

Child Protection/Safeguarding and Promoting the Well-Being of Children and Young People Policy

(Revised September 2026)

The Winterton Federation



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This Child Protection and Promoting the Welfare of Children Safeguarding Policy will be revised in line with any legislative changes. The Appendices will remain “live” and can change on a regular basis, with new local offers and agency programmes. This policy has been updated in line with the NSPCC [Keeping children safe in education updates from 2022, 2023, 2024 and 2025](#) CASPAR Briefing (July 2025).

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At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

*“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)
We are all proud to be united in faith, vision and ambition.*

Introduction

LA Reviewed Policy Assurance Statement

Locally we have strong evidence on how this current Child Protection / Safeguarding and Promoting the Welfare of Children Policy includes the new WT2026 statutory guidance. This highlighted changes, alongside the current policy references provides assurances that the school/setting complies with the statutory legislation.

- Greater focus on racism and discrimination in safeguarding practice, including expectations for all agencies to identify and challenge it. Included within 5 areas of the current policy.
 - Strengthened guidance on safeguarding babies, including unborn children; particular emphasis on identifying early risk indicators. Included in 4 areas of the current policy.
 - Domestic abuse: deeper detail on the effects of DA on children and families, and stronger multi-agency expectations for responding. There are 39 references within the current policy.
 - Children experiencing “simultaneous or multiple harms” — schools must consider intersecting risks (e.g., DA + neglect + online harm). (Page 60)
 - Looked After Children and care-experienced pupils: stronger inclusion and expectations around advocacy, information-sharing, and trauma-informed practice. Included in 13 areas of the current policy.
 - Online harm linked to real-world harm — emphasis on understanding links between digital and offline risk. (Page 24)
 - A whole-family approach and integration of Family Help, now combining early help and s.17 support into one continuum (Page 4 Family First Development). Locally more information will follow.
 - Stronger expectations for multi-agency child protection responses (Page 9)
 - Focus on anti-racist, anti-discriminatory and culturally informed practice Included in 4 areas of the current policy. All schools have access to PC 1264 Manny Gul
 - Streamlined guidance on serious incident notifications and learning reviews. (Page 12). This policy continues to align with the local CMARS Professional Procedures and Guidance.
- Annex 1 provides additional assurances on how the current policy complies with WT2026.

The purpose of this policy is:

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

This policy is based on the Department for Education’s (DfE’s) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), [Working together to improve school attendance \(applies 19/08/24\)](#) and the [Maintained Schools Governance Guide](#), with particular reference to [Safeguarding, Education, Protecting and Sharing Information, Whistleblowing and School Attendance](#)

[Compliance](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by CMARS <https://www.northlincscmars.co.uk/>

We aim to work in partnership and have an important role in inter-agency safeguarding arrangements as set out by [Working together to Safeguard Children \(2023\)](#), [Keeping Children Safe in Education \(2025\)](#), [Families First Partnership programme - GOV.UK](#), [Online Safety Act - GOV.UK](#) and, the anticipated [Children's Wellbeing and Schools Bill - Parliamentary Bills - UK Parliament](#)

This policy also supports the July 2025 [Relationships Education, Relationships and Sex Education and Health Education guidance](#) and, the [Generative artificial intelligence \(AI\) in education - GOV.UK](#) policy paper.

Our federation analyse any patterns of unauthorised absence, changes in behaviours, appearances, missing and late episodes etc. We aim to safeguard and provide family help at the earliest opportunity, to remove in partnership, any barriers to learning and education that may arise.

Policy Definitions

Working Together 2023 and Keeping Children Safe in Education 2025.

Child Protection and Safeguarding: Safeguarding refers to the actions we take to prevent harm to children and young people and to promote overall wellbeing. Child protection focuses on protecting those individuals identified (often via the same processes) to be suffering from harm; or those who are considered likely to suffer significant harm. In schools, this means providing all the necessary structures, and safe and effective care to enable any child in need of protection to come to school confidently and feel safe and secure.

A child: any person under the age of 18 years.

Harm: the ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development: physical, intellectual, emotional, social or behavioural development.

Health: includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Extra-Familial harm: risks to the welfare of children that arise within the community or peer group.

Intra-Familial harm: risks to the welfare of children that arise within the family.

Providing Help, Support and Protection (Early Help): the 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.

Disinformation: the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation: the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

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

Looked after children (LAC): KCSIE guidance refers to LAC in the policies. However, in North Lincolnshire we should use the term children in care or care experienced in our own reports/recording as it is a more positive term, except when we are quoting the specific guidance.

Nudification tools, cyberflashing, and epilepsy trolling is new terminology contained within gov.uk departmental guidance.

Section 1: Federation Commitment

Federation values and commitment

The Winterton Federation aims to provide all members of the federation community with the opportunities to engage with the highest quality of education and encouragement. We are committed to striving for excellence and ensuring that all pupils are known, valued and can achieve.

Our Code of Conduct and core values are:

- Be polite and respectful and full of hope;
- Be a hard worker and a good friend;
- Be truthful and trustworthy;
- Be kind, helpful and forgiving;
- Live peacefully with yourself and others;
- Be your best self all day, every day.

Our federation values incorporate our Church School Values of **Friendship, Joy, Perseverance ,Respect**

Federation commitment

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our federation who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is child-centred, meaning at all times we consider what is in the best interests of the child. It is important that we create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

Safeguarding and promoting the welfare of children

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

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

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

We establish a child centred ethos where:

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

This policy applies to all staff, volunteers, visitors, contractors, supply staff and governors in the federation and is consistent with the procedures of the three safeguarding partners. The Children's Multi-Agency Resilience and Safeguarding (MARS) [CMARS policies-procedures-and-guidance](#) sets out the arrangements for safeguarding partners to work together with other agencies, to identify and respond to the needs of children in North Lincolnshire. **This policy does not replace CMARS policy and procedures.**

Our policy and procedures also apply to extended school and off-site activities.

The Winterton Federation is committed to safeguarding and promoting the well-being of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also 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 always take a considered and sensitive approach in order that we can support all our pupils.

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

The Winterton Federation maintains a single central record (SCR) for all staff (including teacher trainees, agency and third-party supply staff) of pre-appointment checks. The Executive Headteacher checks the SCR is maintained in line with [Keeping Children Safe in Education 2025 Part 3 - Safer Recruitment](#).

The details of an individual are removed from the SCR once they no longer work or volunteer at The Winterton Federation.

1.1 Equality statement

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

We give special consideration to children who:

- have special educational needs and/or disabilities (SEND) or health conditions (see section 10);
- are young carers;

- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language (EAL);
- are known to be living in difficult situations, for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation;
- are asylum seekers;
- are at risk due to either their own or a family member's mental health needs or at risk of witnessing or see, hear or experience domestic abuse and its effects;
- children who struggle with transitions;
- are looked after or previously looked after;
- are missing or absent from education, home or care for prolonged periods and/or repeat occasions;
- whose parent/carer has expressed an intention to remove them from school to be home educated.

