANCES** to take pictures in the Early Years Department.

Lower and Upper School Staff - for data protection and safeguarding reasons, personal mobile phones must not be used for taking images UNLESS staff have signed a permit with the DSL. This might be for a specific event (ie off-site event) or granting ongoing permission.

Once a permit has been signed, a staff member must abide by the following procedure at all times:

- The photo is transferred to the specific photo area of the school server as soon as practicable.
- The photo is deleted from the mobile phone as soon as is practicable – certainly within 48hours.
- Permission is granted to the DSL to check after an event or randomly that content has been deleted.

Any staff found in breach of the mobile phone policy may face disciplinary action.

5.6 Risk assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work.

Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour, such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

5.7 Safeguarding Information for pupils

At Copthill School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of our broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHEE and online safety awareness materials are used to help pupils learn how to keep safe, for example, NSPCC Speak Out Stay Safe.

Our school's arrangements for consulting with, listening to and responding to pupils are made through Form Teachers, Tutors, School Council and a friendly environment which encourages pupils to talk to staff. All pupils in our school are regularly reminded that they can approach any member of staff.

5.8 Partnership with parents and carers

The school shares a purpose with parents to educate and keep children safe from harm.

Copthill School takes steps to ensure all parents and carers understand the Child Protection and Safeguarding Policy. The policy is available through the School's website. A written copy will be provided on request to the school office. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the School immediately where there is risk of harm to a child or by raising the concern through the School's complaints procedure – Policy 1.7 Complaints Policy – Parental.

When the School has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Copthill School is committed to ensuring the welfare and safety of all children in school. The school will, in most circumstances, endeavour to discuss all concerns about children with their parents. However, there may be exceptional circumstances when the school will discuss concerns with the Children's Services Customer Service Centre and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

5.9 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

5.10 School training and staff induction

Copthill School's DSLs, with responsibility for child protection, undertake appropriate child safeguarding training and inter-agency working training.

The DSL and deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated regularly, and at least annually, through, for example:

- subscriptions to Andrew Hall's [Safeguarding.Pro](#) and weekly newsletters;
- [NSPCC's CASPAR weekly update](#);
- NSPCC Safeguarding in Education update;

- Alan Mackenzie's online safety weekly update;
- Thinkuknow news updates;
- Lincolnshire's weekly Safeguarding Bulletin uploaded on Perspective Lite;
- Lincolnshire's termly DSL Safeguarding Briefings;
- Peterborough's Child Protection Information Network (CPIN) meetings and updates.

This will ensure they keep up with any developments relevant to their role.

All other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training, to include Prevent and online safety, which is regularly updated, following the [LSCP 6 year training pathway](#).

In addition, all staff members will receive safeguarding and child protection updates as required, but at least annually, for example, via:

- weekly updates at the staff briefing;
- e-mail;
- Staffnet;
- staff meetings.

This will provide them with relevant skills and knowledge to safeguard children effectively.

All staff receive a mandatory safeguarding update as part of their induction:

- 2.6 - Discipline & Behaviour Policy
- 5.4 - E-safety Policy
- 6.3-i Induction of New Staff in Safeguarding
- 6.4-i Restraint Policy
- 6.5-i Child Protection and Safeguarding Policy, including:
 - the identity and role of the Designated Safeguarding Lead (DSL) and deputies
 - response to children who go missing from education
- 6.13-i Staff Code of Conduct, including:
 - Professional Relationships
 - Mobile Phones
 - Participation in online social networking websites and blogs
 - Emails
 - Working with Pupils
 - Safeguarding Children
- 6.14-i [Keeping children safe in education: part 1, part 5 and Annex A 2019](#)
- 6.15-i Whistleblowing Policy

5.11 Support, advice and guidance for staff

Staff will be supported by the DSL, deputy DSLs, Safeguarding Director and professional associations.

The DSLs will be supported by the Safeguarding Director and the Advisory Panel member, Julia Harbage.

Copthill School seeks advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 and for non-urgent early help queries from our Early Help Consultant, Ann Wright - ann.wright@lincolnshire.gov.uk.

