



Best Futures School

Where Children Come First

Child Protection and Safeguarding Policy

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CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent.

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Advice, Assessment and Early Intervention Service	<p>The Integrated Front Door 01472 326292 option 2</p>
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Best Futures Independent School

CHILD PROTECTION AND SAFEGUARDING POLICY

1. INTRODUCTION

Best Futures Independent School fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children at our school are minimised, this will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

There are several main elements to our policy:

- Prevention through the teaching and pastoral support offered to children/pupils.
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day-to-day contact with children/pupils, school staff are well placed to observe the outward signs of abuse.
- Support for children/pupils who may have been abused.
- Our policy applies to all staff, including supply staff and volunteers working in the school.

As stated in Keeping Children Safe in Education, 'Safeguarding and promoting the welfare of children' is defined as:

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

2. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.

The school will therefore seek to:

- Establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to
- Include regular consultation with children/pupils e.g., regular activities that reflect pupil voice such as student council.
- Ensure children/pupils know that there are adults in the school whom they can approach if they are worried or in difficulty.

- Ensure that all children/pupils know who the designated safeguarding lead is and know that there are adults in the school whom they can approach if worried or in difficulty
- All pupils have access to one-to-one bespoke pastoral sessions where they can share concerns and receive guidance on key issues.
- Provide regular safeguarding training to all staff including on local issues, this is completed through formal training, team meetings, email updates and online training.
- Teach children about safeguarding, including online safety. This is delivered through a broad and balanced curriculum, such as relationship education (compulsory from September 2020), activities, pastoral sessions, and opportunities to equip children/pupils with the skills they need to stay safe from abuse and to know who to turn to for help.
- Include, in the curriculum, material that will help children/pupils develop realistic attitudes to the responsibilities of adult life.
- Work closely with families and Early Help services to ensure the correct support is implemented at the earliest opportunity.
- Induction for new (including temporary) staff, CIC board members and volunteers
- The Designated Safeguarding Lead's (DSL's) attend the briefings for Designated Safeguarding Leads coordinated by the North East Lincolnshire Safeguarding Partnership Board, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in North East Lincolnshire, regionally and nationally.

3. PROCEDURES

We will follow the procedures set out in Inter-agency Procedures produced by the North East Lincolnshire Safeguarding Children Partnership (NELSCP). We will also follow statutory guidance such as Working Together to Safeguard Children and Keeping Children Safe in Education and What to do if You are Worried a Child is being Abused.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Stat guidance template \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) What to do if you're worried a child is being abused

When/if a staff member has a concern regarding the welfare of a pupil; the staff member must report the concern immediately using the cause for concern form (see appendix 4). DSL(s) should be alerted immediately to each concern. In their absence staff can share concerns with the additional DDSLs'.

For pupils subject to a Child Protection Plan, in addition to normal procedures, the school must notify the named social worker if:

- It should have to exclude a student either for a fixed term or permanently.
- There is an unexplained absence (or the school are unhappy with the explanation received) of more than two days duration from school (or one day following a weekend).

The DSLs and DDSLs will:

- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters. This includes but is not limited to attendance at initial case conferences, core groups and Child Protection meetings, Looked After Child reviews and Personal Education Plan meetings.
- Act as a point of contact with the three safeguarding partners
- Refer cases of suspected abuse to the Integrated Front Door and support staff who make referrals to Children's Social Care 01472 326292 option 2. DSLs will ensure as much information as possible is included in the referral, to enable the Integrated Front Door to make a comprehensive assessment and enable a contextual safeguarding approach to be taken.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme.
- Keep written records of concerns about children/pupils (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children Services immediately. Records should be comprehensive and include all actions, decisions, outcomes, and resolutions.
- Respond to concerns regarding pupil mental health problems or potential mental health problems and refer to relevant agencies where appropriate.
- Liaise with staff and external agencies on matters of safety and safeguarding (including online safety) when deciding whether to make a referral to relevant agencies, (e.g., Children's Social Care).
- Ensure all records are kept secure and in locked locations and in compliance with the school's Data Protection Policy, Data Protection Act 2018 and UK GDPR.
- Adhere to the procedures set out in the North East Lincolnshire Safeguarding Children Partnership (NELSCP) Guidelines and Procedures
- The DSL will liaise with the Executive Principal regarding safeguarding enquiries and Police investigations
- Ensure Child Protection files are transferred to the pupil's next school within UK GDPR guidelines.
- Work closely with families and Early Help services to ensure the correct support is implemented at the earliest opportunity.
- Ensure all staff, including supply staff and volunteers, understand Best Futures' Child Protection policies and procedures.
- DSLs and DDSLs will attend relevant training, in particular Safeguarding refresher training courses every two years.
- DSLs and DDSLs will understand the filtering and monitoring systems and processes. Working closely with the Senior Leadership Team and the

