David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Skegness Grammar School
Academic Year 26 – 27

Date reviewed 06/08/26

David Ross Education Trust
Broadening Horizons

Academy: *Skegness Grammar School*

Safeguarding information for all staff

DESIGNATED SAFEGUARDING LEADS AND STAFF RESPONSIBLE FOR SAFEGUARDING

The designated safeguarding lead should take lead responsibility for safeguarding and child protection including online safety. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.

Name	Leadership level	Contact details - email address and contact number
Tracey Maloney	Senior Trust board level of leadership in safeguarding	01509 320148
Rachel Ridgill	HR Director	RRidgill@dret.co.uk
Juliet Jaggs	Core Team leadership level: head of safeguarding	jjaggs@dret.co.uk 075522 229848
Keeley Pearl	Core Team leadership level: Area Safeguarding Lead	kpearl@dret.co.uk
Helen Kidson	Core Team leadership level: Area Safeguarding Lead	HKidson@dret.co.uk
Michael Cowley	ASC leadership of safeguarding including responsibility for pupils' attendance.	MCowley@DretGovernor.co.uk
Michael Cowley	ASC colleague overseeing filtering and monitoring standards	MCowley@DretGovernor.co.uk
Aron Whiles	Executive Head of Secondary	AWhiles@dret.co.uk
Safeguarding contact	Shared email address	sgs-safeguarding@skegnessgrammar.co.uk
Lindsey Bee	DSL on SLT: Academy leadership of safeguarding	LBee@SkegnessGrammar.co.uk
Amanda Green	DDSL	Agreen@SkegnessGrammar.co.uk
Martine Brant	DDSL	MBrant@SkegnessGrammar.co.uk
Hayley McKenna	Safeguarding Manager	HMcKenna@SkegnessGrammar.co.uk
Lindsey Bee	Designated teacher for CiC	LBee@SkegnessGrammar.co.uk
Lindsey Bee	Colleague responsible for pupils educated in alternative provision off site	LBee@SkegnessGrammar.co.uk
Lindsey Bee	Colleague responsible for pupils educated in alternative provision on site	LBee@SkegnessGrammar.co.uk

Hayley McKenna	Senior mental health lead	HMcKenna@SkegnessGrammar.co.uk
Ginny Harrop	Senior colleague responsible for the implementation of the Allergy Safety Policy	GHarrop@SkegnessGrammar.co.uk
Debbie Skipworth	Colleague leading on First Aid	DSkipworth@SkegnessGrammar.co.uk
Ginny Harrop	Colleague leading on H&S	GHarrop@skegnessgrammar.co.uk
Juan Diaz Carreras	Educational Visits Coordinator	JDiazCarreras@skegnessgrammar.co.uk
Jason Sturman **Tom Wardell (Sixth Form)**	Careers lead responsible for careers and safeguarding pupils on work experience	JSturman@SkegnessGrammar.co.uk TWardell@SkegnessGrammar.co.uk
Andrea Goodson	Attendance Welfare Coordinator	AGoodson@skegnessgrammar.co.uk
Joanne McCarthy	Attendance Information Officer	JMcCarthy@skegnessgrammar.co.uk
Lindsey Bee	Senior colleague responsible for meeting the filtering and monitoring standards	LBee@SkegnessGrammar.co.uk
Ginny Harrop	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	GHarrop@SkegnessGrammar.co.uk

COVER/ DUTY ARRANGEMENTS TO ENSURE A SUITABLY QUALIFIED MEMBER OF THE SAFEGUARDING TEAM IS ALWAYS AVAILABLE DURING TERM TIME.

The designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Monday to Friday:
Monday to Friday (08.00 - 16.00). 1. Hayley McKenna or Lindsey Bee via internal telephone or in person. 2. In the event of all staff being ill, arrangements will be made for a member of SLT, alongside the DDSLs, to lead on Safeguarding.
On call arrangements for weekends
1. There is a rota in place whereby a member of staff will be contactable via the SGS Safeguarding mobile phone and email address. 2. A DSL and DDSL is available on sgs-safeguarding@skegnessgrammar.co.uk or 07912 259052. 3. For school activities, clubs or trips, the trip leader and EVC will ensure a specific DSL is nominated and provide contact details to staff. This will be recorded on the risk assessment, in the planning stages.
On call arrangements for school holidays
There is a rota in place whereby a member of staff will be contactable on sgs-safeguarding@skegnessgrammar.co.uk or 07912 259052.
Arrangements for using and managing the Safeguarding shared email address and inbox
A rota is in place whereby a member of the Safeguarding Team will be monitoring and responding to contact made through sgs-safeguarding@skegnessgrammar.co.uk.

In addition:

- Where a child is suffering or likely to suffer significant harm as assessed under Section 47 of the Children Act 1989, any such concerns will immediately be referred to children's social care on 01522 782111 (and if appropriate the police).
- Juliet Jaggs (Trust Wide Safeguarding Lead) - jjaggs@dret.co.uk or 075522 229848.
- Please visit the NSPCC website for advice and support: https://www.nspcc.org.uk.

Safeguarding Partnerships

Safeguarding partners (the local authority, Integrated Care Boards and the chief officer of police) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

Local Authority Safeguarding Partnerships working with the academy	Safeguarding partnership chair details
Lincolnshire Children's Services - Heather Sandy - Executive Director of Children's Services	01522 782111 heathera.sandy@lincolnshire.gov.uk
Police - Paul Gibson - Chief Constable of Lincolnshire Police	01522 532222 101
Integrated Care Board Members **Dr Kathy McLean - Chair** **Dr Amanda Sullivan - Chief Executive** **Executive Directors** **Clair Raybould - Strategy and Citizen Experience** **Bill Shields - Director of Finance** **Maria Principe - Commissioning** **Rosa Waddingham - Quality (Nursing)** **Dr Dave Briggs - Outcomes (Medical)**	HQ Bridge House The Point Lions Way Sleaford NG34 8GG 01522 573989 LICB.office@nhs.net Contact us - Lincolnshire ICB

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Heather Sandy	Chief Executive of Lincolnshire Children's Services	01522 782111
Children Services	Integrated Front Door for Children's Services referrals	01522 782111 Out of Hours 01522 782333

Lincolnshire Pupil Reintegration Team; Kate Kemp – Behavioural Support **Claire Richardson – EBSA (Emotional Behaviour School Avoidance)**	PRT Contact	PRT@Lincolnshire.gov.uk
Inspector James Hoyes of Lincolnshire Police	Operation Encompass contact	01522 532222
Julie Mellor **Sharon Tossell**	School attendance support team	School attendance – Lincolnshire County Council
Children Missing in Education Team	Children missing education officers	CME@lincolnshire.gov.uk
Tania Knight	Futures for Me	01522 782111

Commented [HM1]: @Lindsey Bee is this still correct please?

Local children's social care provision

The 2004 Children Act made local authorities responsible for ensuring and overseeing the effective delivery of services for children, working closely with others.

Name	Role	Contact details - email address and contact number
Jo Casey	Head of Service – Children's Services	BS_ELFASTSouth@lincolnshire.gov.uk
Tara Jones	Assistant Director for Safeguarding	BS_ELFASTSouth@lincolnshire.gov.uk
Sarah Lane	Virtual School Head	virtualschool@lincolnshire.gov.uk
Nikki Burgess	East Lindsey South – Team Manager	01522 554344 BS_ELFASTSouth@lincolnshire.gov.uk
Paula Barnes	East Lindsey North – Team Manager	01522 554444 BS_ELFASTNorth@lincolnshire.gov.uk
Kate Brown	East Lindsey Early Help Team Manager	01522 554344 BS_ELFASTSouth@lincolnshire.gov.uk

Police Liaison

Academy leaders seek to promote a constructive working partnership with the local police force.
Academy leaders will consider the type of incident and possible aggravating offence factors to be considered when calling the police. The context of the offence should always be taken into consideration, as should other vulnerabilities.

Name	Role	Contact details - email address and contact number

Nicola Whitwham **Ben Morris** **Dave Bunker** **Iwona Blachut** **Sarah Kay**	PCSO	Nicola.whitwham@lincs.police.ukBen.morris@lincs.police.uk Dave.bunker@lincs.police.uk Iwona.Blachut@lincs.police.uk Sarah.Kay@lincs.police.uk 101
Nicola Defraine **Grace Misiak**	Counter terrorism	ctp-em-prevent-referral@lincs.police.uk Emergency support is accessed through calling 999 and non-emergency support through 101. Prevent | Lincolnshire Police (lincs.police.uk)
	FGM referrals	FGM mandatory reporting duty on 101. Children's services – 01522 782111. Call 999 in an emergency. Female genital mutilation (FGM) | Lincolnshire Police
	County lines	County lines | Lincolnshire Police Children's Services – 01522 782111. Police – 101. Emergency Police – 999. To report intelligence for Operation Insignia Partnership information report (Operation Insignia) | Your details – Lincolnshire County Council

HEALTH SERVICES

Academy leaders seek to promote a constructive working partnership with local health services. Access to services needs to be timely and responsive to individual and family needs.

Name	Role	Contact details - email address and contact number
Midwives **Health Visitors** **School Nursing Team**	Children's Health Services - Lincolnshire	Children's health – Children's Health Service - Lincolnshire County Council 01522 843000 bs_healthservices@lincolnshire.gov.uk
Here for You - 0-19 years	Mental health services	Self-referral :: Lincolnshire Young Minds
Child and Adolescent Mental Health Services	CAMHS	Child and Adolescent Mental Health Service (CAMHS) :: Lincolnshire Young Minds
Adult Mental Health Support	Single Point of Access	Community Mental Health Teams | LPFT

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Universal services and community-based early help

Universal services and community-based early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of early help is provided through universal services such as health, community-based services and including the academy.