The LCC Safeguarding and Education Welfare Supervisor for Education Settings, Ruth Fox, is available on 01522 554695, or via safeguardinginschool@lincolnshire.gov.uk, for non-urgent safeguarding advice about training, policy, audit etc.

Section 6 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Also see Policy 6.16 – Allegation Against Staff

At Copthill School, we recognise the possibility that adults working in the school may harm children.

Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay. The Headteacher will contact the Local Authority Designated Officer (LADO).

Any concerns about the Headteacher should go to the Safeguarding Director, without informing the Head. The Safeguarding Director will contact the LADO.

Where there are concerns about the proprietor(s), the Headteacher/DSL will contact the LADO.

When a concern is raised or an allegation is made against any adult, either employed or as a volunteer, working in or on behalf of the school, that he or she 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children,

we will apply the same principles as in the rest of this document and child protection procedures must be followed. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record.
- In the event that an allegation is made against the Headteacher, the matter will be reported to the Safeguarding Director.
- In the event that an allegation is made against the proprietor(s), the Headteacher/DSL has full responsibility and authorisation to report to the LADO without the need to consult with other staff or directors.
- The Headteacher/Safeguarding Director will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.

- The Headteacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Headteacher, or Safeguarding Director, if the allegation is about the Headteacher, will consult with the Local Authority Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter. Contact information in Appendix 1 or here: [LADO Contact Us](#) and [LADO Referral Form](#)).
- Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:
 - the vulnerability of children away from home;
 - the higher standards of conduct demanded by law and regulation of those caring for other people's children;
 - the position of trust enjoyed by such people.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee who is the subject of the allegation.
- The Headteacher will inform the directors of any allegation against a member of school staff.

If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from the HR advisor employed by Copthill School.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individual's personal life or be historic.

In fulfilment of the regulatory requirements, the Directors will report to the DFE and to DBS, within one month of leaving Copthill School, any person (whether employed, contracted, a volunteer or student) no longer used because he or she is considered unsuitable to work with children. Professional misconduct will be reported to TRA.

Early Years Department

The Directors will also inform Ofsted as soon as is reasonably possible, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

OFSTED - Picadilly Gate, Store Street, Manchester M1 2WD Tel: 0300 123 1231

Section 7 Pupil Information

7.1 In order to keep children safe and provide appropriate care for them the school requires 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 all persons with parental responsibility (if different from above);
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect their child, the emergency contact could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. #
- the school asks all parents and carers to provide at least two contact numbers, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern;
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which 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 subject to a Child Protection Plan;
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes;
- If the child is a Looked After Child (LAC) or previously looked after;
- name and contact details of G.P;
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements. Paper files are stored in locked filing cabinets. The Pupil Info database is password protected.

7.2 Transfer of files

When a child leaves the school, the child protection file is transferred to the new school as soon as possible by recorded delivery to be signed for. A 'File Transfer Record and Receipt Form' is completed by the Designated Safeguarding Lead (DSL) and included. A copy of the transfer form is kept. The child protection file is clearly marked 'Child Protection, Confidential, FAO Designated Safeguarding Lead'.

The receiving school should sign the bottom half of the transfer form to say that they have received the files and return the form to Copthill School for tracking and auditing purposes. The 'File Transfer Record and Receipt Form' is kept by Copthill School until the child reaches their 25th birthday and contains:

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

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

The pupil record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

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

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

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created, e.g. risk assessment, in an archive until the child reaches the age of 25 years; the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on the 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).

Sources of further support:

- [IRMS Information Management Toolkit for Schools June 2019](#)
- [Data protection: a toolkit for schools August 2018](#)
- [LCC Data Protection Advice Service for Schools](#)
- [Perspective Lite - LA Documents > Safeguarding > Safeguarding Documents > Data Protection and Information Sharing](#)

It is important to note that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Section 8 Other Relevant Policies and Information

Designated Safeguarding Lead Procedures/ Job Role – A detailed job description for the DSL is available – Policy 6.10 - Role of Designated Safeguarding Lead

Copthill School takes safeguarding seriously and understands this policy is over-arching. The School also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