allocated staff member who is responsible for the management of filtering and monitoring systems within schools.

- The DSL will take lead responsibility for any safeguarding and Child Protection matters that are picked up through monitoring.
- Act as a source of support, advice, and expertise for all staff.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS (Disclosure and Barring Service) as required
- Refer cases where a crime may have been committed to the Police as required
- Provide training for all staff so that they know:
 - ❖ Their personal responsibility in safeguarding children.
 - ❖ The relevant NELSCP procedures, including early help processes.
 - ❖ The need to be vigilant in identifying cases of abuse.
 - ❖ How to support a child who discloses abuse.
- Ensure that children/pupils in the school know the name of the designated person and their role.

The Executive Principal will ensure that:

- The school operates safer recruitment procedures and that all appropriate checks are carried out on all staff, supply staff and volunteers who work with children/pupils.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS service as required (in conjunction with the DSL).
- Refer cases where a crime may have been committed to the Police as required (in conjunction with the DSL).
- Designate a member of the CIC Board for safeguarding who will review the implementation of the school's safeguarding policies and procedure (CIC Board member for Safeguarding)
- Ensure the School has procedures for dealing with allegations of abuse against members of staff, supply staff and volunteers that comply with guidance from the Local Authority. [See section: Allegations against staff].
- A senior member of the school Senior Leadership Team is appropriately trained in the role of Designated Safeguarding Lead.
- Ensure the DSLs and DDSLs undertake training in interagency working that is provided by, or to standards agreed by, the NELSCP and have appropriate refresher training to keep knowledge and skills up to date
- Ensure all staff that work with children/pupils undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.
- Recognise the role of the DSL and ensure supervision and training.

Section 175 of the Education Act 2002, and regulations under section 157 relating to safeguarding pupils in independent schools, place a duty on the boards of maintained schools, independent schools, and academy trusts to have arrangements in place to ensure that they:

- Carry out their functions with a view to safeguarding and promoting the welfare of children; and
- Have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Staff knowledge:

- All staff to know who the DSL's and DDSL's are and how to refer concerns.
- All allegations of abuse must be reported. Failure to do so will amount to gross misconduct.
- Know they have an individual responsibility for referring safeguarding and Child Protection concerns using the proper channels
- Are aware of the need to be alert to signs of abuse and recognise that children can be abused in the family home or community setting, by those who know them or more rarely by others. Staff know how to respond to a child who may disclose abuse.
- Are aware of what to do if they have concerns about a child, as part of their induction and regularly through staff meetings/training.
- Hold a copy of Part 1 of Keeping Children Safe in Education (2025) and sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. A record of this must be kept in the school.
- Staff not directly working with children may be required to read Annex A of Keeping Children Safe in Education (2025) instead of Part 1. This is a condensed version of Part 1 and will be decided by the CIC board, Executive Principal, DSL or Senior Leadership Team on a case-by-case basis.
- All staff complete safeguarding training (Introduction to Safeguarding previously known as Level 1 for non-DSL and Intermediate Safeguarding previously known as Level 2 for DSL's DDSL's and SLT) and other mandatory training such as PREVENT, E-Safety and FGM
- All staff to be given a copy of the safeguarding policy and know it is always accessible throughout the school.
- All staff have knowledge of local early help processes and services
- All staff to be able to recognise mental health needs and recognise when a pupil requires additional support. All staff must be able to recognise that poor mental health can be an indicator of current/past abuse.
- All staff understand their expectations and responsibilities in relation to filtering and monitoring and know how to record and report concerns if/when identified.
- All staff to acknowledge that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.
- All staff to be aware that children can be victims to domestic abuse. They may see, hear, or experience the effects of abuse at home. All staff to understand

that domestic abuse can have a detrimental and long-term impact on their wellbeing, health, development, and the ability to learn.