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

1.2 Supporting the child and partnership with parents

The Winterton Federation recognises that the child's welfare is paramount, however, good child protection and safeguarding practice and outcomes rely on a positive, open and honest working partnership with parents/carers. Whilst we may, on occasion, need to make referrals without consultation with parents, we make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

Children are given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why, ensuring we always hear and listen to the child's voice.

We always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL determines which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

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

Providing Help, Support and Protection (Early Help)

The definition of early help is to '*support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse*' (Working Together 2023).

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and are alert to the potential need for early help for a child or young person who:

- is disabled;
- has special educational needs (whether or not they have a statutory education health and care (EHC) plan);
- is a young carer;
- is bereaved;
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime;

- is frequently missing/goes missing from education, care or home;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- through research, fall within more risk categories, for example (teenage boys) are more likely to be exploited via [Financially motivated sexual extortion: guidance for parents and carers](#);
- is at risk of being radicalised or exploited;
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol;
- is suffering from mental ill health;
- has returned home to their family from care;
- is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage;
- is a privately fostered child;
- has a parent or carer in custody or is affected by parental offending;
- is missing education, or persistently absent from school, missing from home/care or not in receipt of full-time education;
- has experienced multiple suspensions and is at risk of, or has been permanently excluded;
- is lonely (see [Building Connections | Support service for young people | NSPCC Learning](#)).

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

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

2.1 Our Governing Board

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

The Governing Board ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place across the federation are effective and support the delivery of a robust whole federation approach to safeguarding. This training is regularly updated. All governors read Part 2 of the most recent Keeping Children Safe in Education document.

The Governing board ensure that:

- governors hold an enhanced DBS check and have been subject to a Section 128 check;
- there is a named Safeguarding Governor who is named on this policy and is assured that the Single Central Record is checked and in line with KCSIE 2025;
- the federation has an effective Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the federation website or other means. The policy is reviewed and updated on an annual basis or earlier if required;
- the federation attends all Strategy, Initial Child Protection and Review Conferences, Early Help and LADO meetings;
- all senior leaders and the DSL/DDSLs have read [Annex B KCSIE 2025](#);
- the federation has a staff behaviour policy and/or code of conduct. This aligns with the [Guidance-on-Code-of-Conduct-for-working-with-Children-May-23.pdf](#) and this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media;
- the federation operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with Children's MARS Standards of Safer recruitment. [Standards-for-Safer-Recruitment-May-23](#);
- that shortlisted candidates are informed that we conduct an online search as part of due diligence checks in the recruitment process;
- the federation has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures ([Appendix 5: Allegations against staff - reporting procedures](#));
- the federation are doing all they can to limit children's exposure to risks from the IT system, ensuring appropriate electronic filtering and monitoring systems are in place and regularly review their effectiveness;
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training;
- the governing board review the DfE's [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#) (March 2025) and discuss with IT staff and service provider what needs to be done to meet the standard;
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified;
- online safety policy and procedures are in place and training and support are provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- a senior member of the federation's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
- the federation has DDSLs trained at the same level.

2.2 Executive Headteacher

Our Executive Headteacher ensures that:

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

Both DSLs, as defined in KCSIE 2025, are an appropriate senior member of staff from the federation leadership team and take lead responsibility for child protection and safeguarding (including online safety and understanding filtering and monitoring systems and processes in place). This is explicit in the role holder's job description and aligned to [KCSIE 2025 \(Annex C\)](#). Deputy DSLs are trained to the same level.

During Term time the DSL is available during school hours, out of school hours the DSL can be contacted via email: adminwis@thewintertonfederation.co.uk or adminwjs@thewintertonfederation.co.uk. When the DSL is absent, the DDSLs act as cover.

The designated safeguarding leads are expected to:

- act as a source of support, advice and expertise for all staff;
- read Annex B of KCSIE 2025;
- act as a point of contact with the safeguarding partners;
- liaise with the Executive Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (at our federation the Executive Headteacher is also a DSL). This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)
- adhere to the CMARS quality standards for child protection conferences [Quality-Standards-for-Child-Protection-conferences](#) and support the agenda and complete the child protection conference report template, [MARS-Multiagency-Report template](#);
- share information (when required) to support safeguarding reviews, or domestic homicide reviews, [Principles-DHR-SAR-Dec-21](#);
- as required, liaise with IMAP/SPOC/Police/Health (PREVENT) and other professionals for child protection concerns;
- where delegated by the Executive Headteacher (as per Part four KCSIE 2025), liaise with the local authority designated officer (LADO), in cases which concern a staff member ([Appendix 5](#));
- liaise with staff, especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Executive Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - i. ensuring that the federation knows its cohort of children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
 - ii. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
 - iii. Work alongside Alternative providers, if the federation places a pupil with an alternative provision provider, the federation continues to be responsible for the safeguarding of that pupil. The DSL alongside federation leaders, needs to be satisfied that the placement meets the pupil's needs.

The federation ensures the alternative provision setting complies with KCSIE 2025 updated guidance and:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk;
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend;
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement is immediately reviewed and ended if necessary;
- liaise with the Local Authority Lead School Improvement Officer for AP/IP Provision and, the LADO (where professional practice concerns are raised).

2.3 All staff and Volunteers

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

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

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

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

We have appointed a designated teacher, Ms Rachel Whitley, who is responsible for promoting the educational achievement of looked after children and previously looked after children in line with [statutory guidance](#). The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher:

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

WTG 2023 guidance sets out four principles that professionals should follow when working with parents and carers. All staff at The Winterton Federation work to the following principles:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships;
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers;
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources;
- involving parents and carers in the design of processes and services that affect them.

All our staff are aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online. Our staff play an important part in preventing it and responding where they believe a child may be at risk from it. They challenge inappropriate behaviours between children, that are abusive in nature and will not down play certain behaviours as “just banter”, having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. [Appendix 4](#) sets out our federation action and support arrangements.

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

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

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

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

This does not prevent staff from having a professional curiosity and speaking to DSL/DDSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate communication. The Teachers’ Standards 2021 state that teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff and volunteers are aware of policies and processes which support safeguarding, which includes the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse);
- behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff code of conduct which includes low-level concerns, allegations against staff and whistleblowing;
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff and volunteers understand how to ask for help, and safeguarding knowledge is checked on a regular basis against, *“What all staff must know”*, [KCSIE 2025, Page 6-24](#).