Important Staff Guidance and Policies (references to Staff Handbook)

- Allegation against Staff – 6.16
- Anti-Bullying Policy– 6.1
- Complaints Procedure – 1.7
- Protection of Pupils' Data – 5.1
- Protection of Staff Data – 5.2
- Discipline and Behaviour Policy – 2.6
- eSafety Policy – 5.4
- Health and Safety Policies – 7
- Induction of New Staff in Safeguarding – 6.3i
- Recruitment & Selection Policy – Personnel Handbook 1.9
- Registration Policy – 1.18
- Restraint Policy – 6.4i
- SEND Policy – 3.20
- Social Networking Advice – 5.8
- Staff Code of Conduct – 6.13
- Whistleblowing Policy – 6.15i

Other Important Links to Guidance / Legislation

- [Children missing education - September 2016](#)
- [Data protection: toolkit for schools - August 2018](#)
- [Disqualification under the Childcare Act 2006 - revised September 2018](#)
- [Governance handbook and competency framework March 2019](#)
- [Guidance for safer working practice for those working with children and young people in education settings - May 2019](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018](#)
- [ISI Inspection Framework](#)
- [Keeping children safe in education - September 2019](#)
- [Keeping children safe in education: Part one - September 2019](#)
- [Mental health and behaviour in schools - November 2018](#)
- [The Prevent duty: Departmental advice for schools and childcare providers - June 2015](#)
- [Regulated activity in relation to children](#)
- [Searching, screening and confiscation - January 2018](#)
- [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)
- [Sexual violence and sexual harassment between children in schools and colleges - May 2018](#)
- [Teaching online safety in schools - June 2019](#)
- [What to do if you're worried a child is being abused - March 2015](#)
- [Working Together to Safeguard Children - July 2018](#)

Safeguarding Contacts

Advice on any aspect of Child Protection and Safeguarding may be sought from the Safeguarding Team

Designated Safeguarding Lead	HELEN SCHOFIELD Headteacher 07527859853
Deputy Safeguarding Leads	MARK THOMAS Upper School Leader 07708352202 TAMSIN FLEMING (EYFS) 07817743409
<i>If Designated Safeguarding Lead & Deputies are unavailable please contact Jonathan Teesdale-Safeguarding Director 07801 585301. Reporting suspicion of child abuse should not be delayed.</i>	
Our local contact numbers are:	
Safeguarding of children concerns <i>(Children living in Lincolnshire)</i>	01522 782111 (Mon-Fri 8am-6pm) <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (Mon-Fri 6pm-8am, weekends and Bank Holidays) - <i>Emergency Duty Team</i>
Safeguarding of children concerns <i>(Children living in other Authorities)</i> You can make a referral directly to the NSPCC on telephone 0808 800 5000	Cambridgeshire Multi-Agency Safeguarding Hub (MASH) 0345 045 1362 (Mon-Thurs 8am-5.30pm / Fri 8am-4.30pm) 01733 234 724 (out of hours) Peterborough 01733 864180 / 01733 864170 (Mon-Fri 9am-5pm) 01733 234724 (out of hours) Rutland Children's Duty Team 01572 758407 (office hours) 0116 3050005 (out of hours) Northamptonshire Multi-Agency safeguarding Hub (MASH) 0300 1261000
Allegations against /concerns about adult(s) working with children	Staff must report concerns to the Headteacher or, in the event of concerns about the Headteacher, concerns must be reported to the Safeguarding Director, Jonathan Teesdale . The Head/JAT must contact LADO to discuss concerns & course of action. <i>Lincolnshire Local Authority Designated Officers (LADO)</i> 01522 554674 – Jemma Parkinson & Rachel Powis LADO@lincolnshire.gcsx.gov.uk OR LADO REFERRAL FORM
Police (Emergency) Police (Non Emergency)	999 101 01522 947590 Lincolnshire Police Public Protection Unit, Central Referral Unit
Safeguarding Children Officer (Education Settings) for advice around safeguarding policy, audits etc.	01522 554695 Ruth Fox safeguardingschools@lincolnshire.gov.uk Stay Safe Partnership 'Safeguarding in Schools' tab