Local safeguarding partners must name the relevant agencies they will be working with to safeguard and promote the welfare of local children as follows:

Provider	Name	Contact details - email address and contact number
Skegness Children's Centre	Providing Services for 0-5 years	01522 555652
HAY Lincolnshire	Variety of services	How Are You Lincolnshire | Support
Lincolnshire Recovery Partnership	Support with Drug and Alcohol use	Lincolnshire Recovery Partnership for Drug & Alcohol Use | Turning Point
Beacon; Family and Friends	For anyone affected by somebody else's use of drugs or alcohol	Beacon Drugs & Alcohol Support, Friends and Family Service | Turning Point 0800 3047021 Beacon.info@lincsbeacon.co.uk
ELDC Homeless Team	ELDC – Manby Teddar Hall	01507 601111
EDAN Lincs (End Domestic Abuse Now)		https://edanlincs.org.uk/
Storehouse	Foodbank/Financial Support/Befriending Service	https://www.thestorehouse.co.uk/
Wellbeing Lincs	Financial Support and Wellbeing Service	Wellbeing Lincs

Local community based early help assessment

Safeguarding partners have published a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided. The designated safeguarding leads (and their deputies) will be familiar with this document.
The local threshold document can be found here:
Safeguarding Procedures - CSA Centre Response Pathway.

This works in conjunctions with:
Working together to safeguard children 2026.

Family Help

Targeted early help services delivered through Family Help are coordinated by the local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent.
More information regarding the TAF (Team Around the Family) process can be found here:
Early Help and Team Around the Child – LSCP.

Family Help and MACPTs operate as one system ensuring SGS has clearer routes into support via Family Hubs.

Family hubs are local authority-led centres designed to bring together a wide range of services for families with children aged 0-19, or up to 25 for those with special educational needs and disabilities (SEND). They aim to provide a single, accessible point of contact where families can receive support, guidance, and information from multiple services in one place, reducing fragmentation and duplication of help. Our nearest family hub is:

Skegness Children's Centre
Brunswick Drive
Skegness
PE25 2QT
01522 843000

More information around family hubs can be found here:
Family Hubs programme – Lincolnshire County Council.

LOCAL SPECIALIST SUPPORT

Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed

Details of the specialist support available for victims and perpetrators of child-on-child sexual violence and sexual harassment from children's services, police and health as follows:

Children's Services - 01522 782111
Early Help - 01522 782111
Victim Support - 0808 168 9111 - victimsupport.org.uk. Provides emotional and practical support for people affected by crime and traumatic events.
Childline - 0800 1111 - childline.org.uk - Support for children and young people in the UK, including a free helpline and one-to-one online chats with counsellors.

Details of the local authority guidance regarding young people who are sexually active under the age of 18, including those at risk of child sexual exploitation.
Guidance can be found here: Working with Sexually Active Young People.

Children and young people aged 13 - 15 years.
Sexual activity with a young person under 16 is an offence. However, the law does not intend to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless

there is evidence of abuse or exploitation. This can only be ascertained through the use of professional curiosity, and the sharing of information, to inform an assessment of the risk. Consideration should be given in every case of sexual activity involving a young person aged 13-15 as to whether there should be a discussion with other agencies, and whether a referral should be made to Children's Social Care and/or the Police.

Young people over 16 and under 18 years old.

Sexual activity with a young person over the age of 16 is not an offence; however, young people under the age of 18 are still offered protection under the Children Act 2004 and can still suffer significant harm as a result of sexual exploitation and abuse. The support and protection they are entitled to should not be downgraded as a result of their age. An Early Help Assessment will be completed to support the decision making and ensure that all young people receive the support required.

Details of the local authority domestic abuse strategy and SGS's role in complying with this strategy can be found here:

Domestic abuse policy - Policy overview - Lincolnshire County Council.

At Skegness Grammar School, we create a safe space and an environment for our students, where children can be open and honest about their experiences outside of the school. By working with partner agencies, we endeavour to ensure that students who experience domestic abuse feel supported and cared for.

Operation Encompass is an innovative project that is run in partnership with police and local schools to safeguard and support children who are affected by domestic abuse. Children and young people who witness or endure incidents of domestic abuse can be left frightened, confused and conflicted. Following such an incident, children will often arrive at school upset and unprepared. Operation Encompass will see that Safeguarding staff have this information so they can offer support and understanding to the child in the best possible way.

The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here:

Kinship care – Lincolnshire County Council.

ADVOCATING FOR CHILDREN IN CARE AND PREVIOUSLY LOOKED AFTER CHILDREN.

Virtual School Heads manage pupil premium plus funding for Children in care, and receive this funding based on the latest published number of children looked after by the local authority. The Academy designated teacher works with the Virtual School Head from the following Local Authorities to discuss funding decisions on behalf of children as well as promoting their educational achievement as well as that of previously looked after children.

Local Authority	Name of the VSH	Contact details - email address and contact number
Lincolnshire County Council	Sarah Lane	virtualschool@lincolnshire.gov.uk
North East Lincolnshire	Michelle McMahon	Virtualschoolnelc@nelincs.gov.uk 01472 313131

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration

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The Pilgrim School	Pilgrim School, Carrington Drive, Lincoln, LN6 ODE 01522 682319 - Lincoln 01205 743107 - Amber Hill 01507 355916 - Baumber	URN: 120753 DfE number: 925/7012 UKPRN: 100161

Alternative Provision: designated safeguarding lead

Provider (include addresses for all premises used by the provider including satellite sites and subcontracted providers)	Name	Contact details - email address and contact number
The Pilgrim School	Headteacher/DDSL – Steve Barnes Assistant Headteacher/DDSL DSL and Pastoral Lead SENDCO	Steve Barnes steve.barnes@pilgrim.lincs.sch.uk Bev Lee bev.lee@pilgrim.lincs.sch.uk Mel Findon Mel.findon@pilgrim.lincs.sch.uk Elena Wilson Elena.wilson@pilgrim.lincs.sch.uk 07572173737 01205 743107

Date academy received written confirmation alternative providers have conducted all necessary vetting checks

When the academy places a pupil with an alternative provider, the academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Provider	Date received DD/MM/YYYY	Follow up due DD/MM/YYYY	Comments
The Pilgrim School	July 2026	July 2027	Information available on the website: The Pilgrim School - Information for Mainstream Schools

			All policies are due to be updated October 2026 and will be reviewed in the next audit.

MANAGED MOVES: DESIGNATED SAFEGUARDING LEAD

Academies will maintain daily contact with safeguarding and attendance staff until managed move arrangements for each pupil are confirmed and the pupil leaves the academy.

Provider	Name	Contact details - email address and contact number
John Spendluffe Technology College	Rachel Norton	office@jstc.org.uk 01507 462443
King Edward VI Academy	Nick Bibby	NBibby@KingEdwardAcademy.co.uk 01790 753260
Louth Academy	Caroline Yates	yatesc@louthacademy.co.uk 01507 606349
Skegness Academy	Steve Cumberworth	scumberworth@skegnessacademy.org 01754 879122
Barnes Wallace Academy	David Wilkinson	dwilkinson@barneswallisacademy.co.uk 01526 342379
William Lovell Church of England Academy	Emma Bennett	emma.bennett@williamlovell.laat.co.uk 01205 480352

DATE ACADEMY RECEIVED CONFIRMATION SCHOOLS PROVIDING MANAGED MOVES HAVE CONDUCTED ALL NECESSARY VETTING CHECKS

Provider	Date received DD/MM/YYYY	Follow up due DD/MM/YYYY	Comments
			No managed moves currently in place – checks will be completed prior to any moves taking place.

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Arrangements for safeguarding pupils working with external agencies to promote pupil development and outcomes

Where services or activities are provided separately by another body, the academy assures in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the academy on these matters where appropriate.

Provider	Contact details - email address and contact number	Safeguarding polices exchanged DD/MM/YYYY
Wayne Stevenson	Stevensontraining@virginmedia.com	Requested on 28/08/26
LCC Stay Safe	Kathryn.smith@lincolnshire.gov.uk	Requested on 28/08/26

Use of academy premises for non-academy activities

Where services or activities are provided separately by another body, we seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. This includes ensuring that there are arrangements in place for the provider to liaise with the academy on these matters. This applies regardless of whether or not the children who attend any of these services or activities are children on the academy roll.

Provider	Contact details - email address and contact number	Date of annual safeguarding check by the academy
Skegness Brownies	Individual contact details available on request	Information requested 20-08-26. Follow up will be completed week beginning 07-09-26.
Alford Hockey Club		
Skegness Badminton		
LYL FC		
Lincolnshire Young Farmers		
Burgh Town FC		
JCSS		
KIXX Football Academy		
Skegness Shooting Club		
Swifts JFC		
Skegness Judokwai		
Skegness Imps U10's		
Skegness Guides		

The management of safeguarding

Training requirements

The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. DSLs (and

deputies) will also continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Each DSL at Skegness Grammar School completes the DSL training provided by the Local Authority through the Safeguarding in Schools Package. CPD is also completed by undertaking modules in the LSCP 6 Year Safeguarding Children Training Pathway.