- Staff will understand and adapt communication when needed due to a child's needs, e.g., vulnerability, disability, sex etc to break down barriers and enable children to share their concerns.
- Identify and recognise when a child is showing behaviour that may suggest they are experiencing a mental health problem or are at risk of developing one. Refer any concerns regarding pupil mental health to one of the DSL's or DDSL's.

Parents

- Parents understand the responsibility placed on the school and staff for Child Protection.
- Feel confident to talk to members of staff if they need support.
- Work cooperatively with school when support is needed.

4 THE ROLE OF THE CHAIR AND SAFEGUARDING BOARD MEMBERS OF THE CIC

The Chair and safeguarding member of the CIC board understands that their role is not to deal with individual cases.

The Chair and Safeguarding members of the CIC board will ensure that:

- The school has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance.
- The school reviews policies and procedures on an annual basis.
- Ensuring appropriate filtering and monitoring systems are in place and regularly review their effectiveness at least annually.

The statutory guidance Keeping Children Safe in Education (2025) places requirements on all boards. Boards must ensure their schools have effective safeguarding policies and procedures in place that consider local risks, any statutory guidance issued by the Secretary of State, any Local Authority guidance and locally agreed inter-agency procedures.

Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023) both set out that an individual on the board should take leadership responsibility for the organisation's wider safeguarding arrangements, which include the Prevent duty.

All CIC board members and Proprietor will receive appropriate safeguarding and Child Protection training at induction, including online and then at regular intervals. This is to ensure they are equipped with the knowledge to understand their responsibilities in ensuring that the schools safeguarding policies and procedures are effective and robust.

CIC board and Proprietor should also be aware of their obligations under the Human rights act 1998 [Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/42) The Equality Act 2010 [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44422/equality-act-2010-advice-for-schools.pdf) (Including the Public Sector Equality Duty) and their local multi agency safeguarding arrangements.

5 SUPPORTING CHILDREN/PUPILS AT RISK

We recognise that children/pupils who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

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

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-sen>

Taking into consideration also to Equality Act 2010 the protected characteristics as below:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation

Best Futures School will ensure that all pupils are listened to and responded to appropriately where they have concerns regarding abuse.

The school will endeavour to support the child/pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school's ethos, which promotes a positive, supportive, and secure environment.
- The Behaviour Policy which is aimed at supporting all pupils through high expectations and positive reinforcement.
- Liaise with other agencies who support the children/ pupils.

Every concern raised will be recorded and passed on to the DSL's and DDSL's. The records will also be used to track the recurrence of these concerns. We recognise that recording and reporting information play a central part in safeguarding and protecting the children/pupils and young people in our school.

Staff will ensure pupils who disclosure abuse or concerns are taken seriously, reassure them that they will be supported and kept safe.

We will ensure, through induction and training, that all staff are aware of the need to record and report accurately as well as keeping files up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.

When a new pupil arrives at the school, communication will be sent to their previous school requesting all files, including SEN and safeguarding. When a pupil leaves, we will transfer information to the new school immediately and inform other involved agencies.

Bullying

Our policy on bullying is set out in the Anti-Bullying Policy. This is reviewed yearly by the CIC Board. All staff will complete the online Anti-Bullying Alliance training. A copy of our Child Friendly Anti Bullying Policy is included in our Policies and Procedures Folder which includes input from the pupils.

Physical Intervention

Guidance on physical intervention forms part of our Positive Management of Behaviour Policy.

Confidentiality

We recognise that matters related to safeguarding may be of a confidential nature.

All staff must be aware that they have a professional responsibility to share information with other relevant agencies to safeguard children/pupils.

All staff must be aware that they cannot promise a child to keep 'secrets', which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Integrated Front Door team on this point.

The Executive Principal/ DSL's will disclose any information about a child to other members of staff on a need-to-know basis only.

Children Looked After

A child who is looked after by a local authority (referred to as a looked-after-child – LAC / CLA) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.