Extremism / Prevent Advice

DfE Helpline: **02073407264**

Relevant County Police: **101**

Counter-extremism@education.gsi.gov.uk

The NSPCC Whistleblowing Advice Line for Professionals – 0800 028 0285 – 8.00am to 8.00pm Mon-Fri and/or help@nspcc.org.uk

Receiving Disclosures:

Receive



- Listen, try not to look shocked or be judgmental
- Believe what they say ‘take it seriously’.
- Accept what the young person says.
- Don’t make them feel bad by saying “you should have told me earlier”
- Don’t ‘interrogate’ them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person’s own words
- Don’t criticise the perpetrator
- Don’t take photographs of any injuries
- Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they’ve done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don’t tell them how they should be feeling
- Don’t promise confidentiality, explain who needs to know
- Explain what you’ll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

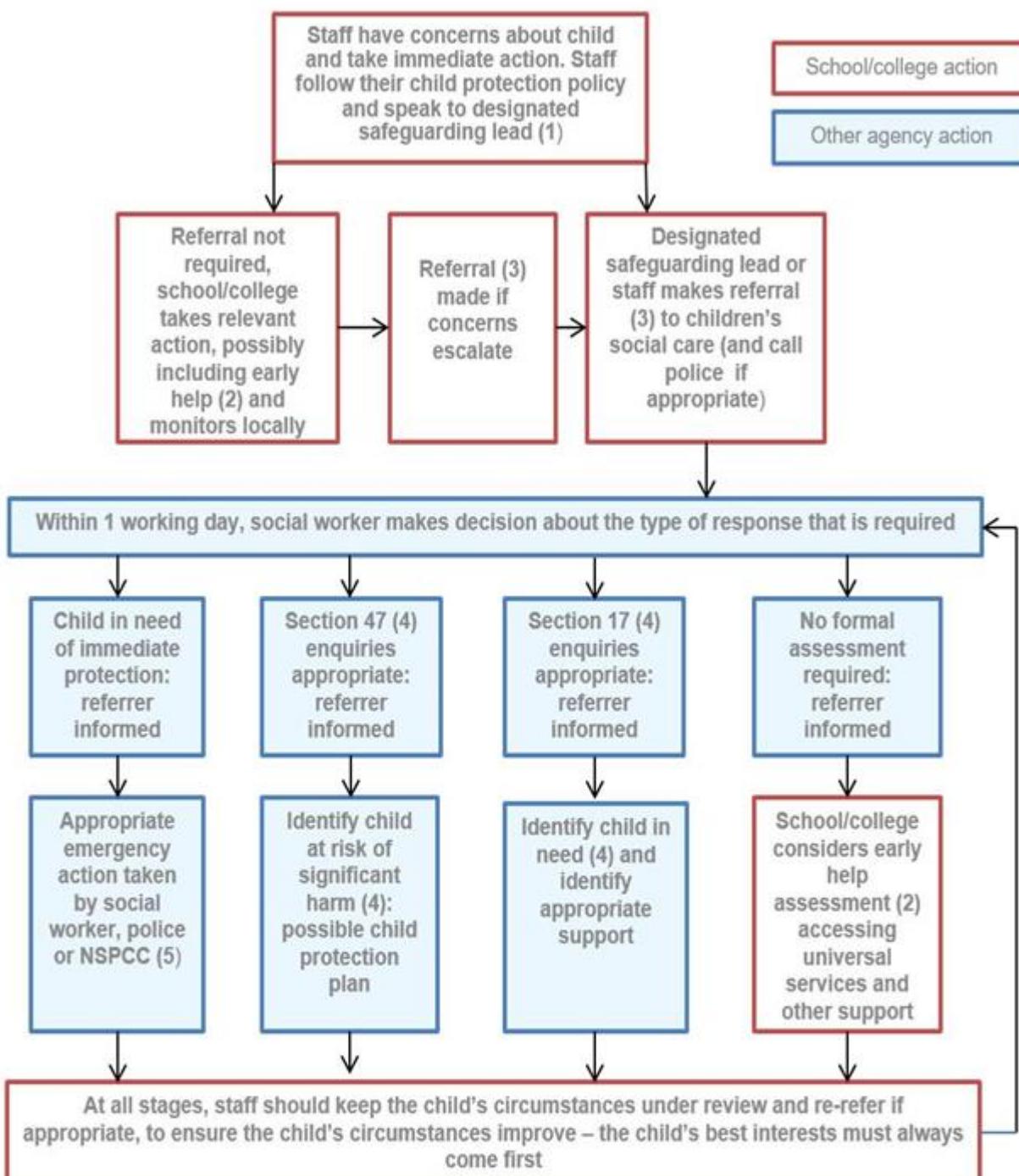
Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

