



Child Protection Policy

The Fortuna and Athena Federation is committed to providing a safe and secure environment for staff, pupils and visitors and to promoting a climate where children and adults will feel confident about sharing any concerns which they have about their own safety or the well-being of others.

"Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children." Working Together 2015

The Fortuna and Athena Federation follows Lincolnshire County Council Safeguarding Children and Young People Guidance www.lincolnshirelscb.org.uk (the document is not printed as it is only valid for 72 hours from the printed date). The child centred approach is embedded within The Fortuna and Athena Federation ethos ensuring the child's needs, views, wishes and feelings are recognised. All staff will advocate for children when required in Child Protection, Child In Need and Team Around the Child meetings. All children attending The Fortuna and Athena Federation are treated with respect to assist in building stable relationships with the professionals in school.

The children at The Fortuna and Athena Federation are vulnerable children; as circumstances have shown a need for early interventions or specialist services.

From the onset; at interview stage the family are offered help and support with the possibility of an Early Help Assessment being completed in line with Lincolnshire Safeguarding Children Board's procedures. Our aim is to secure the safety of the children in our care through identifying emerging issues, intervening early and liaising effectively with other agencies – always placing the child's welfare at the centre of our actions.



Objectives

- To ensure a child-centred approach to ensure a clear understanding of the needs and views of children.
- To develop and maintain an ethos in which the whole community support the children.
- To work effectively with other agencies, ensuring that the needs of the children and their families are met.
- To have effective systems in place to identify at an early stage emerging issues and put strategies in place to deal with them.
- To have effective systems in place to react timely to child protection concerns and ensure that referrals are followed up and acted upon.
- To ensure that all staff are clear about their responsibilities and alerted to signs of abuse.
- To ensure that training needs and requirements are met and are kept up to date.
- To equip children with the skills they need to help look after themselves and to help prevent putting themselves at risk.

Responsibilities and Immediate Action

All adults working in the school (including staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Safeguarding Lead. Reporting concerns by completing yellow or pink concern forms; (see APPENDIX 1) that are kept in the main office. The pink concern form is to record concerning injuries and is completed with a body map on the back of the sheet; the pink sheet is also to record disclosures that are of high importance and concern. The yellow form is to record general concerns. The person completing the form gives it to the Safeguarding Lead or Deputy Safeguarding Lead as soon as it has been written.



The Safeguarding Leads are:  Fortuna: Hannah Keegan  Athena: Michelle Bunn

The Deputy Safeguarding Leads are:  Fortuna: Caroline Kiernan  Athena: Jo Issott

The Safeguarding Leads are the focal point for school staff that have concerns about an individual child's safety and the contact for external agencies that are pursuing Child Protection investigations. The Safeguarding Leads will also co-ordinate the school's representation at Child Protection Conferences and the submission of written reports for conferences. The Safeguarding Leads are responsible for deciding if an incident/concern should be reported to the Children's Social Care Team.

Where a child has an injury requiring urgent medical attention the Child Protection referral process does not delay emergency medical treatment or first aid. If a pupil is thought to be at immediate risk of significant harm nothing will be said to the child's parent or carer without the approval of the Safeguarding Lead.

All parents/carers of children offered places at The Fortuna and Athena Federation are informed of the Child Protection responsibilities and the existence of this policy during the admissions interview. Each child will have a Child Protection Statement (APPENDIX 2) signed by parent/carer in their file.

It is a priority that The Fortuna and Athena Federation attend all Child Protection, Core Group, Child In Need and Team Around the Child (TAC) meetings for all children. The Fortuna and Athena Federation follow the Protocol on Sharing Information in Order to Safeguard and Promote the Welfare of Children and will use the Professional Resolution and Escalation Protocol when required.

<http://lincolnshirescb.proceduresonline.com/chapters/contents.html>

The Fortuna and Athena Federation will be alert to the signs of emerging problems and work with the child, families and other professionals to assess and address these signs as early as possible. Completing an Early Help Assessment (EHA) with the child and family's consent. If there are continued concerns, then a referral may be necessary to Children's Services.

Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. It is not The Fortuna and Athena Federation's responsibility to decide whether child abuse is occurring but the school is required to act on any concerns and report them to the appropriate party. The health, safety and protection of the child is paramount.

The categories of abuse are; physical, emotional, sexual and neglect. See Appendix 3 for a full description of these categories and signs which may be indicative of abuse.

If The Fortuna and Athena Federation staff are not happy with decisions made about the safeguarding of children by other agencies; the Escalation Policy will be followed (see Appendix 5 for Flowchart)

See EHA & TAC Policy, LA Escalation Policy and NSPCC Whistle Blowing policy (0800 028 0285 / help@nspcc.org.uk).

Peer on Peer Abuse

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to



express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken. See Appendix 11 for types of abuse.

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is expected all staff will recognise and deal with this important situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Looked After Children

Across the county of Lincolnshire there are children who are classified as being in the care of the Local Authority. Additionally, there are other children in care who belong to other local authorities but have been placed into foster care in Lincolnshire. These, like any other child, will become admitted to schools in Lincolnshire in the same way to access their entitlement to the curriculum.

Fortuna's designated officers for the looked after children are Hannah Keegan and Tracy Claypole.

Athena's designated officers are: Michelle Bunn and Jo Issott.

The Fortuna and Athena Federation focuses on the educational achievement of their looked after children.

[See Looked After and Vulnerable Children Policy.](#)

Children's Voice

In some cases, a child's early nurturing experiences have been interrupted, fragmented and in some cases abusive and traumatic. Their emotional and social development has been impinged upon in the early years. The children lack the solid foundation that a sustaining, untroubled nurturing provides. Instead they struggle to make sense of the world from a disadvantaged viewpoint and their responses become inevitably more out of line with their peers as they enter school.

The Fortuna and Athena Federation creates opportunities for the children to raise concerns and share their views taking into account the levels of communicating with children with SEN; children are aware of various people in school that they can speak to as well as their class teachers and teaching assistants.



The children's voice at Fortuna School is of paramount importance and is, in part, represented by a school council, that consist of year 6 children. The school council liaise with their designated class and meet half termly to raise any suggestions. They feedback to all pupils; in assemblies and they have an active role in the appointment of new staff.



The pupils at Athena school have a school council with elected members from each year group who meet half termly to discuss suggestions and ways that we can gather the voice of the children in continually looking to improve the school.

In addition, children complete an annual survey with simple score ratings happy/sad face sheets and when The Fortuna and Athena Federation makes a referral to CAMHS or undertakes an Early Help Assessment (EHA) the wishes and feelings of the child are recorded. An EHA may highlight that a child is taking on a caring role in the home, as young carers they are entitled to an assessment of their needs from the local authority. A 'whole family approach' is advocated to support young carers. The Children and Families Act 2014. The child's views are also sought for Team Around the Child meetings and Early Help Assessments.

Children's views are gained following a physical intervention which is used as a last resort to prevent them from causing injury to themselves or others, their views are sought on the Physical Intervention form. Any concerns are discussed with parents and carers and other relevant professionals.

See [Behaviour Policy](#), [Nurture Policy](#), [Positive Handling Policy](#).

Training

All staff have up-to-date knowledge and understanding of safeguarding children and are able to implement the policy and procedures in line with DfE guidance in "*What to do if you are worried a child is being abused*".

Annually, all staff receives face to face child protection training and undertakes two e-learning safeguarding children modules. This ensures that they are meeting the Lincolnshire Safeguarding Children Board - 5 Year Safeguarding Children Training Pathway.

The Staff Continuing Professional Development (CPD) Record has full details of all training undertaken and staff must ensure a copy of the certificate gained is given to the Child & Family Officer to enable the information to be recorded. The school offers on-going staff support, training and advice on Safeguarding issues.

Staff will respond appropriately to any:

- significant changes in children's behaviour
- deterioration in their general well-being
- unexplained bruising, marks or signs of possible abuse
- signs of neglect
- statements and comments children make which give cause for concern.

The Fortuna and Athena Federation continually assesses how staff communicate their concerns about all children, as a result during staff meetings there are reminders of The Fortuna and Athena Federation's procedures.

All staff and volunteers sign a Child Protection Agreement annually (see Appendix 9)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public.



The Fortuna and Athena Federation recognise that those who disclose such information may do so with difficulty, having chosen to whom they will speak. All staff will handle disclosures with sensitivity.

Such information does not remain confidential and staff will immediately communicate what they have been told to the Safeguarding Leads and complete a yellow or pink concern sheet and complete the body map on the back of the sheet if necessary. Every member of staff at The Fortuna and Athena Federation has a duty to complete a yellow sheet with their concerns for a child. Staff understand that safeguarding children is **everybody's** responsibility. They recognise the importance of keeping information factual; using the child's language to quote rather than interpretation.

The Fortuna and Athena Federation Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm and ensure that the child knows staff cannot keep secrets. But will only tell someone if it is necessary.
- Not investigate the concerns.
- Try to ensure that the child disclosing does not have to speak to another member of school staff.
- Clarify the information.
- Try to keep questions to a minimum and of an open nature for example "Tell me", "Explain" and "Describe" (TED) rather than 'Did xx hit you'
- Not show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that the Safeguarding Lead will be informed by you.
- Reassure and Support as far as possible and be honest.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

Action by the Safeguarding Leads

Following any information raising concern, the Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Discussing the matter with other agencies involved with the family and gathering all information from other members of staff etc.
- Consulting with other appropriate agencies.
- The child's wishes where appropriate.