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

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

The DSL (and deputies) undergo training to provide them with the knowledge and skills required to carry out their role. They also undertake Prevent awareness training. In addition to the formal training, their knowledge and skills are refreshed at regular intervals, as required, but at least annually, to allow them to understand emerging themes. This is done by attending the termly DSL Safeguarding Briefings and attending appropriate CMARS training/external training and/or conference opportunities so they:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of how the local authority conduct a child protection conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- are alert to the specific needs of children in need, those with SEND and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- encourage a culture of listening to children and taking account of their wishes and feelings among all staff.

Raise awareness

The designated safeguarding lead:

- ensures the safeguarding and child protection policy is reviewed annually, with any procedural changes implemented and reviewed regularly;
- ensures the child protection and safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the DSL/DDSL;
- ensures all staff have an awareness of safeguarding issues that can put children at risk of harm.

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

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

All staff recognise the importance of transitions and working on a trauma informed way to support a child throughout their educational journey. In addition, all our staff receive safeguarding and child protection, including online safety, updates, for example, via email, e-bulletins, and staff meetings, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

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

All staff and volunteers:

- read and sign to say that they understand and will fully comply with the federation's policies and procedures;
- read and sign to say that they understand [parts 1 and Annex A](#) (where applicable) of 'Keeping Children Safe in Education' (2025);
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- attend annual whole federation safeguarding training and other appropriate training identified;
- provide a safe environment in which children can learn;
- inform the DSL/DDSL of any concerns about a child immediately and before the end of the school day at the latest, and always follow up by recording concerns, as per the federation reporting procedure;
- inform the Executive Headteacher of any concerns regarding an adult within the federation at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the Executive Headteacher at the earliest opportunity;
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Executive Headteacher or Chair of Governors;
- ensure that timely information sharing is essential to effective safeguarding;
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children;

- ensure that the Data Protection Act (DPA) 2018 and UK-GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests;
- speak to the DSL (or deputy) if they are in any doubt about sharing information;
- understand and comply with the federation Vision, Values and Code of Conduct.

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

- multiple suspensions, is at risk of being permanently excluded from school, and in alternative provision or a pupil referral unit;
- has a parent or carer in custody, or is affected by parental offending;
- is frequently missing/goes missing from education, home or care.

All staff support the CMARS policy Statement - Protecting Disabled Children from Harm [CMARS-Protecting-Disabled-Children-from-Harm-August-23.pdf](#).

Section 3 – Child protection procedures

All staff follow the federation's child protection procedures which are consistent with 'Working Together to Safeguard Children 2023', Keeping Children Safe in Education 2025 and the North Lincolnshire Children's MARS guidance <https://www.northlincscmars.co.uk/policies-procedures-and-guidance/>

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

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

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

3.1 Concerns staff must act on immediately and report

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;

- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of Child Exploitation (CE) and Child Sexual Exploitation (CSE);
- any potential harms outside the home, risks of experiencing extra-familial harm;
- any potential indicators of Female Genital Mutilation (FGM);
- any potential indicators of radicalisation;
- any potential indicators of living in a household with domestic abuse;
- a referral to Children's Services and/or police is made immediately if a child is suffering or likely to suffer harm or in immediate danger;
- any suspicions of modern-day slavery and/or trafficking.

3.2 Responding to disclosure

Our staff do not investigate but do, 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. For more information, access, [Appendix 2](#).

The DSL ensures 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 operate with the best interests of the child at their core.

Staff:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of federation staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique - 'Tell me, explain to me, Describe to me...'
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the child that they have a responsibility to refer the information to the DSL. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including the date and what the child has said in the child's words and pass to the DSL, or on an electronic system e.g. Child Protection Online Management System (CPOMS) and record any visible signs, injuries or bruises on a Body Map. (see Appendix 3);
- record the context and content of their involvement, and distinguish between fact, opinion and hearsay.

3.3 Action by the DSL or Deputy DSL in their absence

Following any information raising concern, the DSL considers:

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

Then decide:

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

3.4 Action following a child protection referral

The DSL or other appropriate member of staff:

- makes regular contact with the social worker involved to stay informed;
- wherever possible, contributes to the strategy discussion;
- provides a report for, attends and contributes to any subsequent child protection conferences and notifies the LA Education Safeguarding Officer, School Improvement Officer - Safeguarding or Head of Education Standards, where schools are unable to attend to arrange cover, for example, in the school holidays;
- if the child or children are made the subject of a child protection plan, contributes to the child protection plan and attends core group meetings and review conferences;
- where possible, shares all reports with parents prior to meetings;
- where in disagreement with a decision and concerns remain, follows the Children's MARS escalation and resolution procedure.

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

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. The Winterton Federation has clear powers to share, hold and use information for these purposes. It would be legitimate to share information without consent where:

- it is not possible to gain consent;
- it cannot be reasonably expected that a practitioner gains consent;
- if to gain consent, would place a child at risk.

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

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

4.1 Pupil information - Reporting systems for our pupils

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

- put systems in place for pupils to confidently report abuse;
- ensure our reporting systems are well promoted, easily understood and easily accessible for all pupils;
- make it clear to pupils that their concerns are taken seriously, and that they can safely express their views and give feedback;
- ensure that all pupils nominate two adult buddies, who they consider to be their trusted adult, at the beginning of the academic year. All pupils know they can report any concerns they have about themselves or their peers to any adult in the federation. The Pastoral team also play a pivotal role in providing support to all pupils with any concerns during any part of the school day;
- ensure pupils are made aware of the reporting systems and processes through discussion in our relationships/sex education curriculum, assemblies and nurturing groups. All new pupils to the federation are given relevant information on who to seek advice from and who to report any concerns to.

4.2 Accurate Information

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

- names, contact details and relationship to the child of any persons with whom the child normally lives;
- names and contact details of persons with parental responsibility (if different from above);
- emergency contact details (if different from above). We encourage all parents/carers to provide more than one emergency contact, providing the federation 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 supported on a Child Protection Plan;
- if the child is or has been supported through an Early Help Assessment (EHA) or Child in Need (CIN) process;
- if the child is Looked After Child (LAC) or previously looked after;
- name and contact details of GP;
- any other factors which may impact on the safety and welfare of the child;
- if the child is a young carer;
- if the child is supported through private fostering or kinship arrangements ([Appendix 6](#));
- any other factors which may impact on the safety and welfare of the child.

The Winterton Federation collates, stores and agrees access to this information, ensuring all information held electronically is stored securely with due regard to meeting the data protection and safeguarding requirements.

Data Protection

The Winterton Federation's Data Protection Policy aligns with KCSIE 2025 requirements, and the federation complies with the need to protect personal data and respond effectively to a personal data breach. The federation complies with the [Data protection in schools - Guidance - GOV.UK](#) (June 2025). All staff are aware of how to comply with data protection law, develop the data policies and processes, know what staff and pupil data to keep and, follow good practices for preventing personal data breaches.