The Designated teacher (Jenny Kinnaird) works with the virtual school head to promote the educational achievement of looked after children. The pupil's caseworker will work alongside with the Designated teacher and Class Teacher to share information with the virtual school head to prepare for the Pupil's Education Plan (PEP) and CLA meetings.

Looked-after (CLA) and previously looked-after children (PLAC) start with the disadvantage of their pre-care experiences and, often, have special educational needs (SEN). Virtual School's Heads (VSHs) have a key role to ensure these children have the maximum opportunity to reach their full educational potential.

For further information please see:

Promoting the Education of Looked After Children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

LGBT QIA (Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual)

The fact that a child or a young person may be LGBTQIA is not in itself an inherent risk factor for harm. However, children who are LGBTQIA can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA. Best Futures will ensure that pupils have a trusted member of staff whom they can be open with and reduce additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. When supporting a gender questioning child, the school will take a cautious approach, considering the pupils individual needs in partnership with the child's parents, unless this would place the child at significant risk of harm. The school will refer to the [Guidance for Schools and Colleges: Gender Questioning Children \(education.gov.uk\)](https://www.education.gov.uk/guidance/schools-colleges/gender-questioning-children) when deciding how to proceed.

Please see the guidance for further information: Relationship Education, Relationships and Sex Education and health Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Induction

All newly appointed staff will receive an induction and training in safeguarding and Child Protection. Staff will also complete the NELSCP Safeguarding children course, and Prevent Duty online awareness course, as well as all other safeguarding training as identified by Best Futures School.

All staff will sign on induction, a confirmation that they have read and understood their role in respect of safeguarding.

The programme of induction will include:

- A full explanation of their role and responsibilities and the standard of conduct and behaviour expected.
- Terms and conditions of employment.
- Information on whistle- blowing policies.
- Information about safe practice and the arrangements in place to support staff in their work.
- The school's Child Protection policies and procedures.
- An introduction to the School's DSL's and DDSL's and an explanation of their roles.

- Child Protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the NELSCP).

Allegations against teachers and other staff (including supply staff and volunteers)

Best Futures School has a duty to all children to report concerns, allegations or information that indicates an employee has behaved in a way that could pose a risk of harm to children (including behaved in a way outside school which may make the individual unsuitable to work with children). Such as:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children

Keeping Children Safe in Education (2025) provides further guidance on allegations that may meet the harm threshold and lower-level concerns that do not meet the threshold. For example, a lower-level concern may be in relation to a staff member not consistently following the staff code of conduct (inside and outside of work) or an allegation that does not meet the threshold for a referral to the LADO. See Part 4 of Keeping Children Safe in Education (2025). A low-level concern may also arise from several sources. Such as a complaint, suspicion, disclosure made from a pupil, parents or another adult inside or outside the school, or as a result of a vetting check.

The school will follow the Low-level concerns policy and as such all low-level concerns will be dealt with by the Executive Principal and or DSL.

All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for work with individual children/pupils or parents to be conducted in view of other adults, where possible.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or is aware of the information, will immediately inform the Proprietor.

The Proprietor on all such occasions must discuss the content of the allegation with the Local Authority Designated Officer (LADO) and where necessary the Disclosure and Barring Service (DBS), and any other relevant agencies such as Police, Social Care services or any other agencies as necessary at the earliest opportunity.

If the allegation made to a member of staff concerns the Proprietor, the person receiving the allegation will immediately inform the CIC Board who will consult as above.

If the concern/allegation about the Proprietor where the Proprietor is also the sole Proprietor of an independent school, this should be reported to the LADO.

Supply teachers and agency staff:

Whilst Best Futures School are not the employer of agency staff and supply teachers, Best Futures will ensure all allegations are dealt with properly and investigated fully. In such circumstances where appropriate, Best Futures School will refer to the LADO to determine the correct outcome and where necessary the DBS service, Police, Social Care services, the Secretary of State (via the Teaching Regulation Agency) or any other agencies, as necessary. Best Futures will liaise with all parties to ensure a full investigation.

For further details on allegations of abuse against teachers and other staff, including supply teachers and volunteers see Part 4 of Keeping Children Safe in Education (2025) and Best Futures' Allegations policy.

The Contact Details for North East Lincolnshire Local Authority Designated Officers (LADO) is:

- Lado@nelincs.gov.uk 01472 326118

Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.