All new staff recruited, or new volunteers who begin working at SGS, receive a comprehensive induction which includes:

- Identifying and shadowing opportunities of the safeguarding leads, including the deputies.
- Identifying and understanding staff safeguarding protocols (use of deliberate practice is included).
- Understanding the Safeguarding and child protection policy.
- Training to understand navigation, and use, of the CPOMS software SGS use to record and monitor concerns.
- Access to the SGS behaviour and ethos policy, the staff code of conduct, the safeguarding response to children who go missing in education and all other mandatory policies.
- Keeping Children Safe in Education document.
- All staff who work directly with children will read and understand Keeping Children Safe in Education. Updates relating to the KCSIE is shared annually at CPD sessions.
- On-going training through espresso sessions and CPD throughout the year.
- E-learning.

All staff involved in recruitment will complete the NSPCC Safer Recruitment E-Learning.

All staff who have full access to CPOMS will complete the DSL training, to ensure use of the system is appropriately used.

All staff will receive appropriate safeguarding and child protection training which is regularly updated. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.
In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

In addition to mandatory training outlined through the SGS CPD, we have 10 staff who have completed positive handling training.

Safeguarding Espresso sessions are delivered termly. Additional training is delivered during CPD.

Online safety training including guidance about AI, and the risks of AI generated imagery and deepfakes and protecting children from accessing harmful content online and understanding the risks associated misinformation, disinformation and conspiracy theories.

DSLs will update knowledge by attending seminars relating to online safety. A weekly newsletter is received from e-safety which highlights any specific information relating to online safety. Any knowledge will be shared with staff, parents/carers and students to support with underpinning the importance of learning about online safety in the weekly newsletter.

Child on child abuse (including harassment and violence) training will be completed as part of the LSCP Six-Year Pathway. This will then be disseminated to staff through Inset, CPD and Espresso sessions.
Allergy training All staff present during times when pupils are scheduled to be on site receive allergy awareness training. This includes permanent staff, temporary staff, supply teachers, peripatetic staff, agency workers and regular volunteers. It includes catering staff and others who may oversee children and young people at breakfast or after school clubs.
Restrictive intervention SGS seeks to minimise the need for restrictive intervention through prevention and de-escalation. All staff will be informed how to use restrictive interventions safely, appropriately and lawfully when necessary. This includes post-incident support for the staff and the children involved. Specific staff have received additional practical training. All incidents will be recorded in full on the DRET proforma and stored on the child's CPOMS file. Parents will be informed on the same day. Intelligensa have delivered training to 10 staff members, and this will be updated annually.
Safeguarding induction training for new staff, supply teachers and volunteers will be led by Hayley McKenna - Safeguarding Manager. All staff who join SGS will undertake: Annual CPD training, CPOMS training, Shadowing opportunity with the Pastoral team, Have access to resources used for previous training, Complete all mandatory training which includes PREVENT.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include regular check-ins with their allocated mentor and additional sessions with the Safeguarding Manager.
Low-level concerns. SGS leadership will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. This will include guidance on how to share concerns confidentially with the Headteacher. Training around this will be completed at the Inset training and, for any new staff joining SGS, this will be delivered as part of the induction training.

INTERNAL REFERRALS
All staff are committed to fulfilling their safeguarding responsibilities and to providing help and support to meet the needs of children as soon as problems emerge. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help.

All staff will be aware of safeguarding issues that often overlap and can put children at risk of harm. Behaviours and indicators that can be signs that children are at risk include drug taking and/or alcohol misuse, unexplainable and/or persistent absences from school, serious violence, criminal exploitation, radicalisation, and consensual and non-consensual making or sharing of nudes or semi nudes.

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may need help or protection.

Concerns/disclosures:
When concerned about the welfare of a child, staff should always act in the best interests of the child and act on the concerns immediately. Disclosures may also be received from students, parents or other members of the public. Those who disclose such information may do so with difficulty, having carefully chosen to whom they will speak. Accordingly, all staff will handle disclosures sensitively. All staff will speak to a DSL (or deputy) immediately, face to face or via the telephone, and follow up by submitting the concerns in writing via the SGS referral system, 'CPOMS', seeking assurances that the referral has been received.

Where a DSL (or deputy) is not available, the member of staff will pass the concern to a member of the SLT team. All details will be shared with a DSL (or deputy) as soon as possible thereafter. The member of staff making the referral will follow up to ensure that a DSL (or deputy) has acted on behalf of the child.

Staff taking a disclosure will follow these instructions:
1. Listen to, and take seriously, any disclosure or information indicating that a child may be at risk of harm.
2. Not to promise confidentiality at this stage as it is very likely a concern will have to be shared further (for example, with a DSL or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
3. Recognising a child is likely to disclose to someone they trust: this could be anyone at the school. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They will be supportive and respectful of the child.
4. Listening carefully to the child, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – tell me, explain and describe etc.
5. Consider the best way to make a record of the report, preferably waiting until the end of the disclosure and immediately writing up a thorough summary which will be signed and dated (DD/MM/YYYY) including the time of the disclosure. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure but it is essential that staff remain engaged with the child and not appear distracted by the note taking.
6. Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker but can include observations of how the student presents.
7. Where the report includes an online element, staff must not view or forward illegal images of a child.
8. Where possible, manage reports with two members of staff present (preferably one of them being a DSL or deputy) or inform a DSL (or deputy) immediately or as soon as practically possible thereafter.

Where a child is suffering or likely to suffer significant harm as assessed under Section 47 of the Children Act 1989, any such concerns will be referred to children's social care on 01522 782111 (Monday to Friday, 8-6pm) or 01522 782333 (out of hours) and, if appropriate, the police, immediately.

The referral process at Skegness Grammar School:
1. Contact a DSL face to face or via the telephone immediately.
2. Always complete a referral immediately.
3. Go to www.dret.cloud.
4. Click CPOMS.
5. Login using SGS email address and password.
6. 'Add Incident' will appear on screen.
7. Search child's name.
8. Record factual information, with time and date logged – HH:MM and DD/MM/YYYY.
9. Include any sibling names or others affected using the drop-down options.
10. Tag all appropriate staff in the recording; this will be included in the CPOMS training powerpoint.
11. Save.
12. Seek assurance from a DSL that the referral has been received.
13. Any further information can be added to the "Open Concern." If adding information, always verbally confirm this with a DSL or deputy.

Staff should access CPOMS daily to ensure that they have oversight of any concerns that they have been tagged in and/or actions that they need to complete.

SGS is committed to ensuring that all children feel able to report incidents of child-on-child abuse, including harassment and violence.

The process for managing child-on-child abuse and supporting victims, in accordance with KCSIE guidance, is a safeguarding concern and needs to be treated as such and reported immediately using the concerns/disclosures instructions above and the referral process. Staff may be asked to support in the process, if appropriate. Incidents of this nature are often very complex, therefore staff members may be called upon to support students as their named 'go-to' person. Each incident will be dealt with on a case-by-case basis since it is likely to involve complex issues.

The Trust believes that sexual violence and sexual harassment are not acceptable and will not be tolerated. A DSL (or deputy) will take a lead in the case, working closely with other agencies as appropriate. Where there has been a report of sexual violence, a DSL (or deputy) will:
1. Immediately make a thorough risk assessment considering the actions required to protect the victim, the alleged perpetrator and other children at SGS. The risk assessment should be recorded electronically and kept under routine review. Initial considerations will include separating the victim and the alleged perpetrator to different classrooms, areas of SGS and means of transport to and from SGS. The victim's voice is paramount in maintaining safety.
2. Engage with children's social care and specialist services and any further professional risk assessments will be used as the basis for the academy response. Any response will also take account of:

- The wishes of the victim such that they are involved in any decisions about how any investigation will be progressed and any support that they will be offered.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.

- 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 significantly older, more mature, more confident or if the victim has additional needs.
- If the alleged incident is a one-off or a sustained pattern of abuse.

Staff must take guidance and instruction from a DSL and remain calm and professional. Every decision and action taken must be with the interests of the young people at the very heart of them in line with legislation and KCSIE, along with the DRET Safeguarding Policy. Clear and thorough records will be required and referrals to external agencies are likely, i.e., Children's Services and the Police. The DSL will make those professional judgements in line with KCSIE and other relevant guidance.

Specific instructions can be found here Keeping children safe in education 2026.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. SGS has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

An observation, rumour, piece of writing, behaviour or other source of information may indicate that a child is suffering ill mental health. Staff must report any concern they have, using the Safeguarding processes in place, regardless of whether they feel it to be insignificant. Staff follow the same referral process outlined above.
The DSL will discuss the observations with the child and inform them that this will be shared with the parent/carer if deemed appropriate.

Advice and referrals will be made to the appropriate agencies where necessary. The DSL will document their decision making clearly to ensure that there is a clear and succinct rationale for decisions being made. If a child requires urgent care, 999 will be called for support. Referrals will be made to Children's Services. The DSL will make those professional judgements in line with the KCSIE and other relevant guidance.

All students experiencing ill mental health will require a safety plan which will be completed alongside the student and shared with parents, the student and all staff within SGS. These will be reviewed every 6 weeks, as a minimum. Any changes in circumstances will mean the safety plan is updated accordingly.

Students will have an allocated key worker to ensure that daily or weekly check-ins are being completed as required.

CHILD CENTRIC SYSTEMS

Information sharing is vital in recognising indications that a child is being harmed, identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes.

SGS leaders including the DSL, ensure all welfare information, such as pupil records concerning attendance, first aid, behaviour and achievement, is routinely collated and analysed to identify children who are suffering or at risk of suffering harm.

Information relating to this will be recorded on CPOMS / Bromcom software so this can be utilised to ensure support and appropriate external agencies are referred to should this be required.