Then assess:

- If the child is suffering or is likely to suffer significant harm and therefore to contact the Children's Social Care Team as soon as possible.
- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- That the reasons for not notifying parents before making the referral or concerns about doing so are discussed with Children's Social Care Team.

All information and decisions will be fully documented.

IMPORTANT CONTACTS

Children's Social Care Team:

Tel: 01522 782111
Out of Hours: 01522 782333

Local Authority Designated Officers:
(LADO)

Tel: 01522 554674/554689
Email: LSCB_LADO@lincolnshire.gov.uk

The Safeguarding Children Officer for Education Settings is: Ruth Fox – 01522 554695



The nominated Safeguarding Governor is: Mary-Ann Round

The Fortuna and Athena Federation School have a Safeguarding Governor Committee meeting each term.

Curriculum

The Fortuna and Athena Federation acknowledge the important role that the curriculum can play in the prevention of abuse and in helping the children to protect themselves. PHSE in particular can address these issues within class groups.

Complaints/ Allegations made against staff

There may be occasions when a child makes an allegation against a member of staff. In this case, the member of staff informed should let the Head of School know as soon as possible. The Head of School will then discuss this with the local authority's designated safeguarding officer (also known as the LADO). It is essential that any allegation of abuse made against a teacher or other member of staff is dealt with properly and promptly. This means quickly, fairly and consistently, and in a way that provides effective protection for the child whilst protecting the rights and livelihood of the person accused.

The Fortuna and Athena Federation takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern they may have about the actions of any member of the school staff. All complaints will be brought immediately to the attention of the Head of School in order that appropriate procedures are activated (see Appendix 3).

All allegations are recorded and kept confidentially in a secure cabinet in the Executive Head's office. The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Where the Head of School is the subject of an allegation, the Executive Head, should immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the safeguarding officer and the Executive Headteacher to consider the nature, content and context of the allegation and agree a course of action. At this stage the Executive Head and the safeguarding officer would make an informed decision as to whether they felt it necessary to involve the Chair of Governors in the investigation. There may be situations when the Executive Headteacher/Chair of Governors will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Executive Head/Chair of Governors should discuss the allegations with the LADO in order to help determine whether police involvement is necessary. Where the Executive Head is the subject of an allegation, the Chair of Governors should immediately discuss the allegation with the LADO and follow the same procedures as detailed above.

All allegations against members of staff at The Fortuna and Athena Federation are reported to the governors at the following full governors meeting.

See [Employee Discipline Policy](#), [Whistleblowing Policy](#) and [Gifts, Rewards, Infatuations & Inappropriate Sexual Behaviours Policy](#).

Staff Code of Conduct



All staff are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, restraint, sanction or rewards are allowed outside those detailed in the Behaviour Management Policy.

Adults should avoid placing themselves in a position where their actions may be open to criticism or misinterpretation. Where it is necessary to physically intervene to manage a child's behaviour the training procedure (Team Teach) undertaken by staff will be followed. All incidents of positive handling are recorded and brought to the attention of the Head of School at the end of the school day.

The Fortuna and Athena Federation provides good support to staff who can speak to the Senior Management Team at any time. Staff are knowledgeable about The Fortuna and Athena Federation's policies and put this into practice; governors have a strategic overview and meet the staff on a regular basis. Staff have on-going training. The Fortuna and Athena Federation Fortuna has a detailed Continuing Professional Development (CPD) spread sheet for all staff which is monitored and updated regularly by CAFO and the Head of School.

See [Code of Conduct Policy](#), [Behaviour Management Policy](#) and [Positive Handling Policy](#), [Employee Discipline Policy](#) and [Grievance Policy](#).

Recruitment

All staff recruited by The Fortuna and Athena Federation are subject to references, a Disclosure & Barring Service (DBS) check and completion of Disqualification under the Childcare Act 2006 form at appointment. The school will only involve employment agencies and outside professional bodies which positively vet their staff. The Single Central Record (SCR) is maintained by the Child and Family Officer which is monitored termly by the Head of School and termly by the Safeguarding Governor. At least one member of the Senior Management Team, the School Business Manager and the Chair of Governors will have up-to-date training on Safer Recruitment.

Following the recruitment process all new recruits will have a risk assessment in place, automatically, to ensure that they are supervised, whilst working with pupils. This will remain in place until a satisfactory DBS has been received. At the latest, within the first week, the Head of School and Child and Family Officer will check collected, required documentation. The original documents will be checked by the two designated senior members of staff to ensure they comply with Safer Recruitment requirements.

The SCR has been adapted to form a record of when it has been monitored. This will be recorded with initials and date for when it has been checked and by whom.

See [Safer Recruitment Policy](#) and [Recruitment of Ex-Offenders Policy](#).

Volunteers

Any person employed by the school to work in a volunteering capacity with pupils will be subjected to all reasonable vetting procedures. Volunteers will work under the direct supervision of an established member of staff. Volunteers will at no time be given the responsibility, for the personal care of pupils. Volunteers are not left on their own with children at any point. All volunteers have to read and sign the volunteer indemnity letter, E-Safety and Acceptable Use Form, completion of a DBS and completion of Disqualification under the Childcare Act 2006 form and a school application form.

See [Volunteers in School Policy](#).

Communication with Parents and Carers

To provide the best outcomes for the children; The Fortuna and Athena Federation strive to engage with parents and carers by supporting them in developing and understanding their children.



- The Child and Family Officer (CAFO) offers support by phone, visits to school or visits to the home. Completing an Early Help Assessment will identify the areas of support required.
- The Fortuna and Athena Federation has regular Open Days some of which are themed with safeguarding in mind and events such as the Christmas Play and the Summer Fayre.
- The Fortuna and Athena Federation’s website is user friendly and is kept up to date.
- Newsletters are sent out to parents and carers on a termly basis.
- The Fortuna and Athena Federation operates on an open door policy; where parents and carers are encouraged to be a part of the school community and to visit the school, they can also arrange to meet with the Head of School, at any time.

	<p>Play Therapist - underpinning all play therapy at Fortuna is the belief that supporting parents and carers is usually the best way to help children make positive changes. Support sessions, group work, child-development training, and parenting strategies can all be provided as part of the play therapy project.</p>
	<p>Psychotherapist – offers a school based therapy service at Athena. To support pupils to make positive changes.</p>

The Fortuna and Athena Federation recognises that the child’s welfare is paramount, for good safeguarding practice a positive, open and honest working relationship is required with parents/carers. Whilst a referral may need to be made without consultation with parents/carers we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. We acknowledge that the lack of parental consent should not be a barrier to services for the child. Children will be given an explanation that is appropriate to age and understanding of what action is being taken on their behalf and why. Attitudes to and contact will be non-judgmental in order to maintain a good working relationship. The priority is the needs of the child and effective liaison is crucial for this.

See [TAC/EHA Policy](#), [Play Therapy Policy](#), [Complaints by Parents Policy](#).

Confidentiality & Data Protection

It is important to respect and protect the privacy and confidentiality surrounding the children and their families. Information regarding children is not to be shared outside of school. Photographs are only taken in accordance with the school policy on photography and the e safety policy. If unsure as to what information/data is to be shared with colleagues, the advice of the Designated Safeguarding Leads should be sought. The Fortuna and Athena Federation balances the individual’s right to data protection with the need to share information to ensure the safety of the child. The need to safeguard and promote the welfare of children at risk of abuse and neglect is paramount. The Fortuna and Athena Federation recognises the importance of sharing information in a necessary, relevant, accurate, timely and secure way.

See [Data Protection and Information Sharing Policy](#), [Confidentiality Policy](#), [Website, Image, Photography and Video Policy](#) and [E Safety and Acceptable Use Policy](#).

Records

Accurate written notes will be kept on all incidents of Child Protection concerns relating to individual pupils that clearly distinguish between observation, fact, opinion and hypothesis. The concern sheets are signed by the Head of School and the Child & Family Officer (CAFO) to ensure that all the recordings and actions have been completed. All written recordings and all Social Care confidential information is retained in a red ‘care and support’ file securely in a locked cabinet in the CAFO office. This is kept securely and only accessible to the Head of School, Deputy and Assistant Heads and Child & Family Officer. Information is shared on a need to



know basis and it is the responsibility of the Head of School/Safeguarding Lead to decide where, when and who to share the information with. This red file accompanies the child's main file to the next school.

* All written information is available to parents and carers on request under the Freedom & Information Act 2000 – by a letter to the Head of School.

See [Data Protection and Information Sharing Policy](#), [Confidentiality Policy](#)

Special Educational Needs

The Fortuna and Athena Federation has an experienced staff team in social, emotional and mental health difficulties (SEMH) and nurture teaching and learning. All children on roll have an education, health and care (EHC) plan. Additional to this the majority of children have various medical diagnoses in areas like Autism, ADHD, Aspergers, Oppositional Defiance Disorder and Attachment Disorder.