4.3 Confidentiality

Confidentiality is paramount and regularly and consistently disseminated to all staff. This process begins during interview, then at induction, through regular staff meetings, Microsoft forms, Safeguarding posters in staff toilets. If a staff member has been in breach of confidentiality the federation disciplinary procedures are followed and advice taken from HR.

It is important to note that:

- timely information sharing is essential to effective safeguarding;
- fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;
- the Data Protection Act (DPA) 2018 and the UK-GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- if staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk;
- staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The federation's Data Protection Officer is Mr Tim Pinto, and any breaches can be reported to the federation Business Manager, Mrs Cheryl Baxter, in the first instance, who will report them to the DPO following the federation policies and procedures.

For further information about the federation's approach to confidentiality and data protection please refer to the following policies:

- Data Protection;
- Requests for information.

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

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

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

4.4 Transfer of files

Where children leave the federation (including in-year transfers) the designated safeguarding lead ensures their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This is usually done electronically and securely via CPOMS. However, if the receiving school does not have CPOMS a paper copy is sent. This child protection file is clearly labelled “confidential” and marked “for the attention of the Headteacher or DSL” of the receiving school. The Child Protection file is transferred separately from the main pupil file, and confirmation of receipt is obtained. Receiving schools should ensure key staff such as designated safeguarding leads are aware of this confidential file.

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

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

- name and DOB of child;
- name and 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 also considers 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.

Electronic documents that relate to the pupil file are also 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 the pupil transfers to.

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). The Admissions Officer is responsible for sending such files.

The federation can access further support from:

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

4.5 Filtering and Monitoring

The governing board considers our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we do all that we reasonably can to limit children's exposure to the risks from the federation's IT system.

The federation ensures that appropriate filtering and monitoring systems are in place and regularly review their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our Governing board consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The DSL, federation IT co-ordinator and Nine hundred Communications Group are responsible for filtering and monitoring systems. They review the filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning and have effective monitoring strategies in place that meet the safeguarding needs. IT staff and service providers discuss what more needs to be done to support the federation in meeting the [Filtering and monitoring standards](#) on an annual basis.

The Winterton Federation have a clear policy on the use of mobile and smart technology, which also reflects that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Whilst we acknowledge this is a very serious issue, following the federation's use of mobile phone and smart technology policy, any mobile phone that is brought in to school by a child, is handed in to their class teacher at the start of the school day and collected at the end of the school day. The use of a pupil's mobile phone is not permitted on school premises. In addition, no smart technology (smart watches, devices from home etc) are allowed to be brought in to school.

All staff are clear on:

- the expectations, applicable roles and responsibilities in relation to filtering and monitoring, which is included in their safeguarding training, for example, part of their role may be to monitor what's on pupils' screens;
- how to report safeguarding and technical concerns, such as if:
 - they witness or suspect unsuitable material has been accessed;
 - they are able to access unsuitable material;
 - they are teaching topics that could create unusual activity on the filtering logs;
 - there is failure in the software or abuse of the system;
 - there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks;
 - they notice abbreviations or misspellings that allow access to restricted material.

In EYFS, we use Tapestry as a form of communication with parents/carers so they are aware of what their child has done in school throughout the day. Photographs are taken on federation devices only, and uploaded to this platform.

4.6 On-Line Safety and the use of mobile technology

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

- educate pupils about online safety as part of our curriculum, for example:
 - the safe use of social media, the internet and technology;
 - keeping personal information private;
 - how to recognise unacceptable behaviour online;
 - how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim;
- as part of our induction process, give information on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members receive refresher training updates as required and at least once each academic year;
- educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We also share clear procedures with them, so they know how to raise concerns about online safety;
- make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras (see mobile phone policy), for example:
 - staff are allowed to bring their personal phones to school for their own use, but limit such use to non-contact time when pupils are not present, i.e., lunch time;
 - staff do not take pictures or recordings of pupils on their personal phones or cameras;
- make all pupils, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the federation's ICT systems and use of their mobile and smart technology;
- explain the sanctions we use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones;
- make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#);
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our federation community;
- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively;
- All staff know how to escalate concerns when they arise.

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

Our Filtering and Monitoring policies align to the Protection of Children Code (July 2025) (where relevant)

- [Statement: Protecting children from harms online - Ofcom](#)

Our policy is amended on a regular basis to reflect any new terminology, for example, the KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023)

The DSL considers completing the NLC local spreadsheet, where a concern raised constitutes as reportable and, therefore requires reporting into the Home Office. To ensure local co-ordination, all completed forms will be forwarded to the Resettlement team for oversight and reporting from a central point - asylum@northlincs.gov.uk

Resettlement team Project Officers

Christina Clark 01724 298384 (work days - Monday, Tuesday, Wednesday morning)

Kerry Dunn 01724 298417 (work days - Wednesday afternoon, Thursday, Friday)

4.7 Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard;
- The Winterton Federation recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content, for example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real;
- The Winterton Federation treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour] policy.

Staff are aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the federation.

We always seek the latest DfE guidance when considering the use of [AI - Data Protection in Schools](#)

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

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

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

The governing board also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-schools settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place. [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#)

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

5.1 Non-collection of children

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

- telephone all contacts on Arbor, in priority order;
- ensure that two members of staff make a home visit if we have not been successful in obtaining an answer from any of these contacts;
- continue to send text messages and attempt to call emergency contacts;
- contact children's services (SPOC) after all attempts have been exhausted;
- ensure the pupil remains in school with staff until either, one of the contacts collects them or we follow instructions given by the SPOC;
- record the incident on CPOMS.

5.2 Visitors, Contractors and 3rd Party Staff

Adequate checks are made for regular visitors, in line with [KCSIE 2025, Paragraph 292-295 and 305-310](#). It is best practice for NLC staff to carry their DBS and wear a badge, this confirms safer recruitment practice has taken place. **Our site and security policy** includes signing in procedures, risk assessments and expected conduct of visitors. For further information please refer to the federation's site security policy.

Appendices

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

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

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

Before contacting SPOC consider the following:

- make sure the information you are sharing is clear;
- make sure you have consent to contact us unless it is a suspected case of infatuated illness or you feel this put the child at significant risk of harm;
- make sure you have explored the concerns with parents;
- share your contact details including email at the point of referral;
- contact details up to date;
- address up to date;
- give all the information to reception that they are asking;
- only contact SPOC to make a referral;
- what are the precise concerns being raised? What is the impact on the child? What the referrer is worried about;
- what has happened/is happening? How does the referrer know?
- what is the impact of this on the child?
- what are the precise needs/concerns?
- what has the referrer or others done to provide help to meet the child's needs / reduce the risk?
- give details of caller's discussions with the child/young person and family about what are their views and concerns.