Data will be discussed at the weekly Inclusion meeting using the SATC document, and appropriate support measures implemented to meet the need of the child. The Inclusion meeting will take place period 6 every Monday.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

Senior leaders at SGS review these records, as part of case study reviews and training. In addition, the Trust Wide Safeguarding Lead audits cases on an annual basis.

ASC reports are completed, and the data within this is analysed with Trust Safeguarding Leads on a termly basis. This informs next steps as part of the SLT and whole school response for strategic planning.

Local multiagency safeguarding arrangements put in place in accordance with Working Together to Safeguard Children 2026, including:

Local authority children's social care has the responsibility for clarifying the process for referrals in their area. SGS will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address the harm.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, 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.

Local protocols for the early help process:

Early help means providing support as soon as a problem starts to emerge in a child's life.

Consent is required from the family to begin early help, often referred to as 'TAF' (Team Around the Family). This requires an assessment of need to be completed around the child and any impact that this may have on other children and family members within the household. Information around early help can be found here: Lincolnshire's Inclusion Strategy – Early help strategy - Lincolnshire County Council.

Referring concerns about children at risk:

A child is suffering, or is likely to suffer, significant harm.

Children's safeguarding referral (8am-6pm - Monday-Friday - 01522 782111 or out of hours safeguarding referral (01522 782333).

A safeguarding referral must be made providing clear and factual information including risk and suspected risk. If it is believed that the child will be placed at further risk or immediate risk by allowing them to go home at the end of the school day, this will be fully disclosed to Children's Services during the referral call and advice requested. Advice in such cases is provided before the end of the school day.

This may include contacting the Police, waiting for a Social Worker to attend and collect the young person or contacting someone else within the family to take care of the young person. The school will also take advice on contacting the family and informing them of the referral and any immediate action. Should it be deemed safe for the child to return home that day, the outcome of the screening will be sent to the referrer within 24 hours. Such cases will meet threshold for Social Work intervention.

Referring concerns about children in need:
A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

As above, a safeguarding referral must be made providing clear and factual information including risk and suspected risk.

Statutory assessment:
Assessments determining if a child or their family meet the LSCB threshold.

These are carried out by professionals taking the referrals, in line with the guidance above, to assess which services would be most appropriate to support the identified unmet needs and gain a whole and accurate picture of the young person's background and current concerns. This will include liaising with family, school, the young person themselves, GP/medical professionals, health visitor, Police, housing teams, CAFCASS and any other agency who have knowledge of, or any involvement with, the family. Multi-agency working is vital in all cases and feedback is then provided to everyone via meetings to support the child.

Information regarding criteria for an assessment can be found here:
https://lincolnshirescp.trixonline.co.uk/chapter/section-47-enquiries-and-social-work-assessments.

Prevent management support:
Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities.

Prevent awareness and understanding of the risks forms part of the PSHE curriculum delivered in SGS and explored in some subjects, e.g., History and RS. Our local Prevent officers, Nicola Defraine and Grace Misiak, offer advice and support via phone or email whenever required. Information is then communicated with staff for awareness. Referrals to the Prevent team and Channel can also be made by calling 101.

Prevent online training is completed by all staff every 3 years. However, regular CPD training is delivered to ensure that staff knowledge is kept up to date.

INFORMATION SHARING

Information sharing is vital in recognising indications that a child is being harmed, identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes.

Staff at SGS understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing staff to share

information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. In addition, the academy will consider whether in sharing the information the risk to the child would increase and the harm test would be met. In this case, the academy will withhold data in compliance with data laws. In processing special category personal data the academy will always consult with the Trust DPO immediately.

Information sharing with the police.
There is an exemption in law that allows the academy to share information lawfully with the police. For that exemption to apply, the principal/DSL must obtain a written request from the police, outlining the information they require. The police should also provide instructions about whether the request should be withheld from the subject of that request.

SGS ROUTINES FOR PROMOTING PUPILS' WELFARE

Routine safeguarding updates will be shared with staff in the following ways:

- Daily Pastoral briefing will take place each morning at 9am; information discussed will be shared with SLT and other staff members where necessary.
- Weekly Inclusion meeting will take place each Monday during period 6.
- Termly Safeguarding assemblies will take place.
- Termly Safeguarding CPD will take place through espresso sessions and/or CPD twilight sessions.
- Weekly Safeguarding bulletin will be shared on a Monday morning.
- Safeguarding manager will attend SLT meetings.

Expectations re: Security lockdown at SGS
The school may need to be put into a security 'lockdown' if there is a risk or danger.
1. The lockdown alarm is an extended 1-minute school bell.
2. A or B will appear on all computers. If it does not, assume B.
3. Lockdown A (Partial): All external doors are locked by members of SLT/Custodians. Please do not attempt to leave the building you are in until further notice. Continue lessons as normal.
4. Lockdown B (Full): Stay in your classroom. Stay silent and out of sight. Turn off your lights.
5. Staff will announce verbally when the lockdown has ended and it will be shown on all computer screens.

Arrangements for the supervision of pupils, including during arrival and dismissal each day, at break and lunch time and in relation to other contextual circumstances.
1. All staff will be at their allocated duty point at 08:30 to greet students in a warm manner.
2. A duty rota has been completed showing where staff are expected to be to ensure adequate supervision of students.
3. If a planned absence has been approved, it is the staff member's responsibility to ensure that cover is arranged.
4. In staff absence (non-planned), the duty lead/SLT will cover the duty.
5. All staff are expected to be at their duty point on-time.
6. All staff are expected to have a radio on them to ensure that support can be requested quickly.
7. All staff are expected to interact with students to develop and maintain warm relationships.
8. All staff are expected to be vigilant ensuring that phone use, whilst on duty, is minimal.

Expectations for supervising visitors to SGS.
All visitors attending SGS need to sign in at the main reception in accordance with the DRET Health and Safety Policy. Visitors will be expected to always wear the allocated lanyard. Those visitors given a red lanyard will be supervised by a staff member at all times. SGS reserve the right to refuse entry to the school site for those visitors without appropriate identification. Regular visitors should show a copy of their DBS and admin staff should keep a copy for records. This will be updated annually to ensure that records are relevant.

Arrangements for organising visiting speakers: External organisations can provide a varied and useful range of information, resources and speakers that can help academies enrich children's education. Careful consideration will be given to the suitability of any external organisations using DRET standard procedures for vetting these visitors.

All safeguarding checks will be completed by Diana Clarke prior to the speaker's arrival. The guest speaker will follow the expectations for supervising visitors outlined above.

Arrangements for educational trips and visits: SGS uses the web-based system EVOLVE for the planning, management, approval, and evaluation of visits. SGS's Educational Visits Coordinator (EVC) provides training for all staff involved on or leading visits and ensures these colleagues have appropriate access to Evolve. The trip leader will consult with the DSL while they are planning the trip to ensure that the needs of all pupils, including vulnerable pupils, those with a social worker and those with SEND, are met. The trip leader will also work with the colleague responsible for pupils with medical conditions to ensure that these pupils can participate safely. Final approval is delegated to the Headteacher for all visits. Overseas visits, residential visits and adventurous activity visits require Trust approval prior to the Headteacher sign off. Arrangements for these types of visits must be submitted to the Trust via EVOLVE at least 28 days in advance.

The Local Learning Area: This is an area within walking distance of SGS, that is used for regular curriculum-based learning and for which standard operating procedures and risk management arrangements have been established. SGS has designated the Local Learning Area, by adapting the template document in EVOLVE/ Resources/Forms.

Should a safeguarding issue occur whilst on an educational trip/visit it may be necessary for a parent to be contacted to collect the child. The trip lead will liaise with the DSL to decide the best course of action. Individual risk assessments will consider the specific interventions at the time of the trip and parents will be notified prior to the visit taking place.

Dog policy
Dogs are not allowed on SGS premises except for formally trained assistance and therapy dogs. Only **one** of these dogs is permitted on SGS premises at a time and this visit must be approved in writing by the Headteacher. Evidence of training is required before any therapy dog will be permitted on site. This is to safeguard all staff, pupils and the dog, as the level of training and behaviour of other dogs is unknown. A comprehensive analysis of risk will be maintained and regularly updated.

David Ross Education Trust
Broadening Horizons

EXPECTATIONS IN CARING FOR VULNERABLE CHILDREN

Children who need a social worker because of safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances, or because they are at risk of exploitation. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. SGS advocates for these pupils in the following ways:

- Ensure that their voice is heard and shared with appropriate professionals by engaging in, at least, weekly meetings with pastoral staff to obtain their views.
- All meetings that are arranged to plan and support implementation of actions will be attended by the most appropriate staff member.
- Skegness Grammar School will ensure that they have equal opportunity and access to engage with all extra-curricular activity and have equal opportunity to ensure their basic needs are being met.
- Ensure that all students have access to a safe environment with trusted adults.
- Support with achieving 100% attendance at school; students who are deemed vulnerable will be contacted as a priority if they are not in school and support plans implemented if required.

Our curriculum aims are based around our 4 key principles of the David Ross Education Trust to broaden horizons. These are Aspiration (always aiming high), Ambition (being the best you can be), Courage (nothing holds us back) and Respect (always leading by example). To create:

- Scholars who are ambitious and aspire to high academic achievement.
- Polite, well-mannered individuals who are articulate in conversation and debates.
- Highly successful adults that make a positive contribution to wider society.
- Adults that are confident to participate and attend culturally rich events and establishments.