The Fortuna and Athena Federation has full wheel chair access with one disabled toilet available. There are trained members of staff in the administration of medication and can cater for children with special dietary needs. Fortuna staff have been trained to administer injections of insulin.

At The Fortuna and Athena Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. At The Fortuna and Athena Federation we pride ourselves in having a unique whole school nurturing ethos.

See [Special Educational Needs Policy](#) and [Nurture Policy](#).

Admissions & Exclusions

Referral documents concerning a prospective pupil are received and read by the Head of School. The Fortuna and Athena Federation has 15 working days in which to raise any initial queries with Additional Needs. Where no appropriate vacancy exists the Head of School will contact Additional Needs and inform them of the date for the next available place. Once the place has been allocated conditionally to the child through Additional Needs, The Fortuna and Athena Federation will contact parents/carers nearer the start date and put into place the admissions procedure.

The school will use exclusion as rarely as possible but will retain it as a serious consequence in certain cases. It will only be used when other consequences have not worked or where the offence is so serious that a clear message about boundaries and safety needs to be given. There may be exceptions to this in unpredictable acts of violence or destruction, but such exceptions should be very rare, as most behaviour can be anticipated. The school will always discuss the behaviour with the parent/carers and plan strategies to help to manage it.

See [Admissions Policy](#) and [Exclusions Policy](#).

Attendance

The Fortuna and Athena Federation is committed to providing a full and efficient education for all pupils. The school believes sincerely that all pupils benefit from the education it provides and therefore from regular school attendance. To this end The Fortuna and Athena Federation will do as much as it can to ensure that all pupils achieve maximum attendance and that any problems, which may impede full attendance, are acted upon as quickly as possible. If following all procedures for non-attendance The Fortuna and Athena Federation are still unable to contact the parents/carers contact will be made with the Local Authority Education Department and Children's Social Care Team.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.



The Fortuna and Athena Federation have procedures in place where a pupil has not returned to school for ten days after trying to contact parents; if there are concerns about the child/family school will inform the authority and social care about those concerns.

School will notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point.

Where a parent notifies the school in writing or orally that they are home educating, the school will inform the local authority.

See [Attendance Policy](#).

First Aid, Medication and Health Plan

First Aid will only be administered by trained first aiders, if it is necessary for a child to remove clothing for treatment another adult should be present. All first aid treatment is recorded.

In line with the *Children and Families Act 2014* The Fortuna and Athena Federation has a policy and procedure for the administration of medicine and arrangements for supporting pupils in school with a medical condition. This is only done with written consent from parent/carers. Only staff who have received appropriate training in the administration of medicine will undertake this task with a witness.

If a child arrives ill, the Head of School will take the decision as to whether the child is fit to attend and, if not, make arrangements for the child to go home.

At the admission interview questions are asked with regard to any past or present medical needs of the child. This information is translated on to a health care plan; a copy of which is kept in the pupil file and another in the medical room. Any medical condition needs to be shared with relevant staff.

All accidents, relating to pupils, in school are recorded in the pupil accident book, which is kept in the medical room. This is monitored weekly by a level 3 teaching assistant, with the responsibility of health and safety in school. The Head of School and parents will be informed of any accidents occurring in school.

Children who have intimate care needs include some of the most vulnerable children in society. All of these children have the right to be safe, to be treated with courtesy, dignity and respect, and to be able to access all aspects of the education and childcare system.

Intimate care is often defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. It is any care that involves washing, touching or carrying out an invasive procedure that most children carry out for themselves but which some are unable to do due to physical disability, special educational needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

These needs will be discussed at admissions stage with parents/carers and a care plan will be put in place, detailing how staff at The Fortuna and Athena Federation will support in meeting the needs of the child. This care plan will be agreed by both Head of School and parents, through written consent.

On the occasion that a child has soiled or is requesting basic care needs, such as a shower, or change of clothing; staff will, where appropriate gain parental consent over the telephone (for a shower) or provide the child with the resources they require to make them comfortable. On the occasion that additional, direct support is requested by the child, staff will ensure another member of staff is present, as a witness. These incidents will be logged in the class incident book.



See [Medication and Guidance Policy](#), [First Aid Policy](#), [Collapse in School Policy](#), [Physical Contact between Adults and Children Policy](#)

School guidelines for responding to drug-related and offensive weapons incidents

There are a number of situations that staff in school could have to deal with. These are considered here as emergency, intoxication, finding evidence, disclosure and suspicion.

Finding evidence, disclosure and suspicion of drug misuse:

If a pupil is discovered, or is suspected of, using or possessing a substance, including tobacco or alcohol, that is not allowed on the school premises then the following action will be taken (in line with the Child Protection procedures).

- The substance or offending weapon will be confiscated in the presence of two adults
- The substance or offending weapon will be labelled and dated and locked in a safe place.
- The pupil's parents/carers will be contacted, unless it is felt appropriate to contact an ambulance immediately.
- The Head of School, after consultation with the parents/carers, will decide what to do next. Details of their discussion and agreed action will remain on file.
- All incidents will be recorded on a yellow concern sheet and handed to the Senior Management Team.
- Where suspicion is raised regarding substances and/or an offending weapon; and with permission from the Head of School, it may be deemed necessary to search a pupil to maintain the safety of other members of the school community. Parents/carers will be informed by the Head of School. As directed by DfE '*Searching, screening and confiscation Advice for headteachers, school staff and governing bodies*'. Copy in CAFO Office.
- If there is a suspicion of, or a disclosure relating to, drug misuse action points 3 and 4 above will be followed.
- The school cannot knowingly allow its premises to be used for the illegal production, preparation, supply or misuse of any drug. Where it is suspected that substances are on the premises details regarding those involved and as much information as possible will be passed to the Police as appropriate
- School will make a referral to Children's Social Care Team 01522 782111.
- If a member of staff or an adult is discovered misusing a substance, including tobacco or alcohol, then the staff Code of Conduct policy will apply

If a child discloses to a member of staff about themselves or another child with regards to substance misuse off school site information will be recorded on a yellow concern sheet and passed on to SMT.

See [Drugs Education and Managing Drug-Related Incidents Policy](#), [Code of Conduct Policy](#). The Fortuna & Athena Federation are currently looking at implementing the Banned Items Policy and updating the Drugs Policy.

E Safety

The Fortuna and Athena Federation believes that the use of communication technology and the Internet is an essential and powerful tool for educational, business and social interaction purposes in the modern digital age. As such we will actively promote the safe and responsible use of these technologies, with a view to safeguard and protect all users both within and beyond school hours. As a school we aim to provide pupils and staff with a safe online environment and a curriculum that ensures they become safe and responsible users of mobile and online technologies. The Fortuna and Athena Federation will ensure staff are clear of their duties and responsibilities to ensure that this aim can be met.

See [E Safety and Acceptable Use Policy](#).



Health & Safety in School

The primary piece of legislation covering work-related health and safety in the United Kingdom is the Health and Safety at Work Act 1974 or HSWA. This legislation places a range of duties and responsibilities onto employers for the health and safety at work of their employees, and for other people using the premises.

Under the Disability Discrimination Act (DDA) 1995 and 2005 The Fortuna and Athena Federation provides an environment that is accessible to everyone, including those with disabilities.



No internal doors to classrooms will be locked whilst pupils are present in these areas. However, in extreme circumstances, where children have a history of running and are placing themselves in danger, the cloakroom door may be locked for a short period. If it is necessary to lock the cloakroom door this will be reported to the Head of School.



There are locked cupboards in each tutor room for pupils to keep their bags and coats. All devices with a camera are to be handed in at the start of the day and locked in a secure box in the locked cupboard. Every door in the school is lockable from the outside via a key and internally by a twist lock that it accessible by everyone.

Every member of staff has equal responsibility in ensuring that children are adequately supervised and protected. Children are registered on arrival every day. A child going missing is very rare in a school. The Fortuna and Athena Federation is proud of its record in safeguarding children and understands that the welfare of the children in our care is paramount. The Fortuna and Athena Federation is a secure site with locked access into the building. All visitors to the school only have access via reception staff. All visitors must sign in and will have their ID checked at this point. At The Fortuna and Athena Federation all visitors have to be let in to the building by reception staff and then sign in prior to being let in to the main building through a secure door.

If staff observe a child on their own with an adult with a red lanyard they may enquire with the person or seek advice from Head of School, SMT or office staff as soon as possible.

It is necessary for us to consider the safety of the children throughout our planning and in all procedures. Risk Assessments are available for all general activities and each child holds an individual risk assessment that is updated each term. All planning for activities includes a risk assessment. For all Off Site visits it is necessary to consult the Health and Safety Policy and the procedures for Off-site Visits.

See [Health & Safety Policy](#), [Absconding Policy](#), [Accessibility Policy](#), [The Critical Incident Plan](#), [Fire Procedures](#), [Severe Weather Policy](#), [Transport at Fortuna Policy](#) and [Off Sites Visit](#), [Visitors in School Policy](#) and [Visiting Governors Policy](#).

Contact other than in school

Home visits and any organised outside contact with children and families should only take place with the knowledge and approval of the Head of School.

See [Lone Working Policy](#) and [Home Visits Policy](#).