[Meeting the needs of children and families in Lincolnshire 2018](#) is Lincolnshire's safeguarding model based on Signs of Safety.

STATUTORY INTERVENTIONS

If you suspect or believe a child is suffering, or is likely to suffer, significant harm (including any form of mistreatment or abuse) you should ALWAYS report your concerns

In an emergency always dial 999

If there is no immediate danger to the child, or if you need some advice or information, you can contact the Children Services Customer Service Centre (CSC) on 01522 782111. If it is outside normal office hours you can contact the Emergency Duty Team (EDT) on 01522 782333.

Telephone calls are answered by customer services staff and they will always ask for the child's name, date of birth and address and will check if the child already has an Early Help or Social Worker involved. They will then ask a number of questions which is based on the Signs of Safety model to help to understand what your concern or worry is.



In an emergency always dial 999





- Promotes safeguarding awareness
- Produces multi-agency policies, procedures and protocols
- Monitors and evaluates the effectiveness of local safeguarding services
- Provides core inter-agency safeguarding training
- Reviews child deaths
- Undertakes serious case reviews and shares key messages
- The three safeguarding partners - Lincolnshire County Council, Clinical Commissioning Group and Lincolnshire Police have a shared and equal duty to work together with schools and colleges to safeguard and promote the welfare of children.

Safeguarding is everyone's responsibility
Customer Service Centre for referrals and advice
Tel: 01522 782111

[Lincolnshire Safeguarding Children
Partnership website](#)

Useful contacts

- **Lincolnshire County Council Education Safeguarding Team -** safeguardinginschools@lincolnshire.gov.uk
 - Service Manager- John O'Connor
 - Team Manager - Jill Chandar-Nair
 - Team Leader - Joanne Carr
 - Safeguarding & Education Welfare Supervisor - Ruth Fox 01522 554695
- **Head of Virtual School LAC Lincolnshire** Kieran Barnes - Kieran.barnes@lincolnshire.gov.uk
- **Elective Home Education (EHE)** ehe@lincolnshire.gov.uk
- **Children Missing Education (CME)** cme@lincolnshire.gov.uk
- **Child in Entertainment or Employment** cee@lincolnshire.gov.uk
- **Early Help Team**
 - www.lincolnshire.gov.uk/tac
 - earlyhelpconsultants@lincolnshire.gov.uk
 - TACadmin@lincolnshire.gov.uk
- **Lincolnshire Police** - 101 non-emergency or 999
- **Prevent**
 - Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk
 - Prevent Officer, East Midlands Special Operations Unit – Special Branch, 01522 558304, prevent@lincs.pnn.police.uk

Online safety incidents - National helpline - www.saferinternet.org.uk/helpline

Training Materials

- LSCP online and face-to-face safeguarding training courses including Safer Recruitment training and the new 6 year training pathway: [LSCP training](http://LSCP%20training)
- LCC Safeguarding in Schools Training Package safeguardinginschools@lincolnshire.gov.uk
- Safeguarding Governor Training governorsupport@lincolnshire.gov.uk
- Prevent Training - All staff can undertake e-learning which is equivalent to WRAP 2 via the [LSCP website](http://LSCP%20website). In addition free face to face Prevent Awareness training is available through contacting either of the following:
 - Lincolnshire Police, Prevent Officer, 01522 558304, prevent@lincs.pnn.police.uk.
 - Lincolnshire County Council, Prevent Officer, 01522 555367 prevent@lincolnshire.gov.uk