Looked after or previously looked after children: The designated teacher for looked after children will work with local authorities to promote the educational achievement of registered pupils who are looked after, as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Concerns are recorded using CPOMS and are shared with the Designated teacher for CiC, Lindsey Bee. Plans will be implemented where necessary and shared with the relevant professionals/carers.

Pastoral staff will meet with the students regularly to obtain voice of the child and share any needs/concerns with the professionals/carers deemed necessary.

Children who are questioning their gender
Parents and carers have the leading role in the lives of their children. Where a child who is questioning their gender asks for support from SGS, the DSL will engage with parents/carers as a matter of priority. Staff at SGS know it is important that the views of the child's parents or carers carry great weight and should be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

Staff at SGS will always be appropriately professionally curious about the full range of a child's experiences, and safeguarding staff will take time to understand the thoughts and feelings of children who are questioning their gender. They will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Young carers:
SGS is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure all children with caring responsibilities receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.
Reasonable adjustments:
Reasonable adjustments are changes SGS makes if a child's physical or mental disability puts them at a disadvantage compared with other pupils who aren't disabled. The duty to provide reasonable adjustments is anticipatory i.e. they will be given in advance of what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. SGS will not discriminate against a disabled pupil because of something that is a consequence of their disability. SGS will also implement reasonable adjustments for children with or who have had a social worker.

If reasonable adjustments are needed for a student, these will be jointly discussed at the Inclusion meeting. A plan will then be agreed and implemented to support meeting the needs of the child. Where reasonable adjustments are made, these will be reviewed on a fortnightly basis and amended appropriately to ensure that the student is continuing to strive and make progress. Where necessary, appropriate partnership agencies will be invited in to support the plans made.

Procedures for providing intimate care:
At all times, students' dignity and privacy will be preserved while giving intimate care. As a basic principle, children will be supported to achieve the highest level of autonomy possible given their ages and abilities. Staff will encourage all children to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themself. Staff who administer first aid should ensure, wherever possible, that another adult is present. The pupil's dignity must always be considered and, where contact of a more intimate nature is required, another member of staff should be in the vicinity. All actions should be recorded on CPOMS.

Honour Based Abuse:
If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy) immediately. As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Forced marriage:
All staff, in consultation with the DSL, should contact the Forced Marriage unit if they have concerns that a child may be a victim of forced marriage. Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
Staff should not:

- Treat such allegations merely as a domestic issue and send the student back to the family home.
- Ignore what the student has told you or dismiss out of hand the need for immediate protection.
- Decide that it is not your responsibility to follow up the allegation.
- Approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concerns and may place the student in danger.
- Contact the family in advance of any enquiries by the police, the FMU, or adult or children's social care, either by telephone or letter.
- Share information outside what is permitted by information sharing protocols without the express consent of the student.
- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

Statutory duties for reporting FGM:
If a **teacher** discovers that an act of FGM appears to have been carried out on a girl under the age of 18, either because the child has disclosed the abuse or because the member of staff has concerns arising from providing intimate care, the **teacher** must report this to the police. It would be appropriate to do so in consultation with the DSL.
Education support staff with similar concerns should refer them to the DSL who will work with the colleague in reporting the concern to the police.

The National Referral Mechanism:
The NRM is a framework for identifying victims of human trafficking and ensuring that they receive appropriate support. Where there are concerns that a child is a potential victim, the academy will work in partnership with safeguarding partners in referring these concerns to the NRM.

PUPILS' WELFARE AND BEHAVIOUR

The SGS behaviour and ethos policy includes a range of possible sanctions, which have been clearly communicated to and understood by pupils, staff, and parents. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. SGS will consider whether any misbehaviour gives cause to suspect that a pupil is suffering or is likely to suffer harm or is at risk of exploitation. Where this may be the case, staff should speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. SGS will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. SGS will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

All behaviour events will be logged on Bromcom. If the behaviour displayed reflects any child-on-child abuse, or other concerns relating to wellbeing, it will be recorded on CPOMS. Sensitive information/observations and investigations that have taken place will also be recorded here. The

record will reflect a detailed account of the behaviour. Communication relating to behaviour is expected to be recorded on Bromcom/CPOMS. Recording should be factual, recorded in chronological order and be inputted time sensitively.

For further information, please refer to our Behaviour and Ethos policy.

Suspensions:

It will be the Headteacher's decision whether a suspension is given. If a child is deemed at risk, a professional judgement will be made which could mean the child will serve the suspension internally. If a student is suspended, it is expected that a parent/carer is notified, the student is collected from school and work is completed at home. Information regarding suspensions will be recorded as necessary on Bromcom / CPOMS. The attendance team will be notified of a suspension so an accurate recording can be implemented in the registers. Staff will not override any prepopulated marks.

Returning to learning procedures:

SGS's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Following a suspension, a reintegration meeting will be held with the most appropriate member of staff to discuss goals and strategies to support achieving the goals set. If deemed necessary, additional support will be implemented. This will be reviewed in line with the behaviour and ethos policy.

PUPILS' MENTAL HEALTH

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. SGS staff, however, still have an important role to play in promoting good mental wellbeing and preventing the onset of mental illness, in observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one, ensuring early targeted support is provided, and liaising with/referring to specialist services where needed.

SGS will implement an academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead, Hayley McKenna, will seek to normalise mental health issues, raise awareness of how and where pupils can access support. This will help them develop the emotional literacy and resilience to explain, understand and find ways to manage their emotions and mental health.

Staff training will prepare staff to recognise where pupils may have mental health needs. Any concern should be referred to the DSL immediately.

Safeguarding leaders will analyse pupil records for attainment, behaviour and attendance in identifying pupils who may be struggling with mental health. Staff will also be aware that pupils' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. SGS will engage other agencies in supporting these pupils such as educational psychological support, counselling services and recommended therapies such as art and music therapy. SGS will maintain a dedicated space where all pupils have access to calming or specialist provision.

Mental Health Lead at SGS – Hayley McKenna.
Mental Health Champions at SGS – Amanda Green, Martine Brant and Ginny Harrop.
Routines for accessing pastoral support:

- Staff should try to support and encourage the child to remain in class by talking to the student and establishing what support is needed.
- The staff member should try to support the student to problem solve and encourage the student to seek support at break and lunchtime if they are able to.
- If a student is distressed and needs to leave the class, the staff member is permitted to allow them to leave but must follow this up with an out-of-lesson email to sgs_outoflesson@skegnessgrammar.co.uk naming the student and where they are going.
- The pastoral team will then intercept the student and return the email to acknowledge the whereabouts of the student.
- If a reply is not sent within 5 minutes, the staff member will utilise the radios (situated in each classroom) to request support.
- If a student seeks pastoral support without attending their planned lesson, the pastoral team will utilise the same approach as above and escort the student to their lesson.
- If a student appears too distressed to attend their lesson, the staff member with the student will notify the attendance team and/or the next lesson teacher.
- Staff on the "On Call" duty rota must have a radio on them at all times and are required to support with locating students who are out of lesson.

Student appointments
Should a student have a planned appointment, this will be recorded on the register and coded appropriately by the attendance team. These marks must not be altered or amended. The admin team and/or staffing team will notify the attendance team and log on CPOMS when professionals book an appointment to see a student.

Self-harm:
Suicide and self-harm exist along a continuum of risk. Self-harm is deliberately causing harm to oneself, such as by cutting, scratching or burning, banging or punching objects or self, an intentional overdose or deliberate risk-taking with the intention of injury. Suicide is intentionally causing one's own death. Self-harm is the strongest known predictor of suicide.
Immediate action for self-harm:

- Remain calm. Be supportive and non-judgemental, don't make ultimatums or try to force the person to stop. Ensure the child understands the limits of confidentiality. Do not leave them alone and act immediately.
- If it is a medical emergency (i.e. the pupil has taken an overdose or consumed poison, is confused, disoriented, unconscious or has bleeding that is rapid of pulsing), ring emergency services and notify a DSL or lead first aider/Headteacher in person or by phone (not email).
- If it is not an emergency, you must still inform a DSL/Headteacher by phone/in person. If they are not available, locate someone from the safeguarding team/SLT.
- Ensure that the pupil has a suicide safety plan completed by someone who is trained in suicide risk assessment. It is likely that the self-harming behaviour is a coping strategy but it is important that suicidal risk is assessed. Appropriate referrals to mental health professionals are then required.

SEARCHING, SCREENING AND CONFISCATION

The Headteacher will oversee SGS's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from a DSL (or deputy). The Headteacher should ensure that enough staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched. A DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve a DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search will play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Safeguarding staff should always be prepared to advocate for an NRM referral with the police or Children's Social Care as appropriate.

SGS uses wands as part of its screening arrangements. The wand is a hand-held metal detector, which means that no physical contact is necessary. It is not necessary to obtain the child's consent for screening, and all pupils can be required to undergo screening. This does not necessarily mean there are any suspicions the pupil is carrying a prohibited item.

When searches are completed they should be:

- Led by staff that are trained in completing a lawful search (SLT, HOY, SENDCo, Pastoral team).
- Involve 2 members of staff being present (1 member being the same biological sex, if possible).
- Completed in a safe and private area.
- Recorded on Bromcom by uploading a completed search form and logging a neutral "Search" on the students' behaviour record.
- If no further action is required, the following should be recorded in the notes section on Bromcom:
  "Your child was asked to participate in a search due to concerns that they may have been in possession of a prohibited item. If you wish to discuss this matter further, please feel free to contact the Pastoral Team."
  If further action is required, parents should be contacted verbally to be informed that a search has been completed and the outcome.
- Any concerns, as an outcome from the search, should be logged on CPOMS immediately.