Equal Opportunities

We define equal opportunities as the right of everyone to equal chances, and respecting each individual for whom they are. Every child is unique; a competent learner from birth who can be resilient, capable, confident and self-assured.



See [Equal Opportunity Policy](#) and the [Equality and Diversity Strategy](#).

Race Equality

The Fortuna and Athena Federation are committed to tackling racial discrimination and promoting good race relations. We monitor the racist incident record carefully and inform school governors in the Head of School's report. We make it clear to children and parents that racism will not be tolerated. The Fortuna and Athena Federation recognises that families from different backgrounds and cultures will have different approaches to child rearing. These differences are acknowledged and respected, provided they do not place the child at risk as defined earlier in this document. We have access to support from the Ethnic Minority and Traveller Education Team (EMTET) for parents where it is felt that this would be useful. Children at The Fortuna and Athena Federation have the opportunity to learn about and have experiences that promote a comprehensive understanding of the diversity of different cultures and lifestyles in society.

See [Racial Equality Policy](#), [Equal Opportunities Policy](#).

Bullying

The Fortuna and Athena Federation uphold a culture throughout the school including staff, pupils, parents and community that clearly favours mutual respect for all and encourages dialogue between children and adults.

We encourage our pupils to respect themselves and to develop an understanding of their own feelings and responses. Children are constantly encouraged to recognise the effects of injurious actions and words upon themselves and others. It is made clear that hurt can be inflicted through words and insults about family and friends are equally damaging.

In order to prevent bullying the ethos aims to foster in the school community, (pupils/carers/governors/staff) an appreciation of the differences and difficulties surrounding race, culture, religion, beliefs, ability, class, gender, sexual orientation, disability or appearance.

It is explained to children that no one deserves to be hurt and no one should be a victim of bullying. Bullying incidents are recorded in the log book and this information is given to the school governors in the Head of School report.

An open and communicative culture promotes a 'no secrets' code that encourages children to talk to staff about their anxieties and to report any injustice they may encounter.

See [Anti Bullying Policy](#).

Concealment and Denial of Pregnancy and Birth

The Role of Educational Settings:

It is possible for a student at a school/educational setting to be concealing a pregnancy or denying that they are pregnant. Schools should apply professional curiosity and enquire of any behaviour that could be indicative of this. Behaviour could include being late for school, unwillingness to explain illness, isolation or lack of participation in physical activity. Any absences, authorised or unauthorised must be followed up by the school. All school staff should have an understanding of the nature of concealed and denied pregnancy so that they may take up opportunities to question behaviour patterns when they arise. If the school suspect that a student is concealing or denying a pregnancy, they can discuss this with an Early Help consultant who will advise them what to do next. Once the pregnancy is revealed, the school should complete a risk assessment to determine if there are additional risks to the unborn child due to the current lifestyle of the student. The risk assessment should also consider how or if the parents/carers of the student will be informed of the pregnancy at this point. If the school is the only agency with knowledge of the pregnancy, a referral to the Children's Social Care Team may be appropriate.



PREVENT

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

At The Fortuna and Athena Federation we recognise the importance of identifying and challenging extremist views. We also promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We provide as part of the Curriculum a balanced Religious Education, Personal Social and Health Education to further promote this.

We remain vigilant in our approach to supporting vulnerable young people.

Definitions and indicators:

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

‘Extremism’ is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.

Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Radicalisation is a form of grooming and therefore abuse.

Indicators which could include as below:

- Changing their style of dress or personal appearance to accord with the group.
- Self- segregation
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.



- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.

Procedures for referral

The Fortuna and Athena Federation will follow the Early Help and Safeguarding process in the first instance. If through completing an Early Help Assessment (EHA) with the Child and Family Officer, The Fortuna and Athena Federation identifies or is concerned about radicalisation then a channel referral form found in CAFO office should be completed.

Early intervention is vital and any concerns, no matter how small must be referred to

CHANNEL send to channel@lincs.pnn.police.uk (see appendix 10)

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

CHANNEL (**see full booklet found in CAFO Office**) is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.

It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999.

At The Fortuna and Athena Federation we have a responsibility to communicate with the investigating team to ensure that we have the latest information and that we liaise with the appropriate agencies.

EMTET can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition, they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet



Staff at the Fortuna and Athena Federation have had Raise Awareness of PREVENT training from the PREVENT Officer of East Midlands Special Operations Unit – Special Branch.

All staff have undertaken Understanding Pathways to Extremism and the Prevent Programme via eLearning.

See a list of The Fortuna and Athena Federation’s Linked Policies in Appendix 6

See a list of E-Learning Modules in Appendix 7

See a list of documents that accompany this Child Protection Policy. Fortuna’s are found in the CAFO’s Office in Appendix 8. Athena’s are in the Head of School’s office.

Signed Date
 (Executive Head of Fortuna & Athena Federation)

Signed Date
 (Head of Fortuna School)

Signed Date
 (Head of Athena School)

Signed Date.....
 (Chair of Governors)

Updated: September 2017

To be reviewed: September 2018



APPENDIX 1

NAME OF CHILD:		DATE OF CONCERN:	TIME (information received by child):
Class:	Concern Written by:	Class Teacher signature:	

ENSURE ALL CONCERNS ARE ACTED & PASSED ON IMMEDIATELY; this allows us to identify and provide help for the child as soon as possible.

YELLOW FOR GENERAL CONCERNS - **PINK** FOR EMERGENCY CONCERNS ie: any marks disclosed by the child as intentional; any disclosures of physical or sexual abuse; any disclosures where the child has been at serious risk. *If the child has seen a first aider please record this information on this sheet too. See the Child Protection Policy for full details.*

ALL marks and injuries to be recorded on the body map on the reverse of this sheet.

That all information given is factual; write what you *see* or *hear* and where you can; use the *child's words*. If it is your opinion please state this.

Ensure the Class Teacher is aware of the concerns and signs the appropriate box before handing it in. For further information see the Child Protection Policy; Flowchart in the Staff Room; example of concern sheet in the Staff Room, if in doubt seek advice from HOS/CAFO/Executive Head/Deputy Head.

CONCERN

ACTION by HOS or CAFO FOLLOWING COMPLETION OF CONCERN SHEET:

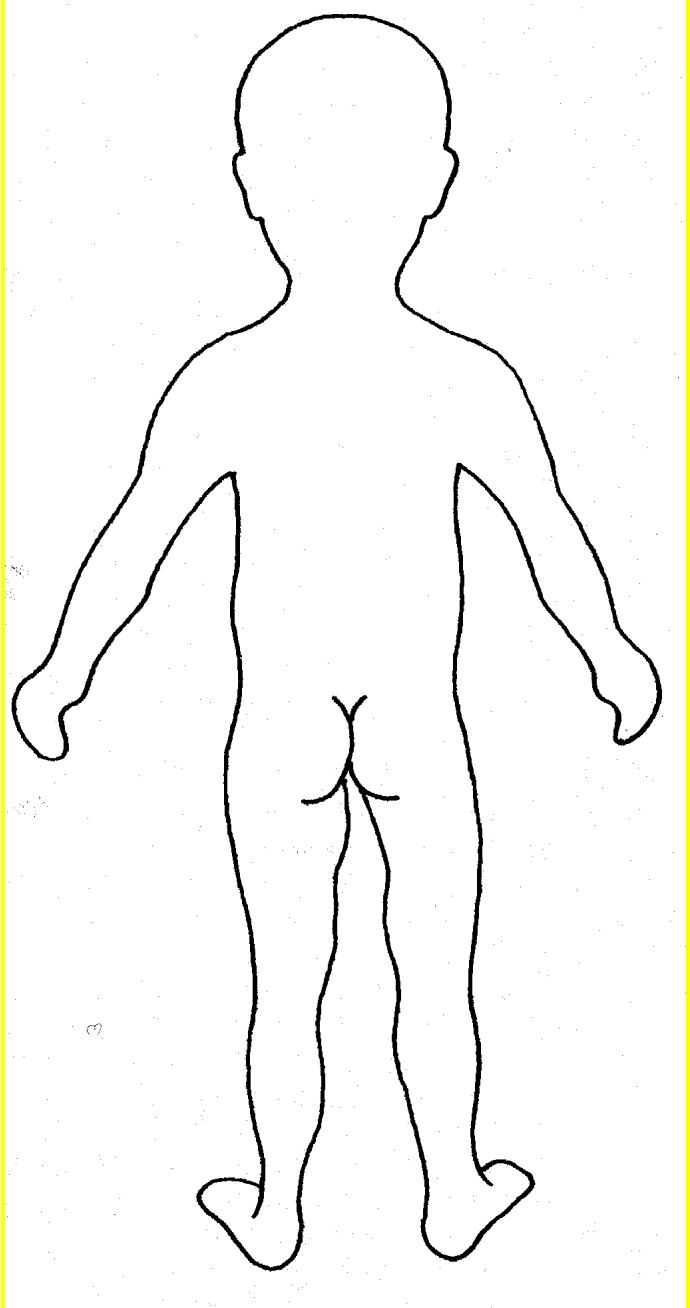
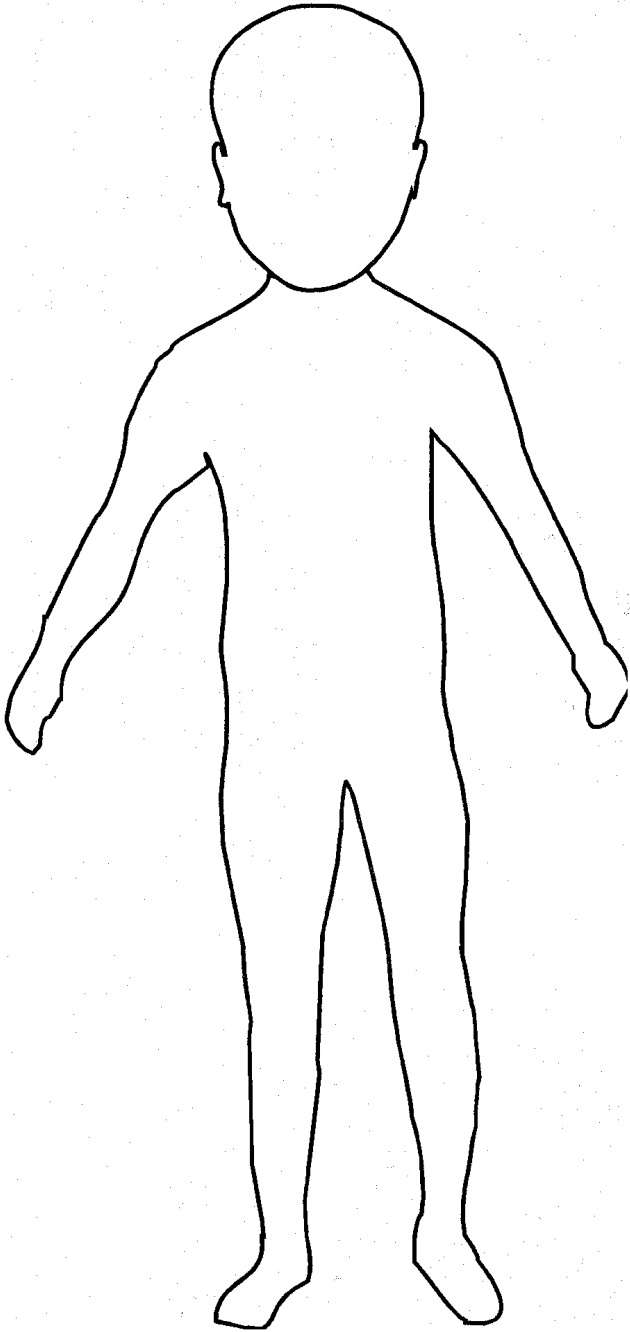
HANNAH KEEGAN (Head of School)	CAROLINE KIERNAN (Child & Family Officer)
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FORTUNA
&
ATHENA
Federation