All staff can raise concerns and know that concerns will be taken seriously by the SLT. Please see the Best Futures Whistleblowing Policy in the Policies and Procedures Folder.

For further information see: [Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

Racist Incidents

Our policy on racist incidents is in line with the Local Children's Safeguarding Partnership. We record all racist incidents on CPOMS.

Radicalisation and Extremism

The school works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Using CPOMS, all concerns are recorded and actioned accordingly.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Executive Principal and the DSL. They should then follow safeguarding procedures. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where Police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

Local contacts for concerns:

The Integrated Front Door 01472 326292 (Option 2)

Humberside Police Prevent Team 01482 220771 / 01482 220766/ 01482 220765

See further essential safeguarding information for more information.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). As of the 31st October 2015, it is mandatory for teaching staff to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the Police.

This duty applies to all persons employed or engaged to work in the school voluntarily, regardless of if they have Qualified Teacher Status or not.

The duty applies to all persons in the school who are employed or engaged to carry out 'teaching work' in the school, whether they have Qualified Teacher Status or not. Please refer to the Home Office and DfE [Mandatory reporting of female genital mutilation: procedural information \(2020\)](#)

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the Police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL, however the DSL should be informed and a report to the Police should be made immediately.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE is a form of child sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care, and education at some point. Children may not realise they are being exploited and CSE can happen to any child.

CCE is the exploitation of children and vulnerable adults, it is geographically widespread form of harm that is a typical feature of county lines activity. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

Children may be exploited by adult males and females, as well as other children (who are themselves experiencing exploitation). A child perpetrator is also recognised as a victim. There may be additional factors that make children more vulnerable to exploitation, which can affect pupils at Best Futures School. Such as “gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources” (KCSIE 2024)

CSE and CCE are currently an NELSCP priority.

Some of the following signs may be indicators of CSE and CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

The school will endeavour to support the child/pupil through:

- The content of the curriculum which promotes respect for others and the values and principles of the school.
- Targeted PSHE work to respond to identified needs within the school
- Staff will support individual students, listen to their concerns, and refer concerns to the DSL.
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

Staff must report any concerns that a child may be at risk of CSE or CCE or have any involvement in county line gang activities immediately to the DSL. Concerns will

be shared with the Integrated Front Door 01472 326292 (option 2), Police and/or any other relevant agencies.

For further information see Keeping Children Safe in Education and [Criminal exploitation of children and vulnerable adults: county lines \(2020\)](#) and [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](#)

For further advice on CCE and CSE please visit: [SaferNEL | Criminal exploitation - SaferNEL](#)

[SaferNEL | Sexual harm and exploitation - SaferNEL](#)

Child- on -child abuse.

The school recognises that all children can abuse their peers. This includes but is not limited to bullying (including cyber bullying), abuse within intimate partner relationships, sexual violence, sexual assaults, and harassment. It may also include sexting (also known as sharing nudes and semi-nudes, self-generated imagery and youth produced imagery) and up skirting, which involves taking a picture under a person's clothing without them knowing, with the intention of obtaining sexual gratification, or cause the victim humiliation, distress, or alarm.

For further information see:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2020\)](#)

And Part 2 and Part 5 in Keeping Children Safe in Education (2025)

Child-on-child abuse may also include physical abuse, such as hitting, kicking, shaking, biting, hair pulling or any actions that can cause physical harm. Child-on-child abuse can also include initiation and hazing types of violence and rituals. This behaviour will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.' Child on child abuse can occur online and offline, both forms are not acceptable nor tolerated. It is recognised that girls are more likely to be victims of child-on-child abuse, however all child-on-child abuse is unacceptable and will be taken seriously.

The school will endeavour to support the child/pupil through:

- The content of the curriculum which promotes cohesion, respect for others and the values and principles of the school.
- Specific content delivered in the curriculum, such as healthy relationships, respect, prejudiced behaviours. All content is adapted to the age, ability and SEND of the children it is being delivered to.
- The Positive Management of Behaviour Policy which is aimed at supporting all pupils through high expectations and positive reinforcement.
- Staff will support individual students, listen to their concerns, ensure they are reassured and taken seriously and refer concerns to the DSL.