PUPIL ATTENDANCE

Good attendance is essential for pupil wellbeing. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for any needs to be identified and for them to receive

support. Staff at SGS know that the foundation to good attendance is a calm, orderly, safe and supportive environment, where pupils want to attend and where they can thrive.

SGS consistently promotes the benefits of good attendance, setting high expectations for every pupil, communicating those expectations clearly and consistently to pupils and parents, systematically analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance.

All staff will have an awareness of safeguarding issues that can put children at risk of harm including unexplainable and/or persistent absences from the academy.

Children 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. The academy's 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.

Attendance routines:

- All students who are absent from school will be contacted by the Attendance team to ascertain the reason they are absent.
- Where no contact is made, a DSL (or Deputy) and the Attendance team will decide regarding the necessity of a home visit.
- If a home visit is completed and raises further concerns, appropriate partner agencies will be contacted for support. All information regarding the visit will be logged on CPOMS.
- If a student has repeated absence, the Attendance team will work with the student and family to implement a plan to support reintegration back into school. If required, they will access wider support services to remove the barriers to attendance and decide when support will be formalised in conjunction with the local authority.
- If a student is absent from school for 3 consecutive days, a home visit may be completed to explore whether any additional support is needed.
- If a child is deemed missing from education this will be reported in line with the Child Missing Education policy.
- If additional needs are identified due to attendance, consideration will be given as to whether the student would benefit from an EBSA being implemented. More information on EBSA's can be found here: Emotional based school avoidance (EBSA) – Lincolnshire EBSA pathway - Lincolnshire County Council. Assessments will be completed which explores the need for additional agencies, such as, a referral to the Mental Health Team.

Wider Attendance Strategy:

- The Attendance team meet with the Safeguarding lead daily to discuss any necessary home visits/concerns and review plans.
- Data and information are regularly reviewed and analysed to ensure appropriate strategies can be put in place with individuals or cohorts of students, i.e., Y9 girls' absence due to menstruating – an assembly will be completed to support with strategies on coping in school with their menstrual cycles.
- Individual attendance is reviewed and monitored as part of the weekly Inclusion meeting.
- The Attendance team and Attendance lead meet two times a year with the Local Authority to support with the Attendance strategy.

For more information, please see the attendance policy.

Severely absent pupils:
Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners.

Working with partners when pupils' absence is at risk of becoming persistent or severe:
SGS will work with local communities including voluntary and community groups to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area and SGS staff are fully committed to partnership working with these other establishments.

Pupils attending alternative provision: When SGS places a pupil with an alternative provider, it continues to be responsible for the safeguarding of that pupil.

Termly audits will be completed to ensure that the AP remains compliant with meeting the students' needs. In addition, the student will be visited on a termly basis to ensure the Voice of the Child is captured and shared. This will help formulate plans moving forward.

Prior to the pupil attending the alternative provision, statutory safeguarding checks will be completed. Daily attendance checks will be completed and, where necessary, home visits to support with safeguarding and wellbeing.

Part-time timetables:
In very exceptional circumstances, where it is in a pupil's best interests, SGS will provide a part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. Where the pupil has a social worker, the academy will keep them informed of the process. This will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. The formal arrangements in place for regularly reviewing the part-time timetable with the pupil and their parents are as follows:

- The goals of the part-time timetable will be discussed at the weekly Inclusion meeting to ensure that all needs are considered.
- The EBSA pathway will be followed to support with any students who are struggling with emotional based school avoidance – this will be led by the attendance team.
- Once the part-time timetable has been agreed by SLT, the key staff member will liaise with the attendance team to ensure that all paperwork is completed and signed by a parent prior to the timetable being implemented (at least 24 hours prior to the timetable being implemented).
- Paperwork will be recorded on Bromcom and logged with the LCC. CPOMS will be updated to support with forming the chronology.
- With parental consent, an Early Help Assessment will be completed to support identification of any further needs.
- The timetable will be reviewed, by the attendance team, on a fortnightly basis with adjustments/increases being made where necessary. The LCC will be notified of any changes.
- Face to face meetings will be held with parents/carers every 4 weeks to discuss the progress being made.

- All reviews/meetings will be recorded on Bromcom under a "Support event". If any safeguarding issues are disclosed, these will be recorded on CPOMS in line with the SGS Safeguarding procedures.
- Updates will be shared at the Inclusion meeting and recorded on CPOMS.
- Alternative provision will be sought if no progress is being made.

Statutory duties re CME:
All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. SGS has agreed with their local authority the intervals at which they will inform them of pupils who fail to attend regularly or have missed ten consecutive school days without permission. SGS and local authority will make reasonable enquiries to establish the whereabouts of the child. This will involve completing home visits, visits/phone calls to parents/carers places of work and utilising other information in the public domain to conduct appropriate enquiries.

Skegness Grammar School will notify the local authority when a pupil is deleted from the admission register once their whereabouts is known and confirmation has been received from their education provider. Skegness Grammar School must notify the local authority within 5 days when a pupil is added to the admissions register at a non-standard transition point. All relevant personnel and Safeguarding information will be collated by the administrative team and forwarded to the relevant setting. A confirmation of receipt will be enclosed.

Elective Home Education (EHE)
Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, SGS will work with the local authority and other professionals to meet with parents/carers before a final decision is made. This is to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

This will entail a meeting with the Attendance team to discuss what provision will be put in place and to share any information. If the parent decides that Elective Home Education is in the best interest of the child, written confirmation will be required. All information regarding the decision to EHE will be recorded on CPOMS.

MISSING PUPIL PROTOCOL

As soon as a pupil is identified as missing by any member of staff, the DSL and Headteacher will be informed. The DSL will assess the child's vulnerability and use professional judgement in determining the timeframe required in establishing the pupil's whereabouts before notifying the Police. SGS staff will try to establish the pupil's whereabouts. They will carry out a thorough search of the premises; doors and gates will be checked to see if there has been a breach of security. Staff will consult the attendance officers and check the registers for the last known time the child was accounted for. SGS staff will contact home and try to contact the pupil via their mobile telephone if known.

Notifying the Police
The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupil's name/s; date of birth; status (for example looked after child); responsible authority.
- Where and when they went missing.
- Time and location last seen.
- Previous missing episodes and where they went.
- Who, if anyone, they went missing with.
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo.
- Medical history, if relevant.
- Circumstances or events around going missing with relevant safeguarding information; · Details of family, friends and associates:
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

When the child is found, staff will be supportive, actively listening and responding to the child's needs, as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks.

Where necessary, appropriate referrals will be made to partner agencies.

Consideration will be given to offer the child an Early Help Assessment which will identify areas of support; in turn this will identify a plan of support for the child. SGS will support the completion of a return home interview, as outlined in the missing young person's protocol: Missing Persons Protocol.

Where a student has social care involvement, a meeting will be requested to formulate a safety plan that considers the child's safety and wellbeing.

Arrangements for locating a missing child during an educational visit off site
Staff will work to establish the whereabouts of a student who is missing. Whilst staff are conducting their investigations, the trip lead will inform a DSL / the Headteacher and/or SLT staff. A DSL will contact the parents/carers of the student. If a student is not located within 5 minutes of being reported missing, the trip-lead will report the child as missing. They will do this by calling 999 and sharing the following information:
- Name.
- Date of birth.
- Description of the student, including what they are wearing.
- When and where they were last seen.
- Any observations regarding the child's behaviour/mental health and wellbeing.
- Address of the child.

On returning to school, the incident will be logged on CPOMS immediately.

SYSTEMS IN PLACE FOR CHILDREN TO REPORT ABUSE, INCLUDING CHILD ON CHILD ABUSE, KNOWING THEIR CONCERNS WILL BE TREATED SERIOUSLY, AND KNOWING THEY CAN SAFELY EXPRESS THEIR VIEWS AND GIVE FEEDBACK.
The initial response to a report from a child is incredibly important. How SGS responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential to reassure the victim 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 the academy will be treated equally seriously. 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 or their experience minimised. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of academy staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. Allegations of any abuse will be recorded on CPOMS and referrals will be made to the appropriate partner agencies, to investigate and support. Victims, alleged perpetrators and any other child affected by the abuse will be supported by independent members of staff and a thorough risk assessment will be developed in conjunction with the young people. Staff and students are aware of the safe spaces in school that can be utilised should this be needed. We actively encourage, through assemblies and the RSE curriculum, for students to speak out against abuse. Students can use the **sgs-safeguarding@skegnessgrammar.co.uk** email or the bullying box to report any concerns, if they feel they are unable to speak to someone in person at first. All allegations will be dealt with sensitively and discreetly to ensure a culture of trust is maintained. If students wish to make a written account, the bullying box is situated outside of Miss Bee's and Miss McKenna's office. This is checked daily, and all accounts are taken seriously and investigated accordingly.
Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the academy will respect and support the victim's choices in identifying how and to whom they would like to talk about their needs.
Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way: • All concerns will be logged on CPOMS and reported to a DSL (or a deputy) immediately. • Students will be spoken to and investigations completed. • Information will be shared with parents to support with the development of the safety plan. • Reasonable adjustments will be made in school to support the safety plan. • Safety plans will be shared with all staff, parents and the student. • If necessary, referrals will be made to partner agencies; this will be in consideration with the KCSIE guidance. • Behaviour displayed will be reviewed in line with the behaviour and ethos policy; this may lead to sanctions being issued. • Safety plans will be reviewed on a regular basis, but as a minimum 4 weekly basis, and will be amended/revoked if deemed necessary.