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

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

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

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

KCSIE 2025 definition:

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

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

All staff support the CMARS Policy Statement for reducing the harm from neglect [Policy-Statement-reducing-harm-from-Neglect-August-2023.pdf](#)

Types of abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

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

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

The following may be indicators of emotional abuse:

- developmental delay;
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scape-goated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a "loner" - difficulty relating to others.

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

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

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

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area;
- blood on underclothes;
- pregnancy in a younger girl where the identity of the father is not disclosed;

- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

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

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

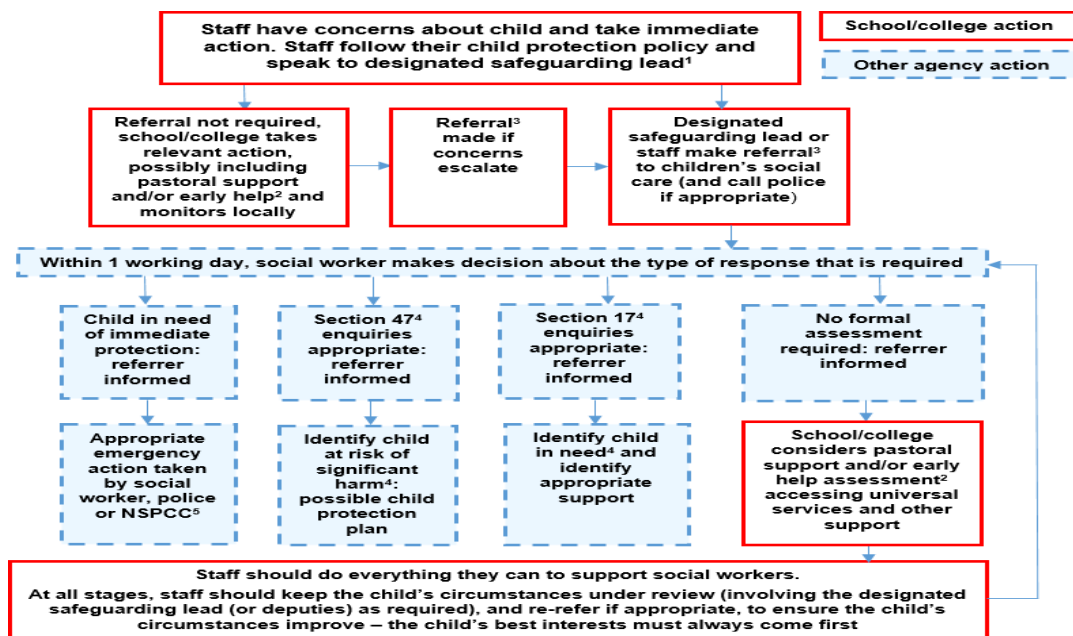
- failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- a child seen to be listless, apathetic and irresponsible with no apparent medical cause;
- failure of child to grow within normal expected pattern, with accompanying weight loss;
- child thrives away from home environment;
- child is frequently absent from school;
- child left with adults who are intoxicated or violent;
- child abandoned or left alone for excessive period.

Appendix 2: Allegation of Abuse

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

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

Actions when there are concerns about a child



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

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

1. Dealing with disclosures of abuse:

- always listen carefully and quietly - do not press for any evidence at all;
- remain calm and reassuring - do not dismiss the disclosure - do not show distress or concern;
- do not refute the allegation;
- show that you care through open and reassuring facial and body language;
- do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe);
- ensure you take a written verbatim account of the child’s disclosure and upload to CPOMS immediately.

II. At this point, take the following steps:

- explain to the pupil that the disclosure must be reported - emphasise your trust in them;
- do not promise to keep the allegation secret or that 'everything will be alright';
- reassure by telling the pupil that they have done the right thing in telling you, do not offer physical reassurance;
- do not admonish in any way e.g. 'I wish you had told me sooner';
- initially, inform the DSL verbally;
- under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL;
- if the child agrees, take them with you to the DSL.

A detailed chronology of information regarding the disclosure and actions taken throughout the referral process, must be recorded on CPOMS as soon as possible. The information must include:

- the information revealed by the pupil; you must not include your own **opinion**;
- actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the federation;
- date and sign any written record of events and action taken and keep confidential and secure and upload to CPOMS.

It is the duty of all staff to report all suspicions of abuse to the DSL. The DSL is responsible for passing on these concerns to Children's Services, however, any member of staff can make a referral to Children's Service. Accurate records are essential in the event of further investigations.

III. If you see or hear something that concerns you:

- don't ignore it;
- write up on CPOMS making sure the correct date and time is recorded, and seek advice from the DSL;
- don't feel silly - if it worries you, someone else needs to know;
- if it is something related to safeguarding, but not a child whose safety is immediately at risk, inform the appropriate Pastoral Leader;
- if it is related to a child being at risk, see the DSL, or Deputy DSL immediately and definitely before the child goes home that day;
- all staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff;
- concerns about adults in the federation are made directly to the Executive Headteacher;
- concerns about the Executive Headteacher are made directly to the Chair of Governors.

All staff are reminded to use appropriate language when sharing safeguarding concerns.

childrenssociety.org.uk/information/professionals/resources/child-exploitation-language-guide

Appendix 3: Body map guidance

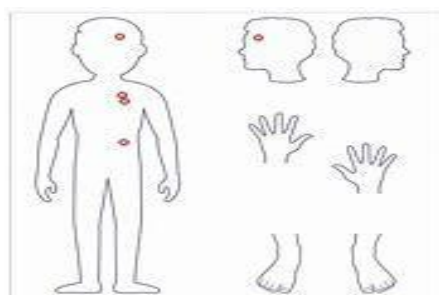
In the event of an emergency where there is no internet connection, for example, cyber-attack, we use documentation held in our emergency response file to record any safeguarding concerns. This documentation will then be uploaded to CPOMS once internet connection has been resumed. In this instance a hard copy of a body map (see below) is used to document and illustrate visible signs of harm and physical injuries. A black pen will always be used (never a pencil) and we do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time will an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person. Any concerns should be reported and recorded without delay to Single Point of contact or the child's social worker if already an open case to social care.

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

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

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

Staff use the body map on CPOMS to indicate where the injury is located.



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

Further guidance can be found here:

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

Child on child abuse

Children can abuse other children (previously referred (DfE 2021) as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

If there are no reports in school, it does not mean it is not happening, it may be that case that it is just not being reported. It is essential that all staff have a role in preventing it and responding where they believe a child may be at risk from it.

As per KCSIE 2025, our policy recognises consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. We educate our pupils via our federation apps and website.