BODY MAP OF MARKS SEEN



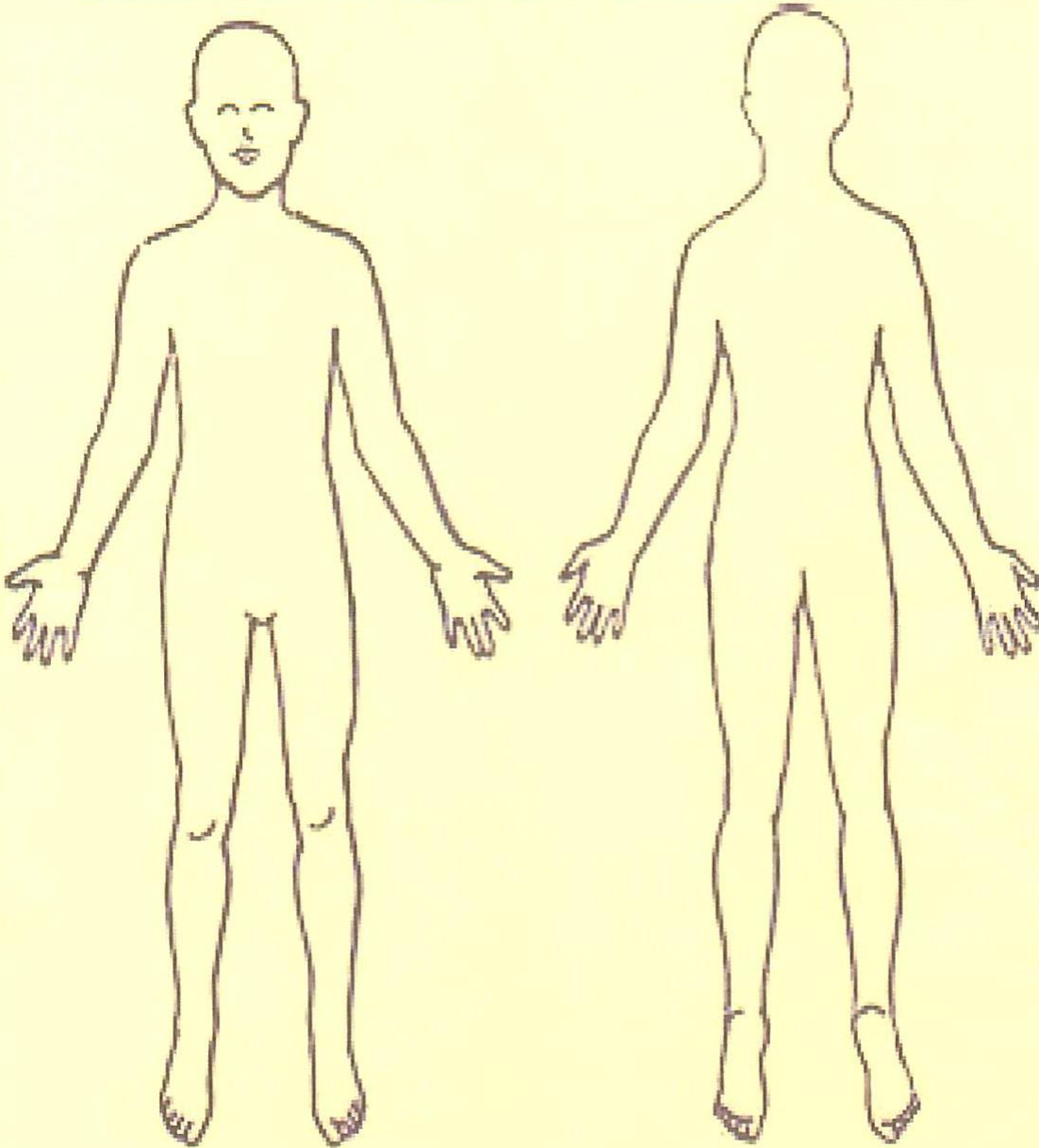
Concern continued:



FORTUNA
&
ATHENA
Federation



Sincil Sports College Concerns Form | 2015



HIGHLY CONFIDENTIAL |

APPENDIX 2



Fortuna School

Child Protection Statement

We are committed to ensuring that all our children are well cared for, safe and protected.

We follow Lincolnshire's Child Protection Procedures and aim to work together with other agencies that support children and families.

Agencies would include Health Professionals (eg school nurse, speech and language therapists, paediatricians) Children's Services, Psychiatrists, CAMHS, NSPCC and our own Child and Family Officer.

We are required to be watchful for signs and symptoms of the following: -

Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect

Parents should be aware that in urgent / repeated incidents, the school is obliged to discuss / refer these to other agencies.

Declaration

I can confirm that I have read and understood the above Child Protect Statement

Signed: Date

(Parent / Guardian)



Appendix 3

Descriptions of Categories

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual exploitation of children and young people has been difficult to identify, but is increasingly recognisable as practitioners gain more understanding of grooming and other methods of sexual exploitation, and begin to take a proactive and coordinated approach to this type of abuse. It is not known how prevalent it is, but sexual exploitation has been identified throughout the UK, in both rural and urban areas, and in all parts of the world.

The sexual exploitation of children and young people is a form of child sexual abuse. Working Together to Safeguard Children (2006) describes sexual abuse as follows: 'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.'

What is Sexual Exploitation? (From Child Sexual Exploitation Document Department for Education - February 2017)

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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



Criminal Offence of Sexual Communication with a Child

As part of the Serious Crime Act (2015) an offence of sexual communication with a child was introduced. This applies to an adult who communicates with a child and the communication is sexual or if it is intended to elicit from the child a communication which is sexual and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion (previously it was on at least two occasions).