- All safety plans will be recorded on CPOMS and will be saved in a folder on the shared drive. The link for the drive will be shared with all staff.

Victims, perpetrators and any other child affected by child-on-child abuse will be supported in the following ways on a case-by-case basis. When there has been a report of sexual violence or sexual harassment, regardless of if this has occurred on the academy premises or not, a designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

- Support will be given to the student who has made the disclosure and reasonable adjustments will be implemented.
- Information will be logged on CPOMS.
- Information will be shared with parents.
- Referral will be made to partner agencies.
- On-going support will be implemented in school.
- Report will be made to the DRET Safeguarding lead for additional support.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

SGS has a statutory duty to co-operate with safeguarding partners once designated as relevant agencies, and safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Expectations for staff concerning all allegations of bullying, discrimination and harassment

There is no legal definition of bullying but it is usually defined as behaviour that is:
Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying.
SGS staff will deal with bullying in different ways. They might deal with it in school, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed.
Any sanction will take account of special educational needs or disabilities that the pupils involved may have.

What staff should do dealing with a concern around bullying:

- Staff will report all concerns of bullying to the behaviour lead for the relevant key stage; Amanda Blackburn (KS3), Lindsey Bee (KS4) or Tom Wardell (Sixth Form).
- Record all information on CPOMS and tag in the DSLs and all other relevant staff.
- A thorough investigation will be conducted by an allocated staff member; statements will be written by students under the supervision of the staff member conducting the investigation.
- The statements will be signed and dated by the student writing the statement. Students will not write statements together.
- Findings will be recorded on CPOMS.
- The pastoral team will work with the students to implement a safety plan, if deemed necessary.
- All decision making will be recorded on CPOMS.

- Statements will be saved to CPOMS; saved clearly with a date in the title.
- Consequences will be issued in line with the Behaviour policy if deemed appropriate; these will be logged on Bromcom.
- Concerns and outcomes will be communicated with the victim's and perpetrators' parent/carer (without disclosing names) and recorded on CPOMS.
- The pastoral team will provide education and learning to the preparators of bullying; this will be recorded on their CPOMS file as an intervention.
- The pastoral team will provide on-going support to all students involved.
- Specialist support will be considered, e.g., counselling, victim support, police referral, social services referral.

Harmful sexual behaviour

Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Staff at the academy understand that children who display HSB may have experienced their own abuse and trauma. They know it is important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children receive appropriate support. Staff at the academy will always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. They will use the following tool to support objective decision making about a child' sexual behaviour.

Safeguarding Manager is trained in utilising the Brook Traffic Light Resources regarding HSB and will use this to support decision making around HSB.

Procedures to minimise child on child abuse include:

At SGS, we invoke a zero-tolerance approach to child-on-child abuse.

Create a culture of safeguarding and respect by:

- Establishing clear expectations, including behaviour, that occurs outside of school or online where it affects the school community.
- Promoting a culture where students feel safe to speak to a trusted adult.
- Challenging language, attitudes and behaviours that normalise bullying, harassment, discrimination, sexual harassment, misogyny or violence.
- Reinforcing expectations through assemblies, PHSE/RSE, tutor time and targeted interventions.

Ensure clear reporting routes by:

- Encouraging students to speak directly to a member of staff.
- Reporting to the Safeguarding or Pastoral team.
- Making sure students are aware that they can email SGS-Safeguarding@SkegnessGrammar.co.uk.
- Encouraging students to support one another by reporting concerns they witness.
- Staff having a clear understanding of the reporting procedures and evoking a professional curiosity approach when investigating worries and concerns raised.

Ensure staff vigilance and training takes place:

- All staff receive regular safeguarding training.

Parent/carer communication:

Parents/carers are informed appropriately and sensitively, taking account of:

- The safety and welfare of the students involved.
- Confidentiality.
- Whether informing a parent could increase risk.
- Advice from children's social care or police where relevant.

Targeted work with pupils who display harmful behaviour:

- Individual behaviour and safeguarding assessment.
- Targeted intervention.
- Work around empathy, boundaries, relationships and consequences.
- Monitoring and supervision.
- Appropriate sanctions.
- External specialist support where necessary.
- Risk assessment and safety planning.

Regular review of school-wide risk:
The DSLs and senior leaders regularly review data which considers child-on-child abuse incidents and responds appropriately to any emerging trends or patterns.

Multi-agency working:
Where appropriate SGS works with:

- Children's social care.
- Police.
- Youth services.
- Mental health services.
- Specialist safeguarding organisations.
- Local authority safeguarding teams.
- Parents/carers and other professionals supporting the child.

Serious incidents are escalated in accordance with local safeguarding procedures rather than managed solely through the school's behaviour system.

ONLINE SAFETY: MAKING OR SHARING NUDES AND SEMI NUDES

Producing and sharing nudes and semi-nudes, including digitally manipulated and AI generated nudes and semi-nudes of children, ie under 18s, is illegal. It can be a form of child-on-child abuse, also referred to as image based sexual abuse. Although the production of such images will likely take place outside of SGS, sharing can take place and the impacts of an incident are often identified or reported within it. Incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual. SGS will make sure the pupils involved are safeguarded, supported, and educated.

The risks to children of receiving nude or semi-nude images, and being the subject of a shared nude or semi-nude image:

- It's illegal to create, share or view nude and semi-nude images of children under 18
- A child might be harmed by having images sent to them that they didn't want to see
- Sharing nude and semi-nude images can be a sign that children are at risk of harm.

What to do if a child tells you about image sharing

- Report it to the DSL immediately.
- Explain to the child that you need to report the incident to the DSL, but won't tell anyone else who doesn't need to know.
- Reassure the child that they will receive support and help from the DSL.
- Ask questions sensitively to understand more about what's happened, if appropriate. For example, you might ask about how far the image has been shared. **Do not ask about the imagery itself; this is the DSL's responsibility**.
- If you accidentally see the imagery, report this to your DSL immediately and seek support.

Do not look at, copy, print, share, store or save the imagery – and don't ask the child to do any of these things.
Do not delete the imagery, or ask the child to do so.
Do not share any information about the incident with anyone who doesn't need to know
Do not say or do anything that blames or shames the child involved.

- The DSL will make the appropriate referrals to partner agencies, including reporting this to the police.
- The DSL will take further advice and instruction from them.
- All actions taken will be recorded on CPOMS.
- Parents/carers will be contacted and informed of the concerns raised.
- A DSL will keep the device so this can be given to police as part of their investigation – consent regarding this will be sought from the parents/carers.
- The victim(s) and perpetrator(s), if this is a student at SGS, will be offered appropriate support.

Incidents where pupils have shared nudes or semi nudes will be recorded, investigated and dealt with in the following way:

- The incident should be referred to the DSL (or DDSL) as soon as possible.
- The DSL (or DDSL) will hold an initial review meeting with appropriate staff such as the staff member(s) who heard the disclosure and the Area Safeguarding Lead. Points for consideration include:
    - Whether there is an immediate risk to any child or young person.
    - Whether the image(s) has been shared widely and via what services and/or platforms.
    - Any relevant facts about the children or young people involved which would influence safety planning.
    - If there is a need to contact another education, setting or individual.
- There should be subsequent interviews with the pupils involved (if appropriate).
- Parents and carers should be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child or young person at risk of harm.
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process. Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The academy will work with local safeguarding partners to identify children and families who would benefit from more targeted support through Family Help.

ONLINE SAFETY: FILTERING AND MONITORING

SGS does all it can to limit pupil's exposure to risks from the academy's IT system. An analysis of these risks is informed by the academy's Prevent risk assessment.

As part of this process, SGS uses two separate systems, one to restrict pupils' access to harmful websites and a second to identify daily concerns about pupils' access to all other content. All staff must report safeguarding and technical concerns in the following cases to the DSL if:

- They witness or suspect unsuitable material has been accessed.
- They can access unsuitable material.
- They are teaching topics which 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.

Staff are expected to:

- Record the information on CPOMS.
- This will be investigated.
- Where appropriate, information will be communicated with a parent/carer.
- Support will be offered to the student with the appropriate agencies, which could include children's services and the police, if deemed necessary.
- All reports will be dealt with sensitively and discreetly and the information will only be shared with appropriate staff.
- Consequences will be issued in line with the Behaviour policy.

All technical reports must be shared via ITsupport@dret.co.uk

The DSL checks SENSO alerts every day. All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL ensures that the leadership team and all staff know how to manage provisions effectively and how to escalate concerns when identified.

The member of SLT responsible for filtering and monitoring will review the effectiveness of the academy's arrangements with the support of the school's DSL and IT. They will check that filtering is working appropriately on all internet-connected devices in all relevant locations, and keep a record of these checks.

SAFEGUARDING IN THE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation.

Online safety:

It is essential that children are safeguarded from potentially harmful and inappropriate online material accounting for the four main areas of risk – content, contact, conduct and commerce as well as risks associated with misinformation, disinformation and conspiracy theories. The curriculum will also support learning about the risks from AI generated imagery and deepfakes. The curriculum, with information on topics delivered, can be found on the SGS website. In addition, guidance on online behaviours and safety, along with reporting signposts can be found here too. Regular communication is sent to parents on online safety and safeguarding; parents all have free access to National Online Safety Resources for training and advice. SENSO software is regularly monitored and used in school to safeguard students from accessing any inappropriate websites. Staff training has been implemented to ensure confident use of the software. All information is shared with DRET IT for filtering and monitoring purposes.
Relationships education: This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. The curriculum for RSE can be found here: **Skegness Grammar School PSHE/RSE** .
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. • The RSE curriculum with information on topics delivered can be found on the school website. • The Skegness Grammar School Behaviour and Ethos contextual appendix provides guidance on behaviours to safeguard students. • Regular student briefings and Head of Year assemblies address any themes and trends to advise students and guide them in their decision making. • Regular communication is sent to parents on safeguarding and how to report concerns and links to useful resources are placed on the SGS website.