Our policies also reflect the legal definitions provided within the [Voyeurism \(Offences\) Act 2019](#)

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

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

Child on child sexual violence and sexual harassment

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

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

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

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

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

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

The Winterton Federation has a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable.

Training on misogyny and INCEL culture has been delivered to all staff. This is also reflected in our federation behaviour and social media policies.

Our federation approach and policy, reflects current research and will continue to adapt to the changing world. For example, reflecting on:

[Adolescence at Risk: Online Misogyny, Mental Health, and the Urgent Need for Action - ACAMH](#)

Please refer to Keeping Children Safe in Education 2025 Part 5 - This section sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

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

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

The risk and needs assessment should consider:

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

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

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

The DSL response includes:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims are given as much control as is reasonably

possible over decisions regarding how any investigation is progressed and any support that they are offered. This however, needs to be balanced with the federation's duty and responsibilities to protect other children;

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or federation staff;
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

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

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

The four scenarios are:

- manage internally;
- Early help;
- referrals to children's social care;
- reporting to the Police.

For more information refer to [Addressing child on child abuse : a resource for schools and colleges](#) The Winterton Federation follows the statutory guidance in Part 5 of this guidance, where full details can be found.

Appendix 5:

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

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

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

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

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

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

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

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

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

We follow guidance in [Keeping Children Safe in Education 2025 \(to be approved\)](#) and [Children’s MARS guidance](#) see Children’s MARS procedures “Managing Allegations Against People Who Work With Children”.

Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

The Executive Headteacher completes the [LADO-Referral-Form-formatted-and-restricted-1.docx \(live.com\)](#) after reading the [initial consideration guide](#) and the [Employers Guide](#).

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

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

We:

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

Concerns that do not meet the harm threshold

The Winterton Federation promotes an open and transparent culture in which all concerns about all adults working in or on behalf of federation are dealt with promptly and appropriately, please see the federation's Low Level Concern Policy. Low level concerns do not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold but that an adult working in or on behalf of the federation may have acted in a way that:

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

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns with the Executive Headteacher so that they can be addressed appropriately and kept as confidential as possible.

We create this culture by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empowering staff to share any low-level concerns as per section 7.7 of this policy;
- empowering staff to self-refer;
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised;
- helping to identify any weakness in the federation's safeguarding system;
- ensuring all meetings regarding low level concerns are kept confidential between those involved in this process, and not discussed with other staff.

Responding to low-level concerns

If the concern is raised via a third party, the Executive Headteacher collects evidence where necessary by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The Executive Headteacher uses the information collected to categorise the type of behaviour and determine any further action, in line with the federation's staff code of conduct. The Executive Headteacher is the ultimate decision maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

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

Records are:

- kept confidential, held securely and comply with the DPA 2018 and UK GDPR;
- reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority;
- retained at least until the individual leaves employment at the federation.

Where a low-level concern relates to a supply teacher or contractor, we notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

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

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

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

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

Child abduction and community safety incidents

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

Children and the court system

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

Further information is available at

[Making child arrangements if you divorce or separate: Making child arrangements - GOV.UK](#)

[Going to court to give evidence as a victim or witness: The day of the trial - GOV.UK](#)

KSCIE 2025 directs schools to two guides that support children in the court system. This will help DSL/DDSLs and Headteachers, if called upon to provide evidence:

- [Young witness booklet for 5- to 11-year-olds - GOV.UK](#)
- [Young witness booklet for 12- to 17-year-olds - GOV.UK](#)

Children who are absent from education

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

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. For further information please refer to the federation's attendance policy.

Children who are absent from education

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

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

- are at risk of harm or neglect;
- are at risk of forced marriage or FGM;
- come from Gypsy, Roma, or Traveller families;
- come from the families of service personnel;
- go missing or run away from home or care;
- are supervised by the youth justice system;
- cease to attend a school;
- come from new migrant families.

We follow the DfE working-together-to-improve-school-attendance 2025 statutory guidance and our procedures for unauthorised absence and for dealing with children who are absent from education, in line with [DfE Summary table of responsibilities for school attendance.pdf](#) particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves either federation school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. For further information please refer to the federation's attendance policy.

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

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

Children Missing from Education (CME)

All our staff are aware that children going missing [Children missing education](#), particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal

exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the federation's unauthorised absence and children missing from education procedures. For more details, please refer to the federation's attendance policy.

For the full Children's CME CMARS Protocol visit: [North Lincolnshire Missing From Care Protocol](#)

Children missing from home or care

A child whose whereabouts cannot be established will be considered as missing until located, and their wellbeing or otherwise confirmed. All reports of missing people sit within a continuum of risk from 'no apparent risk (absent)' through to high-risk cases that require immediate, intensive action.

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

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

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

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

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

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

An independent return interview is then offered to children within 72 hours of their return. In North Lincolnshire this role is carried out by an independent Children's Missing Advocate. In some cases, independent return interviews may be completed by other professionals where it is deemed in the best interests of the child to do so. The focus of the interview is to hear from the child about why they went

missing, to understand the child/young person's perspective, to gain insight into risks and issues involved and to discuss prevention strategies.

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

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

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

Children with family members in prison

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

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

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

The Winterton Federation has embedded the CMARS policy and procedures into practice.

[15- CSE-procedure-July-2025-Approved.pdf](#)

[16- CSE-Vulnerabilities-and-Risk-Indicators-July-2025-Approved-1.pdf](#)

[17-CCE-Procedure-July-2025-Approved.pdf](#)

[18- CCE-Vulnerabilities-and-Risk-Indicators-Guide-July-2025-Approved.pdf](#)

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

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

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

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

The federation includes the new CMARS procedures into staff training.

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

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

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

Complex and Organised Child Abuse

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

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

The federation follows CMARS policy and procedure [Complex-and-Organised-Child-Abuse-Feb-23.pdf](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK; no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence, including sexual violence and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, mainstream and special, further and higher educational institutions, pupil referral units, children’s homes and care homes.

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

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

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

Homelessness

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

Trafficked

We follow CMARS procedures: [23-Trafficked-Children-Procedure-July-2025-Approved.pdf](#)

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

Definitions

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

a) 'trafficking of persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

b) the consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;

c) the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in persons' even if this does not involve any of the means set forth in subparagraph (a) of this article.

d) 'child' shall mean any person under eighteen years of age.

Cybercrime

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

Domestic abuse

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

All staff are aware that KCSIE 2025 makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional;
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

The Winterton Federation supports the CMARS guidance [CMARS | Domestic Abuse - CMARS](#) and staff have access to the new local CMARS Training offer, delivered via [The Blue Door](#)

Our parent information includes [Information on staying safe online - SafeLives](#)

Staff are encouraged to sign up to the local Domestic Abuse Partnership Board communications straight into their inbox [Click here to sign up](#)

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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

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

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

The federation is part of [Operation Encompass](#) and understands MARAC procedures, with the DSL accessing training. The DSL provides support according to the child's needs and update records about their circumstances.