- Perpetrators of abuse will be identified promptly, incidents will be recorded on CPOMS and they will receive appropriate support from experienced staff; and
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

Procedure in dealing with suspected Child on child abuse:

Staff must report any concerns or suspected cases of child-on-child abuse immediately to the DSL's or DDSL's via the cause for concern form. Staff should understand that even if a pupil has not disclosed abuse, this does not mean it has not occurred. It may be that staff overhear a conversation or observe a change in a pupil's behaviour. Therefore, any concerns should be referred to the DSL's or DDSL's. Any incidents of Child-on-child abuse will be dealt with sensitively and investigated fully, referring to relevant agencies where appropriate i.e., Social Care and Police.

In the event where a report of rape, assault by penetration or sexual assault is made, this will be referred to the Police. If the alleged perpetrator is under the age of criminal responsibility (age 10), then a referral to the Police will still be made.

In the event of a report of sharing nudes and semi-nudes, self-generated imagery and youth produced imagery and up skirting, staff **must not** view or forward images of a child.

All victims must be reassured they are being taken seriously and that they will be supported to be kept safe. A victim should never be given the impression they are causing an issue by reporting abuse nor should be made to feel ashamed.

Where required a thorough risk assessment will be completed on a case-by-case basis to support and protect victims and alleged perpetrators.

For further information see Keeping Children Safe in Education (2025) Part 5

[Keeping children safe in education 2025](#)

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from,

or are involved with serious violent crime. These may include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm
- A meaningful change in wellbeing, or
- Signs of assault or unexplained injuries.

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Harmful Sexualised Behaviour

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

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

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Clarity on the Continuum of HSB

Normal	Developmentally Expected Socially Acceptable Consensual, mutual, reciprocal. Shared decision-making
Inappropriate	Single instances of inappropriate sexual behaviour Socially acceptable behaviour within peer group Context for behaviour may be inappropriate Generally consensual and reciprocal
Problematic	Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent Issues may be unclear May lack reciprocity or equal power May include levels of compulsivity
Abusive	Victimising intent of outcome Includes misuse of power Coercion and force to ensure compliance Intrusive Informed consent lacking, or not able to be freely given by victim may include elements of expressive violence
Violent	Physically violent sexual abuse Highly Intrusive Instrumental violence which is physiologically and/or sexually arousing to the perpetrator Sadism (the tendency to derive pleasure, especially sexual gratification, from inflicting pain, suffering, or humiliation on others)

Assessing what is 'normal' behaviour at each developmental stage is not straightforward, and needs to take the social, emotional and cognitive development of the individual child or young person into account. Put simply, however, some behaviours that are normal in young children are concerning if they continue into adolescence; other behaviours, normal in adolescence, would be worrying in younger children. Behaviour outside the normative range may be called 'harmful', because it is harmful to others or to the child or young person themselves. It may range from activities that are simply inappropriate in a particular context to serious sexual assault.

Any concerns regarding HSB must be raised with the DSL in the usual methods.

More information on HSB can be found here:

[NSPCC Harmful Sexualised Behaviour](#)

[Centre of Expertise on Child Sexual Abuse - Key Messages on Harmful Sexual Behaviour](#)

Financially motivated sexual extortion

Globally, there has been a large increase in reports of children and young people being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release nudes or semi-nudes of them. This is financially motivated sexual extortion, a type of online blackmail often referred to in the media as 'sextortion'. It is a form of child sexual abuse. These groups can target all ages and genders; however, most cases involve males of age 14-18.

In an instance where a child has been a victim, the school will support the child in the same way as with any other type of child sexual abuse. If a child discloses an incident like this they will be reassured and staff will immediately report to the DSL, who will refer the concern to Police and the Integrated Front Door.

Parents and carers can help support their child to remove or prevent images being shared online following the three steps below:

1. Use [Report Remove | Childline](#) the Internet Watch Foundation and Childline's tool, to report images that have been shared or might be shared online.
2. Use [Take It Down \(ncmec.org\)](#), a tool provided by the National Center for Missing and Exploited Children, to help them remove or stop the online sharing of images across participating online platforms.
3. Report directly to the platform or app that the incident has occurred on. See Internet Matters for advice on [Report online issues to protect your child | Internet Matters](#)

6 MONITORING AND EVALUATION

Our Safeguarding policies and procedures will be scrutinised for impact by the SLT and the CIC board. Pupil voice, scrutiny of data, scrutiny of risk assessments, logs of incidents and parent voice also inform the evaluation process.