STAFF BEHAVIOUR POLICY: Staff safeguarding behaviour policy specific to the academy. Behaviour that contravenes these expectations will be referred to the Principal and considered as a low level concern. Staff should self-refer if they are concerned they have inadvertently breached any of these requirements.	
Feature	Skegness Grammar School staff expectations are reflected in The SGS Way document, given to staff at the start of the academic year. The document sets out an expectation of professionalism, whilst maintaining a culture of vigilance and use of professional curiosity, to ensure students are safe and well.
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their

	child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school	Members of staff should use academy devices only when contacting pupils, parents or carers. They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use.
Use of personal cameras and images of pupils such as competition winners or in routinely recording pupils' achievements.	Members of staff should not use their personal devices to record pupil assessments, especially 1:1 assessments such as when children reach individual milestones or in achieving success in sport or the preforming arts. Members of staff must not use their personal cameras to take pictures of pupils while they are at the academy or while pupils are on educational visits. Devices will be provided for use when out on educational visits. The designated trip lead is able to collect these from the main reception. Devices will be provided to record any events taking place at SGS. These can be collected from the IT department.
Arrangements for parent visitors	Parent visitors, including parent governors, will always be accompanied by a member of staff unless they have undergone the checks appropriate for them to be a parent volunteer.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form at least 2 weeks prior to the event taking place. The DSL should be informed when visitors are attending SGS. Members of staff should not arrange visiting speakers to be on the premises until all the relevant vetting has been completed.
Social contact outside the academy such as through sport club membership	Members of staff should report to the Principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.

Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	There should be no physical contact with another student. In certain situations, this may be unavoidable and, in these cases, ensure that another staff member is present. All physical contact, in line with Positive Handling, should be recorded accurately on CPOMS.
One to one situations	Staff should avoid such situations where possible by having someone else present or the room door open. However, regarding confidentiality or providing pastoral support, sometimes certain situations may require a one to-one situation with a student. Staff must follow best practice by recording the conversation by taking notes, ensure others know where you are and who you are with, trying to sit/stand near a doorway or window so passers-by could see in, set clear rules at the start of the session (if appropriate) about what will happen and showing respect. After the session is complete, ensure this is recorded appropriately. For further advice, staff should see the DSL or Safeguarding Manager.
Gifts giving and receiving	This is not encouraged but occasionally students do like to thank staff with gifts. All gifts should be declared to your line manager. Staff should not give gifts to any student without prior approval by a member of SLT.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately.
Conversational boundaries and appropriate language	Staff should maintain a professional relationship with students at all times, ensuring that boundaries are in place. Where concerns are raised, this will be reported directly to the Headteacher who will investigate the matter thoroughly and proceed with the appropriate intervention.
Staff etiquette on entering a PE changing room/toilets	Where possible, staff will be of the same biological sex when entering the toilets or changing rooms. Staff will announce that they are entering, allowing students to be treated with dignity and respect. On entering, staff will again announce their entrance.
Residential or extra-curricular trips	The safeguarding policy and the staff code of conduct will be adhered to, where staff are continuing to supervise and care for the students. Should staff have any concerns, they are to contact the DSL on the safeguarding phone immediately. Where this is not possible, they will contact a member of the SLT and Safeguarding team so that concerns can be followed up effectively. All planned extra-curricular trips will be shared with the attendance team two weeks prior to the trip taking place. They will also confirm the attendance of students on the morning of the trip. Should any students go home, this will be reported to the attendance team. If this is outside of school hours, this will be reported to the member of SLT assigned to the trip.

	All safety plans and risk assessments will be shared 48 hours prior to the trip. Where necessary, these will be amended to reflect meeting the need of the student. It is the trip lead's responsibility to ensure that all safeguarding information has been requested prior to the 48-hour deadline.

Allegations of abuse made against teachers, including supply teachers, other staff, volunteers, tradespeople and contractors

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers, contractors, tradespeople and visitors to the academy) posing a risk of harm to children, then this should be referred to the **Headteacher immediately.** The Headteacher will then refer allegations **that meet the harm threshold** to the designated officer at the Local authority on the same day. The Headteacher should inform Juliet Jaggs, Head of Safeguarding, or Rachel Ridgill, HR Director immediately.

Safeguarding concerns that meet the harm threshold include those in which the adult has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children.

Concerns/allegations about the Headteacher should be referred to the **CEO** who will refer the allegation to the designated officer at the relevant local authority on the same day.

To report a concern to the LADO, the following form needs to be completed: LADO Referral Form - Lincolnshire. If you are unsure whether a LADO referral form should be completed, make contact with the LADO service on 01522 554674 to discuss your concerns.

Low-level concerns about any adult on the academy premises should be passed to the Principal who will keep a secure record of all concerns including those that do not meet the harm threshold i.e. low-level concerns. **Low-level concerns** contravene the academy code of conduct and include:

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about the principal should be passed to the academy Regional Director who will pass them on to the DRET Head of Safeguarding.

The academy ensures allegations against supply staff, contractors and tradespeople are dealt with properly. In no circumstances will the academy decide to cease to use a supply teacher due to

safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The HR team should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The principal should notify the HR Director RRridgill@dret.co.uk or the Head of Safeguarding jjaggs@dret.co.uk when they are referring an allegation about a member of staff, volunteer or supply teacher to the local authority.

The academy has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Failure to refer when the criteria are met is a criminal offence.

The academy has a duty to consider referring the matter to the TRA to discuss prohibiting the individual from teaching.

The HR department will manage referrals to the Disclosure and Barring Service (DBS) and to the TRA in discussion with the Headteacher.

Concerns about an individual or organisation using SGS premises for non-SGS activities.
If SGS receives an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the principal will follow the academy safeguarding policies and procedures, including informing the LADO.

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments.

Identify the local hazards to pupils' safety and the control measures in place to mitigate for these risks under the following headings: ***it may be preferable to create a separate document for ease of access.***

Identify the hazard ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
County Lines	CME, disadvantaged or vulnerable children.	High	Attendance monitoring, referrals, home visits, regular parental	Termly to identify trends and contextual risks related to this.

			communication, DSL liaison with Police, staff training, EHA's or external agency support.	
Mental Health	Isolated, at risk, vulnerable, SEND, disadvantaged.	High	Safety plans, signposted support, staff training, parental communication, DSL external agency support, e.g., counselling, CAMHS, GP, MHST capacity.	Termly to identify trends and plan intervention.
Financial hardship, job loss or poverty	Children of self-employed business owners, zero-hour contracts, parents on benefits, seasonal work.	Medium	Close working with charities and organisations to access local support, regular contact, regular information on PP and FSM criteria, staff training on signs of neglect or hardship.	Termly to identify trends and plan intervention.
Domestic Abuse	CME, disadvantaged or vulnerable.	High	Staff training of domestic abuse awareness, attendance monitoring, encompass notifications, safety plans.	Termly to identify trends and plan intervention.
Young People – drug/alcohol use	CME, SEND, disadvantaged and vulnerable.	High	Staff training to raise awareness of increasing concerns around recreational drug/alcohol use, monitoring, referrals to Beacon Support.	Termly to identify trends and plan intervention.

David Ross Education Trust
Broadening Horizons

LOCAL SUPPORT FOR VULNERABLE FAMILIES

The academy leadership will engage with the following providers in supporting vulnerable families.

Housing	Health	Food	Finance	Community
Citizen's advice bureau 0808 278 7904	Drop in dental clinic Emergency clinic 111	Storehouse – Skegness 01754 763362	Turn2us https://www.turn2us.org.uk	B&Q commercial community fund https://www.diy.com/responsible-business/community/bandq-foundation
ELDC 01507 601111	Young Persons Mental Health Team Here4You access team via advice line 0800 234 6342	Holiday meal vouchers – please contact the school to discuss support available 01754 610000 Holiday Activities and Food Programme – Lincolnshire County Counci l	Free School Meals Apply for free school meals - GOV.UK (www.gov.uk)	Church groups: Storehouse, Skegness 01754 763362
	Sexual health clinic (LISH) 01522 309 309	Salvation army 01754 896772	16 – 19 student bursary https://www.gov.uk/16-19-bursary-fund Contact the school to discuss the support available.	Adult learning groups Skegness College
	Child and young person nursing team 01522 843000			Community Youth Centre 01754 764424 Viv.cross@lincolnshire.gov.uk

	Holly Lodge - Talking Therapies 01754 800200 Home :: steps2change Lincolnshire (lincolnshiretalki ngthera			Children's Centre Family Hub Skegness - 01522 555652 Wainfleet - 01754 880500 Alford - 01507 463218 Mablethorpe - 01507 479412
	Horizon - Drug and Alcohol Support for Young People | Turning Point			

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

The Trust safeguarding and child protection policy
KCSIE – Part 1
The behaviour and ethos policy including the local academy appendix
The anti-bullying policy
The restrictive intervention policy
The child-on-child abuse policy
The personal care policy
The first aid policy
The allergy policy
The staff safeguarding code of conduct in this appendix
The attendance policy and the local academy appendix, including the response to children missing in education in the safeguarding policy
The whistleblowing policy
Supporting pupils with medical needs
Acceptable use of IT
Supervision arrangements specific to the academy