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

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

More information can be found here:

[Domestic Abuse Statutory Guidance Easy Read](#)

and [domestic-abuse-act-2021/domestic-abuse-statutory-guidance-accessible-version](#)

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the following

day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information can be found at Operation Encompass.

Forced marriage

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

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

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

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

The DSL:

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

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

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

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

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

Breast Ironing

This guidance sets out the local procedures for the recognition and response to breast ironing. The guidance is relevant to any practitioner operating within North Lincolnshire who may come into contact with any child who has undergone or is vulnerable to breast ironing.

Breast ironing (sometimes known as breast flattening) is the term used to define the pounding and massaging of a girl's breasts (usually during puberty) using hard or heated objects to try to stop them developing or to make them disappear entirely.

[Guidance-for-recognising-and-responding-to-breast-ironing-August-2023.pdf](#)

FGM

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

The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

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

The federation follows CMARS [Identifying and responding to concerns about FGM](#)

More information can be found at:

[FGM- information and resources](#)

[FGM : multi-agency statutory guidance.female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack](#)

[FGMPO - Fact Sheet - 1-12-2016 FINAL.pdf](#)

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

Harmful sexual behaviour (HSB)

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

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

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

We follow the CMARS [HSB-guidance-Jan-2024.pdf](#)

KCSIE 2025 provides information for young people [Home - Shore](#). The DSL will support and help signpost and refer to additional support services, in line with local procedures.

Mental health

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. We identify children in need of extra mental health support, this includes working with external agencies. More information can be found at [Mental health and behaviour in schools](#).

Modern Slavery and the National Referral Mechanism

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

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

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

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

[Wilberforce Institute | University of Hull](#)

Online Safety

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

- Bullying;
- emotional abuse;
- sexual abuse;
- sexual exploitation;
- sexting (request for nudes).

Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024> and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

All staff are aware of the types of behaviour that are indicative of the kind of promotion or advancement which may be relevant to the definition, in accordance with <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>

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

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to

a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves;
- becoming susceptible to conspiracy theories and feelings of persecution;
- changes in friendship groups and appearance;
- rejecting activities they used to enjoy;
- converting to a new religion;
- isolating themselves from family and friends;
- talking as if from a scripted speech;
- an unwillingness or inability to discuss their views;
- a sudden disrespectful attitude towards others;
- increased levels of anger;
- increased secretiveness, especially around internet use;
- expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- accessing extremist material online, including on Facebook or Twitter;
- possessing extremist literature;
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Radicalisation

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

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

[Lessons for Prevent - GOV.UK](#)

[Lessons for Prevent \(accessible\) - GOV.UK](#)

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

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

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

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour; staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they must share their concerns with the DSL. Staff must **always** take action if they are worried.

Further information on the federation's measures to prevent radicalisation are set out in our Prevent leaflet and a dedicated page on our federation website.

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

The Prevent duty

The definition of radicalisation is 'the process of a person legitimising support for, or use of, terrorist violence'.

The federation follows the Prevent Duty 2023.

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

The Prevent duty is part of the federation's wider safeguarding obligations. The DSL and other senior leaders are familiar with the Prevent duty guidance, more information can be found at:

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

The Winterton Federation has a Prevent risk assessment in place. [Prevent duty: risk assessment templates - GOV.UK](#)

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

The DSL (DDSLs) are responsible for making PREVENT referrals, as with all referrals, the federation will be asked to attend Channel and share information.

The DSL is responsible for providing regular updates to staff on the latest CTLP - Counter Terrorist Local Profile. This is available via DSL briefings, the LA recently developed shared critical incident folder (accessed by the Executive Headteacher) and any PREVENT updates provided via the LA Safeguarding Newsletters. All Headteachers/DSLs are encouraged to sign up direct to the North East Counter Terrorism Newsletter, via this link:

https://signup.es-mail.co.uk/Signup/939aa7a7a3f0c5a3524fdd2bf091a2b8?utm_source=e-shot&utm_medium=email&utm_campaign=Campaign+2024_08_01_2

Alternatively, please email sarah.stokoe@northlincs.gov.uk

The NLC local procedures are defined below:

Counter Terrorist Local Profile

Headteachers have access to the LA Critical Incident Guidance MST team folder. The latest CTLP can be found here:

It is the duty of the Executive Headteacher/DSL to update all staff on the latest CTLP. The CTLP must not be placed on any public facing website. The information shared must be protected, and staff must not circulate this information outside school.

The forms are **NOT** for public facing websites and should only be hosted on internal intranet / folders of partner agencies so staff are able to access and submit a referral.

Where PREVENT concerns are raised with the DSL (as per KCSIE 2025). The DSL or DDSLs will complete the



Prevent National Referral Form 2024 -Referral Form 2024 -



Prevent National Referral Form 2024 -Referral Form 2024 -

Prevent referrals should be sent to: FIMUsouth@ctpne.police.uk . If the referral relates to an individual under 18 the referral should also be dual referred to: IMAP@northlincs.gov.uk

If the referral relates to an individual over 18 the referral should be dual referred to: adultprotectionteam@northlincs.gov.uk

It is accepted that most referrals relating to adults will not meet the threshold for adult services intervention, however as with children, it is correct they are sighted on referrals in case there are any wider adult safeguarding issues/considerations we are not sighted on.

As with all Prevent referrals, the Counter Terrorism Case Officer (CTCO) will undertake the Prevent assessment and communicate the outcome to children's/adults' services so they are aware of the outcome and open communication between CTPNE/Children's/adult services, particularly as all referrals go through an initial triage to deconflict the information and ensure suitability for Prevent/partner agency involvement.

On most occasions the CTCO, will ask that any contact with an individual/family is paused until the outcome of the Prevent assessment is completed, however they recognise that if an urgent wider safeguarding issue is identified children/adults services have a responsibility to act and this will almost always supersede the

undertaking of a Prevent assessment, but again we simply ask that contact is made with the CTCO before any visit takes place.

Approval of any channel child information to be shared or saved, must be agreed by the Channel chair, in line with the Channel confidentiality agreement.

Prevent contacts in the Local Authority:

NLC designated officer for Prevent:	Stuart Minto (07717 588137)
The named officer for the federation:	Mrs Joanne Spencer and Mrs Dawn Lovatt Sarah Stokoe (07385005271) ☎ 01724 298165

The named officer for safeguarding individual children:	Matthew Clayton 01724 296500
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Additional support will be assessed by the school from <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>.