Neglect

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

Signs which may be indicative of Abuse

Possible signs of physical abuse

*Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
Improbable excuses given to explain injuries
Refusal to discuss the causes of injuries
Untreated injuries
Disclosure of punishment which appears excessive
Withdrawal from physical contact/aggressive behaviour
Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
Fear of returning home
Fear of medical help
Self-destructive tendency
Running away
Fabricated or Induced Illness*

Possible signs of emotional abuse

*Physical, mental, emotional or developmental lag
Domestic violence
Disclosure of punishment which appears excessive
Over -reaction to making mistakes or fear of punishment
Continual self-deprecation
Sudden speech disorders
Fear of new situations
Inappropriate responses to painful situations
Neurotic behaviours
Self-harm
Fear of parents being contacted
Extremes of passivity or aggression
Drug or solvent abuse
Running away
Compulsive stealing, scavenging*

Possible signs of sexual abuse

*Sudden changes in behaviour
Displays of affection which are inappropriate
Alleged promiscuity or sexualised behaviour
Fear of undressing
Regression to younger behaviour
Inappropriate internet use and possible 'grooming' concerns*



Genital itching or other genital/anal pain/injury
Distrust of familiar adult
Unexplained gifts of money, mobile phones etc.
Depression and withdrawal
Apparent secrecy about social activities or the identity of "special friends"
Wetting or soiling, day and night
Sleep disturbances or nightmares
Chronic illness, especially throat infections and sexually transmitted disease
Female Genital Mutilation

Possible signs of neglect

Constant hunger
Poor personal hygiene
Constant tiredness
Poor state of clothing
Frequent lateness or non-attendance at school
Untreated medical problems or unmet special needs
Low self-esteem
Neurotic behaviour
Poor social relationships
Deterioration in school performance
Running away
Compulsive stealing or scavenging

Sexual exploitation has links to other types of crime.

This includes:

- child trafficking (into, out of and within the UK)
- domestic violence
- sexual violence in intimate relationships
- grooming (both online and offline)
- abusive images of children and their distribution (organised abuse)
- organised sexual abuse of children
- drugs-related offences (dealing, consuming and cultivating)
- gang-related activity
- immigration-related offences
- domestic servitude

It also has links to other factors likely to affect the welfare of children and young people including:

- running away from home and going missing
- drug and alcohol misuse
- sexual health
- sexually risky behaviour
- bullying
- domestic servitude, neglect and violence
- teenage pregnancy
- long-term sexual, physical and psychological harm
- forced marriage
- self-harm and suicide

And it can be related to other factors in the lives of children and young people:

- mental health issues
- non-attendance at school and school phobia
- learning disabilities
- being in residential and foster care
- forced isolation from community and family
- immigration status

Sexting



The practice of sexting, also referred to as SGII (self-generated indecent images) has become of increasing concern. Ofsted defines sexting as the 'sending and receiving of personal sexual images or conversations to another party, usually via mobile phone messaging or instant messaging'.

Usually the image is sent to one individual initially but is then distributed further and it can have significant emotional implications. It is more likely to be instigated by boys and can be coercive and linked to harassment and bullying. The prevalence of sexting can also be indicative of sexual pressures that exist in the school and were already present in other forms previously.

Revenge Porn

Revenge porn is the distribution of a private sexual image of someone without their consent and with the intent to cause distress. The Criminal Justice and Courts Act 2015 received Royal Assent on 12 February 2015 making 'revenge porn' a criminal offence. Those convicted will be sentenced to a maximum of two years in prison. Revenge Porn: The Facts outlines the details of what revenge porn is and the consequences.

There is a growing problem of people sharing intimate images online as a way of seeking revenge and ridiculing others. A new government funded helpline has been launched to support the victims of revenge porn:

Hate crime

Hate crime is any criminal offense that is motivated by hostility or prejudice based on the victim's disability; race; religion or belief; sexual orientation; trans-gender identity.

Lincolnshire Police offer more information about what hate crime is and how to report hate crime.

Forced marriage

Forced marriage is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A 'forced' marriage differs from an 'arranged' marriage. With arranged marriages, both parties consent to the assistance of their parents or a third party in identifying a spouse.

In a situation where there is concern that an adult at risk is being forced into a marriage they do not or cannot consent to, there will be an overlap between action taken under the forced marriage provisions and the safeguarding adults process. In this case, action will be co-ordinated with the police and other relevant organisations.

The police must always be contacted in such cases as urgent action may need to be taken.

The Foreign and Commonwealth Office and the Home Office provide guidance specifically regarding forced marriage. Additionally, you may find the What is Forced Marriage leaflet and the Forced Marriage poster useful.

Honour-based violence

Honour-based violence is a crime, and referring to the police must always be considered. It has or may have been committed when families feel that dishonour has been brought to them. Women are predominantly, but not exclusively, the victims and the violence is often committed with a degree of collusion from family members and the community. Many victims will contact the police or other organisations. However, many others are so isolated and controlled that they are unable to seek help.

Referrals that may indicate honour-based violence include domestic violence, concerns about forced marriage, enforced house arrest and missing person's reports. If a concern is raised through a Safeguarding Adults referral and there is a suspicion that the adult is the victim of honour-based violence, referring to the police must always be considered as they have the necessary expertise to manage the risk.



The Metropolitan Police have created [Safe](#), which is a website dedicated to information regarding honour-based violence.

Female genital mutilation

Female genital mutilation (FGM) involves procedures that intentionally alter or injure female genital organs for non-medical reasons. The procedure has no health benefits for girls and women. The Female Genital Mutilation Act (FGMA) was introduced in 2003 and came into effect in March 2004. The Act makes it illegal to practise FGM in the UK or to take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in another country. It also makes it illegal to aid, abet, counsel or procure the carrying out of FGM abroad.

The [World Health Organisation factsheet](#) offers further information.

The Gov.UK website provides a [Female genital mutilation resource pack](#). Please be aware that some content contains images or accounts that viewers may find distressing.

Human trafficking

Human trafficking involves an act of recruiting, transporting, transferring, harbouring or receiving a person through a use of force, coercion or other means, for the purpose of exploiting them.

If an identified victim of human trafficking is also an adult at risk, the response will be co-ordinated under the safeguarding adults process. The police are the lead agency in managing responses to adults who are the victims of human trafficking.

There is a national framework to assist in the formal identification and help to coordinate the referral of victims to appropriate services, known as the [National Referral Mechanism](#).

The Lincolnshire Police [Human Trafficking](#) webpage and [Unseen UK](#) offer further information.

Appendix 4

Procedure for Allegations Made Against Staff



Immediately inform Head of School
and Executive Head



Head of School to complete a
Designated Safeguarding Officers incident
form



Phone Social Worker if Child has one
allocated.



Phone
**Local Authority Designated Officers
(LADO)**
01522 **554674/554689**
LSCB_LADO@lincolnshire.gov.uk

Professional Resolution & Escalation Protocol

Escalation to Resolution Process

Escalation can be via telephone, face-to-face or internet meeting. All escalation should be recorded to ensure that the procedure is effective, transparent and for LSCB auditing purposes. Escalation via e-mail is not recommended as effective multi-agency working requires professional challenge in a suitable format and escalation is to resolve conflict and areas of concern relating to children and their families, a priority need.

Step 1 - Direct Professional to Professional Discussion
Differences of opinion or judgment should be discussed amongst frontline professionals to attempt to achieve a shared understanding and agree a local resolution, in line with the plan, or to ensure a plan is developed if needed.

Step 2 - Direct Manager to Manager Discussion
If Step 1 does not resolve the issue then each professional should discuss the issue with their line manager or safeguarding supervisor. The line manager should review the concerns and ensure that they are justified and meet the purpose of this protocol. The line manager should then liaise with the other professional's line manager in an attempt to reach a resolution. Consultation with senior managers within each organisation can be used if this would be felt to assist resolution.

Step 3 - Direct SLO to SLO Discussion
If Step 1 and 2 do not reach a mutually agreeable resolution then the agencies' LSCB Senior Liaison Officer (SLO) should be contacted to liaise with the other agency's SLO or assist as appropriate to resolve the conflict in a timely and mutually agreeable manner. This may involve a resolution meeting in order to ensure that the learning points are recorded and brought forward.

Step 4 - Urgent resolution required- LSCB Independent Chaired Meeting
If the SLO's cannot resolve the issue that is causing conflict between professionals and agencies then a meeting should be convened with an independent chair selected from the LSCB partner organisations where the agencies can discuss the case and conflict issue in a chaired and minuted meeting, with resolution being agreed and recorded

Step 4 - Non-urgent and / or lessons learned
Senior Liaison Officers can advise that the learning points from a non-urgent case should be referred to the LSCB Policy and Procedures, Education and Training (PPET) sub group for interagency consideration. The group may make recommendations for individual agencies to review performance and/or involvement, or for LSCB policy and procedural review and development.