General PREVENT advice may be sought from:

Counter Terrorism Case Officer:	Lee Ross
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Prevent | South Area Counter Terrorism Policing Northeast ☎ 01482 220765

Please note do not send referrals to Lee, this contact number is for PREVENT advice only and this is not for any specific case information.

Kinship Care - Private fostering

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

All staff are aware of Annex F KCSIE 2025.

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

As per Working Together to Safeguard Children 2023, Page 159. **Kinship care** is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangements however this list is not exhaustive:

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

- i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and
 - the local authority has had no major role in making the arrangement for the child;
 - where a Family Court has not made an order in respect to the care of the child.
 - ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative
 - iii. Where a 16- or 17-year-old is being provided with accommodation by an individual who is not a close relative in their own home
- b. A private fostering arrangement in which someone who is not a close relative of the child looks after the child for **28 days or more**.
- c. Where a 'lives with' child arrangements order has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent.
- d. Where a special guardianship order has been granted appointing a friend or family member as the child's special guardian.
- e. Where a child is a 'looked after child' by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):
- i. The child is being cared for by a friend or family member who is not their parent, and
 - ii. The friend or family member is approved as a local authority foster carer on a temporary basis or following full assessment.

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

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

Harms Outside the Home (formerly ROTH)

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

Extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

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

- child sexual exploitation (CSE);
- exploitation by criminal gangs and organised crime groups (such as county lines) (CCE);
- trafficking;
- online abuse;
- teenage relationship abuse (peer on peer abuse);
- influences of extremism leading to radicalisation.

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

<https://www.reportingcrime.uk/HPPartnershipIntelligence/>

More information can be found here: [CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS](#)

All staff have access to the updated CMARS training and HOTH policy: [CMARS | North Lincolnshire Harm Outside the Home - Toolkit - CMARS](#)

Sexual violence and sexual harassment

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

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

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

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

Support is also available for parents via [LGBTQIA+ Social Group | LiveWell North Lincolnshire](#)

Rainbow Youth for Young People - Locally we have a LGBTs support group. You can find them at [Facebook](#)
Contact 07802 775553 Scunnylgbts@gmail.com

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

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

Sexual violence

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

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

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

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

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

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

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);

- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms,
- the time and location of the incident, and any action required to make the location safer.

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information can be accessed at [Sexual-consent](#).

Sexual harassment

This policy supports KCSIE 2025 and highlights the:

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

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes’ images and/or videos. Further information is available at [Sharing-nudes](#);
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence);

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Refer to KCSIE 2025 Annex B and Part 5.

Upskirting

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

Misinformation/Disinformation

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

Explanation

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

It will be collated the information and shared with the Strategic Migration Partnership.

What do we mean by mis/disinformation?

rumour a hotel will be opening / closing

rumours about any reconfigurations and the purpose of sites changing

receiving enquiries about a hotel that doesn't exist

rumours an asylum site is opening

rumours or misinformation there is a protest / criminal or dangerous behaviour

rumours across the full asylum and resettlement accommodation estate

false news about individuals in your area

local Facebook groups causing potential trouble that the Strategic Migration Partnership is aware of

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

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

Appendix 7: Useful contact numbers

Designated Safeguarding Lead (DSL)	Mrs Jo Spencer - Executive Headteacher Contact number: 01724 732223/732386 Email: FAO Mrs J Spencer - adminwjs@thewintertonfederation.co.uk
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	<p>Dawn Lovatt - Pastoral Manager - 01724 732223/732386 Email - FAO Mrs D Lovatt adminwjs@thewintertonfederation.co.uk</p>
Deputy Safeguarding Lead (DDSL)	<p>Adam Downs - Deputy Headteacher - 01724 732223 Email - FAO Mr A Downs adminwjs@thewintertonfederation.co.uk</p> <p>Nicky West - Learning Mentor - 01724 732223/732386 Email - FAO Mrs N West adminwjs@thewintertonfederation.co.uk</p> <p>Donna Goodhand - Learning Mentor - 01724 732223/732386 Email - FAO Mrs D Goodhand adminwis@thewintertonfederation.co.uk</p>
North Lincolnshire's Children's Services Point of Contact (SPOC)	<p>01724 296500 (office hours) 01724 296555 (out of hours)</p>
Allegations against/concerns about adult(s) working with children	<p>Local Authority Designated Officer (LADO) LADO@northlincs.gov.uk 01724 298293</p>
Police (emergency)	999
Police (nonemergency)	101
School Improvement Officer (Safe Schools and Settings) North Lincolnshire Council	<p>Sarah Stokoe sarah.stokoe@northlincs.gov.uk 07385 005271</p>
School Improvement Officer 11-19 Standards & Effectiveness North Lincolnshire Council	<p>Martin Halliday martin.halliday@northlincs.gov.uk ☎ 01724 298446 ☎ 07584870241</p>
Head of Service - Education Standards and Early Years North Lincolnshire Council	<p>Helen Hatton helen.hatton@northlincs.gov.uk Helen Hatton 01724 298396</p>
Education Safeguarding Officer	Vacant
Virtual Head Lead for Education CP/CIN and Kinship Care Education Officer CIN/CP Compliance and Case Management North Lincolnshire Council	<p>Helen Frost Helen.frost@northlincs.gov.uk 01724 296775</p>
Head of Service for the Virtual School and Inclusion (Including Kinship Care) North Lincolnshire Council	<p>Wendy Holmes Wendy.holmes@northlincs.gov.uk Office: 01724 297502 Mobile: 07717586329</p>
NSPCC Whistleblowing helpline	0800 028 0285
Prevent	<p>Stuart Minto 07717 588137 stuart.Minto@northlincs.gov.uk Sarah Stokoe 07385 005271 Sarah.stokoe@northlincs.gov.uk</p>

Resettlement Team (misinformation reporting)	Christina Clark: 01724 298384 (work days - Monday, Tuesday, Wednesday morning) Kerry Dunn: 01724 298417 (work days - Wednesday afternoon, Thursday, Friday)
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Useful links:

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

Appendix 8: Links with other policies

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

- Behaviour;
- Staff code of conduct;
- Complaints;
- Health and safety;
- Attendance;
- Mobile phone;
- Equality and Diversity;
- Relationships and sex education;
- Curriculum policies;
- Looked after Children;
- Privacy notices;
- Whistleblowing;
- Anti-bullying;
- Computing and e-safety - including Acceptable Use Agreement;
- Data Protection;
- Information Sharing;
- Mental Health and Well-being;
- Low Level Concerns;
- SEND;
- Drugs Education;
- Supporting Pupils at school with Medical Conditions;
- Young Carers.

Appendix 9: Safeguarding and Child Protection Policy - Legislation References

Statutory framework

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

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

A summary of all safeguarding legislation can be found here:

- **Statutory Framework**
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children;
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children;
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children;
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR);
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment;
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination;
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children;

- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.