At every stage of the discussion the actions should be followed up in writing between the agencies and in the single agency record

v3.Jan.2015

Safeguarding Linked Policies:

ABSCONDING POLICY



ACCESSIBILITY POLICY
ANTI – BULLYING POLICY
ATTENDANCE POLICY
BEHAVIOUR MANAGEMENT POLICY
CHILD PROTECTION POLICY
CODE OF CONDUCT POLICY
COLLAPSE IN SCHOOL POLICY
COMPLAINTS BY PARENTS POLICY
CONFIDENTIALITY POLICY
DATA PROTECTION POLICY
DRUGS EDUCATION & MANAGING DRUG RELATED INCIDENTS POLICY
E SAFETY & ACCEPTABLE USE POLICY
EHA & TAC POLICY
EMPLOYEE DISCIPLINE
EQUAL OPPORTUNITY POLICY
EXCLUSIONS POLICY
FIRST AID POLICY
GIFTS, REWARDS, INFATUATION & INAPPROPRIATE SEXUAL BEHAVIOUR POLICY
GRIEVANCE POLICY
HEALTH & SAFETY including CRITICAL INCIDENTS & FIRE PROCEDURES
HOME VISITS POLICY
LONE WORKING POLICY
LOOKED AFTER CHILDREN/VULNERABLE CHILDREN POLICY
NURTURE POLICY
OFF SITE VISITS
PHYSICAL CONTACT BETWEEN ADULTS & CHILDREN POLICY
POSITIVE HANDLING POLICY
RACIAL EQUALITY POLICY
RECRUITMENT OF EX-OFFENDERS POLICY
SAFER RECRUITMENT POLICY
SEVERE WEATHER POLICY
SPECIAL EDUCATIONAL NEEDS POLICY
VISITING GOVERNORS POLICY
VISITORS IN SCHOOL POLICY
VOLUNTEERS IN SCHOOL POLICY
WEBSITE, IMAGE, PHOTOGRAPHY & VIDEO POLICY
WHISTLEBLOWING POLICY

Appendix 7

e-LEARNING COURSES

<https://www.vctms.co.uk/>

E-learning



2017 Refresher - An Introduction to the Autism Spectrum

2017 Refresher - Awareness of Child Abuse and Neglect Core Version

2017 Refresher - Awareness of Child Abuse and Neglect Foundation Version

2017 Refresher - Introduction to Safeguarding Everyone in Lincolnshire

2017 Refresher - Safeguarding Adults

2017 Refresher - Safeguarding Children From Abuse By Sexual Exploitation

2017 Refresher - Safeguarding Children Refresher Training

2017 Refresher - Understanding Pathways To Extremism and Prevent Programme

2017 Refresher Integrated Working (Early Help Assessment, Lead Professional and Information Sharing)

An Introduction to Integrated Working (The Early Help Assessment / Lead Professional / Information Sharing)

AN INTRODUCTION TO SAFEGUARDING CHILDREN

An Introduction to the Autism Spectrum

AWARENESS OF CHILD ABUSE AND NEGLECT - FOUNDATION

Awareness of Domestic Violence and Abuse

Basic Awareness of Child and Adult Sexual Exploitation

Child Sexual Exploitation – 2017

Children and Young People Who Go Missing - Lincolnshire

Connected Person Foster Care

Domestic Abuse Awareness - Short Course

Domestic Abuse Training 2017/18

Equality, Diversity and Inclusion in the Workplace

eSafety - Guidance for Practitioners Working with Children - Refresher

Hate Crime



Hidden Harm - for Refresher

Integrated Working - Strategic Manager Overview

Inter Agency Safeguarding Children & Young People (2 Day) – 2017

LSCB Concealment and Denial of Pregnancy and Birth Protocol

LSCB Mobile Families Guidance - Policy

MARAC Operating Protocol

Mental Capacity Act - Basic Awareness

Moving and Handling Objects and People

Online Safety - 2017

Online Safety into School Day - 2017

Parental Mental Health

Private Fostering in Lincolnshire - Refresher

Safe Sleeping for Babies - Reducing the Risk of SIDS

Safeguarding Adults

Safeguarding and Leadership

Safeguarding Children in Education

Safeguarding Everyone - Protecting Children, Young People and Adults at Risk

Safer Recruitment Refresher

Safer Workforce Training (Safer Recruitment) – 2017

Short Breaks for Disabled Children

Supporting Children and Young People with Mental Health in Lincolnshire - 2017

Teenage Pregnancy in Lincolnshire

Think Safe, Be Safe, Stay Safe for Refresher



Trafficking, Exploitation and Modern Slavery

Working with Adults who Self-Neglect

Working With Children with Disabilities

Working with Children with Disabilities - FOR REFRESHER

Working with Uncooperative and Hostile Families - 2017



Appendix 8

FOR THE MOST UP TO DATE INFORMATION PLEASE REFER TO THE ONLINE Lincolnshire Safeguarding Children Board Procedures Manual

<https://www.lincolnshire.gov.uk/lscb>

See other documents that accompany the Child Protection Policy. Kept in the Child & Family Officer's room at Fortuna. Head of School's office at Athena.

ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN

ESCALATION POLICY

INFECTION CONTROL IN SCHOOLS

INSPECTING e SAFETY IN SCHOOLS

INSPECTING SAFEGUARDING IN SCHOOLS

KEEPING CHILDREN SAFE IN EDUCATION

LCBS MANUAL QUICK GUIDE

MEETING THE NEEDS OF CHILDREN IN LINCOLNSHIRE

PRIVATE FOSTERING

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED

WORKING TOGETHER TO SAFEGUARD CHILDREN

SEXUAL EXPLOITATION LINKS

[DfE, Child sexual exploitation: definition and guide for practitioners \(2017\).](#)

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00200288/tackling-child-sexual-exploitation>

<http://assets.mesmac.co.uk/images/base2-professionals-guide-2014.pdf?mtime=20151109130008>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

The legal basis for this policy comes from:

- Children and Young Person's Act 1933;



- **The Child Abduction Act 1984;**
- The Children Act **1989 Act, 2004** and **Child Care Act 2006;**
- **The Adoption and Children Act 2002;**
- Youth Justice and Criminal Evidence Act 2002;
- The Domestic Violence, Crime and Victims Act 2004 and 2012;
- **The Home Office / Department of Health document 'Complex Child Abuse Investigations: Inter-Agency Issues' 2002;**
- **'Working Together to Safeguard Children' as updated 2015;**
- The Sexual Offences Act 2003, as amended by the Anti-Social Behaviour, Crime and Policing Act 2014 (**Sexual Harm Prevention Orders** and **Sexual Risk Orders**) (See **Statutory Framework Procedure, The Sexual Offences Act 2003, as amended by the Anti-Social Behaviour, Crime and Policing Act 2014**);
- **Safeguarding Children and Young People from Sexual Exploitation: Supplementary guidance to Working Together to Safeguard Children, 2009;**
- **DfE, Care of unaccompanied and trafficked children. Statutory guidance for local authorities on the care of unaccompanied asylum seeking and trafficked children, (July 2014);**
- **Achieving Best Evidence in Criminal Proceedings Guidance;**
- **Human Rights Act 1998;**
- Crime and Disorder Act 1998;
- Criminal Justice and Public Order Act 1994;
- Data Protection Act 1984 & 1998;
- **Part 5, Serious Crime Act (2015), Protection of Children and Others**

MISSING CHILDREN

http://lincolnshirescb.proceduresonline.com/chapters/pr_joint_miss.html

Children in Specific Circumstances

Abuse of Disabled Children

Child Abuse and Information Communication Technology

Safeguarding Children and Young People at risk of Sexual Exploitation Policy

LSCB Joint Protocol for Missing Children and Young People

Working with Parents with Mental Health Problems

Children from Abroad

Children Living away from Home

Safeguarding Children Affected by Problematic Drug and Alcohol Use (Parental and Child use)

Multi-Agency Domestic Abuse Protocol - Resource Pack for Practitioners

See also **HM Government, Ending Violence against Women and Girls Strategy 2016 – 2020 (March 2016)**



[Complex \(Organised or Multiple\) Abuse](#)

[Fabricated or Induced Illness](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Safeguarding Children who may have been Trafficked](#)

[Procedures for Video Recording Interviews with Children](#)

[Working with Uncooperative and Hostile Families Practice Guidance](#)

[Elective Home Education Policy](#)

Please see [Lincolnshire Children's Services Procedures Manual, Elective Home Education Policy](#)

[Safeguarding Sexually Active Young People](#)

[Supporting Children and Young People Vulnerable to Violent Extremism](#)

[ACPO Lead's Position on Young People Who Post Self Taken Indecent Images](#)

[Pre-Birth Protocol](#)

[Cross Border Child Protection Cases under the Hague Convention](#)

[Mongolian Blue Spots](#)

[Multi Agency Self Harm Pathway Flow Chart](#)

[Pre-trial Therapy or Pre-Proceedings Protocol](#)

[Bruising in Babies and Children who are Not Independently Mobile](#)

[Mobile Families Guidance](#)

[Neglect Strategy: Getting It Right First Time - Keeping It Going](#)

[Banned Items in Lincolnshire Schools and Academies](#)

[Model Drugs Policy for Schools Academies](#)

[Concealment and Denial of Pregnancy and Birth](#)

Safe Workforce

[Managing Allegations of Abuse Made Against Persons who Work with Children and Young People](#)

[Keeping Children Safe in Education](#)

See also: [Safer Recruitment Consortium, Guidance for safer working practice for those working with children and young people in education settings \(October 2015\)](#)

and [Disclosure and Barring Service](#)

Individuals who Pose a Risk to Children

[Risk Posed by People with Convictions Against Children](#)

[Abused by Children and Young People](#)

[Children and Young People who Display Sexually Inappropriate or Harmful Behaviours](#)



Complaints and Professional Disagreements

Complaints about Child Protection Conferences

Professional Resolution and Escalation Protocol



LOCAL CONTACTS

CDOP Administrator

Mollie Grundy
Lincs County Council
Tel: 01522 553702

Senior Liaison Officers

CAFCASS

Anya Phillips
Manager
Tel: 01522-580750/direct - 580768
Email: anya.phillips@cafcass.gov.uk

Children's Services - Lincolnshire County Council

Roz Cordy
Head of Service
Tel: 01522 554403
Email: roz.cordy@lincolnshire.gov.uk

(All Schools and Colleges)

Jill Chandar Nair
Children's Services Team Manager – Inclusion and Attendance
Tel: 01427 787190
Email: Jill.chandar-nair@lincolnshire.gov.uk

Adult Safeguarding

Justin Hackney
Assistant Director – Joint Commissioning of Specialist Adults Services (LCC & Lincs CCGs)
Tel: 01522 554259
Email: Justin.Hackney@lincolnshire.gov.uk

Crown Prosecution Services

Lawrence English
Head of Lincoln Trials Unit
Crown Prosecutor
Tel: 01522 585900
Email: N/A

Lincs Fire and Rescue

Shona Wright



Youth Engagement Manager

Tel: 01522 582296

Email: shona.wright@lincoln.fire-uk.org

Health

EMAS

Sam Smith

Acting Locality Quality Manager

Action LQM – North & West Localities

Tel: 01522 832629

Email: samantha.smith@emas.nhs.uk

South West CCG

Jenny Harper

Head of Safeguarding Children

SW CCG

South Kesteven District Council

Council Offices

St. Peter's Hill

Grantham

Lincolnshire

NG31 6PZ

Telephone: 01476 406599

Email: Jenny.Harper@SouthWestLincolnshireCCG.nhs.uk

ULHT

Elaine Todd

United Lincolnshire Hospitals NHS Trust

Robey House

Lincoln County Hospital

Greetwell Road

LINCOLN

LN2 5QY

Tel: 01522 573307

Email: elaine.todd@ulh.nhs.uk

LPFT

Liz Bainbridge

Consultant Nurse

Tel: 01522 546546

Email: liz.bainbridge@lpt.nhs.uk

LCHS

Jill Anderson



Head of Safeguarding

Tel: 01522 308655

Email: jill.anderson@lincs-chs.nhs.uk

Designated Doctor

Vacancy

Designated Doctor

Tel: N/A

Dr Julian Saggiorato

Named Doctor

Sleaford Medical Group

Tel: 01529 303301

Email: Julian.Saggiorato@SouthWestLincolnshireCCG.nhs.uk

Lincolnshire Probation Providers

Beccy Leachman

Senior Probation Officer – Victims, MAPPA, Safeguarding North East

Tel: 01476 583131

Email: beccy.leachman@probation.gov.uk

Humberside, Lincolnshire & North Yorkshire Community Rehabilitation Company Ltd

Sandra Chatters

LDU Director – Lincolnshire

Tel: 01522 781227

Email: sandrachatters@interservefls.gse.gov.uk

Youth Offending Services

Andy Cook

Head of Service

Tel: 01522 555900

Email: Andy.cook@lincolnshire.gov.uk

Lincolnshire Police

DS Rick Hatton

Head of PPU

Tel: 01522 558055

Lincolnshire Secure Unit

Dave Clarke

Manager

Tel: 01529 414300

MAPPA

Rebecca Campbell



FORTUNA
&
ATHENA
Federation



Multi Agency Public Protection Co-ordination Manager
Tel: 01522 558668
Email: rebecca.campbell@lincolnshire.probation.gov.uk

Road Safety Partnership

Steven Batchelor
Manager
Tel: 01522 805816
Email: steven.batchelor@lincolnshire.gov.uk

SSAFA

Alison Butler
P & FSW
Tel: 01522 727227
Email: Alison.b@ssafa.org.uk

Voluntary Sector

Leila Barron
Area Manager – Action for Children
Tel: 01522 546516
Email: Leila.Barron@actionforchildren.org.uk

District Councils

Boston Borough Council

Andy Fisher
Head of Housing, Health and Community Services
Tel: 01205 314554
Email: andy.fisher@boston.gcsx.gov.uk

East Lindsey District Council

Semantha Neal
Business Manager (Health, Arts and Events)
Tel: 01507 661111
Email: Semantha.neal@e.lindsey.gcsx.gov.uk

Lincoln City Council

Alison Timmins
Housing Solutions Manager
Tel: 01522 873 402
Email: Alison.Timmins@lincoln.gov.uk

North Kesteven District Council



Tracy Aldrich

Tel: 01529 308268

Email: tracy_aldrich@n-kesteven.gcsx.gov.uk

South Holland District Council

Emily Holmes

Tel: 01775 764870

Email: EmilyHolmes@sholland.gcsx.gov.uk

South Kesteven District Council

Lisa Baker

Tel: 01476 406080

Email: safeguarding@south-kesteven.gcsx.gov.uk

West Lindsey District Council

Michelle Howard

Home Choices Team Manager

Tel: 01427 676609

Email: Michelle.Howard@west-lindsey.gcsx.gov.uk

Lincoln Prison

Pauline George

Family Visits Development & Safeguarding Children Lead

Lincoln Prison

Greetwell Road

Lincoln

Email: Pauline.george@hmps.gov.uk

Lincolnshire

If you are concerned about a child, you can contact your local Police, or Children's Social Care Office on these numbers:

Lincolnshire Children's Services

Telephone our Customer Service Centre (8.00am to 6.00pm): 01522 782111

Out of hours emergencies call: 01522 782333

Lincolnshire Police

Telephone on 01522 532222 or Divisional Unit on:

Lincoln: 01522 885316/7

Gainsborough: 01427 816316/7

Sleaford: 01529 302420 Ext 3873

Grantham: 01476 403316/7

Spalding: 01775 722233 Ext 2655/6

Boston: 01205 312241/2

Skegness: 01754 764316/7

**DS of the PPU:**

Rick Hatton
Head of PPU
Central Referral Unit for PPU – Tel: 01522 947590

Local Authority Designated Officer (LADO)

Paul Fisher
Tel: 01522 554674

MAPPA (Multi-Agency Public Protection Arrangements)

Multi Agency Public Protection Panel (Level 3)
Police Headquarters
PO Box 999
Lincoln
LN5 7PH
Tel: 01522 558668
Email: clare.newborn@lincolnshire.probation.gov.uk

Public Health

Mandy Clarkson
Public Health Consultant
Lincolnshire County Council
Orchard House
Orchard Street
Lincolnshire County Council
LN1 1BA
Tel: 01522 552949
Mobile: 07789984221

MARAC (Multi Agency Risk Assessment Conference)

Administrators at Lincolnshire County Council on:
Tel: 01522 554596 or
via secure email at: maraclincolnshire@lincolnshire.gcsx.gov.uk



Appendix 9

The Fortuna and Athena Federation Child Protection Agreement



I agree that I have read and understood The Fortuna and Athena Federation's Child Protection Policy (a copy will be emailed to me).

I understand that I have a responsibility for safeguarding children at Fortuna and Athena School.

I agree that safeguarding is everybody's responsibility.

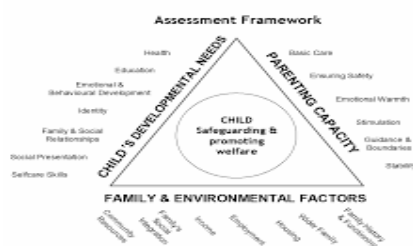
I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's safeguarding policies.

I understand that failure to comply with this agreement could lead to disciplinary action.

Signature Date.....

Full Name (printed)

Job title / Role



Appendix 10

Referral form

Please fill in as much information as possible. Simply click in the grey box and type the details required. Once completed, email the form to channel@lincs.pnn.police.uk

The Channel process is about providing early intervention to prevent young and vulnerable people becoming radicalised into extremist violence. Violent extremism may be related to any religion or faith or to political or environmental issues. There is no single route into extremism, nor is there a simple profile of those that may become extremist. Factors that may indicate vulnerability to extremism may include:

- Possession of literature regarding military training, skills and techniques
- Possession of violent extremist literature
- The expression of extremist views advocating violent actions and means
- Association with known extremists, seeking to recruit others to an extremist ideology or claims of involvement with organisations espousing extreme violence
- Exposure to an ideology that appears to sanction, legitimize or require violence
- A range of perceived grievances, real and some imagined, to which there seems to be no credible and effective non-violent response.

It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming violent extremists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Channel is not about spying or gathering intelligence. Its aim is to identify people who may be vulnerable to being drawn into acts of extremist violence for whatever purpose.

The information you provide on this form will be held on police systems and will be used to determine if further enquiries, investigations and interventions are required. Please provide as much information as possible. Where possible, any suspicion or opinion should be supported by reference to others facts or sources.



1. Details of person / organisation making the referral:	
Name:	
Organisation:	
Contact number(s):	
Email address:	
Date of referral:	

2. Details of person being referred to Channel	
Name of person being referred:	
Date of birth (if known):	
Address:	
Phone number:	
Details of family members, associates, and friends that may be linked to this activity:	
Other agencies involved with referral (include names and contact details):	
School/college attended, place of work, occupation etc:	

3. Reasons for referral
Please give as much detail as possible of why you consider this person to be at risk or vulnerable to extremist violence. This should include any opinions and where appropriate, facts or evidence supporting these opinions.

Thank you for completing the Channel referral form. Please email the form to Channel@lincs.pnn.police.uk



Peer on Peer Abuse

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyberbullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not



even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the



young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.