7 RECRUITMENT

The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

The school follows rigorous recruitment processes when making decisions about the suitability of a candidate for employment. Several checks and evidence are scrutinised (proportionate to the role/duties of the post).

Checks may include:

- DBS checks
- Barred list checks

- References
- Identity checks
- Prohibition checks
- Section 128 direction
- Inform shortlisted candidates that online checks will be carried out.

All checks are proportionate to the role and duties involved. This is not an exhaustive list and further checks may be necessary.

Due to leaving the European Union, From 01 January 2021 the Teaching Regulation Agency (TRA) Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in European Economic Area (EEA). However, individuals who have lived or worked outside the UK will still undergo the same stringent checks as other staff in schools.

For further information see:

- Keeping Children Safe in Education 2025 (Post EU Exit) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Home Office Guidance <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants/guidance-on-the-application-process-for-criminal-records-checks-overseas>
- Recruit teachers from overseas <https://www.gov.uk/guidance/recruit-teachers-from-overseas>
- Best Futures Safer Recruitment Policy.

Interagency Working

In order to safeguard and protect all pupils, any staff / volunteers / agency staff will be required to produce a letter of assurance from their employer / line manager to ensure that the appropriate DBS checks have taken place as outlined in DFE guidance, KCSIE. In line with the Best Futures Safer Recruitment Policy.

8 SUPERVISION

We recognise that staff working in the school who have become involved with a child that has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

In accordance with the school supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Supervision can be defined as:

“an accountable process that supports, assures, and develops the knowledge, skills, and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes”

Serious Case Review (SCR) learning shows that dangerous practice and risk to children is increased through a lack of supervision and people working and making decisions in isolation 'Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively'. (Working Together to Safeguard Children 2023)

The DSLs, DDSLs and key members of staff receive regular supervision and can request supervision as/when needed.

KEY ELEMENTS AND PRINCIPLES OF SUPERVISION

- It is a means to maintaining and developing the quality of practice
- People work best when they have clear targets & goals and have support to achieve these
- Performance can be improved if areas for development are identified and worked on collaboratively
- Professional advice and direction are core to analysis and decision-making in safeguarding situations.

9 REVIEW

This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 – LINKS TO POLICIES AND FURTHER GUIDANCE

This policy also links to school policies on:

- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Dealing with Allegations of Abuse
- Attendance
- Curriculum
- PSHE
- Medication Policy
- First Aid Policy
- Exclusion Policy
- Positive Management of Behaviour Policy
- E-Safety
- Special Educational Needs Policy
- Nurture Policy
- Sex and Relationships Policy
- Drugs Education Policy
- Education Welfare Policy
- Acceptable Use of ICT
- Safer Recruitment Policy
- Intimate Care Policy
- Bereavement Policy

North East Lincolnshire Safeguarding Children Partnership:

[SaferNEL | Safeguarding Children Partnership - SaferNEL](#)

Operation Encompass <http://www.operationencompass.org>

NSPCC: [NSPCC | The UK children's charity | NSPCC](#)

Childline: [Childline | Childline](#)

CEOPS: [CEOP Education](#)

Anti-Bullying Alliance: [Anti-Bullying Alliance](#)

Relationship and sex education (RSE) and Health education :
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DFE - Working Together to Safeguard Children 2023

DFE – Keeping Children Safe in Education September 2025

DFE – Prevent Duty June 2015 DFE

What To Do If You are Worried A Child Is Being Abused (2015)

Additional further reading:

Children Missing Education statutory guidance Sept 2016

Prevent Duty

Multi agency statutory guidance on FGM

Sharing nudes and semi-nudes advice for education settings working with children and young people (2020) <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

<https://undressed.lgfl.net/>

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[NSPCC Harmful Sexualised Behaviour
https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf](https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf)

[Centre of Expertise on Child Sexual Abuse - Key Messages on Harmful Sexual Behaviour](https://tce.researchinpractice.org.uk/)

<https://tce.researchinpractice.org.uk/>

School staff can access government guidance as required on the issues listed via GOV.UK and other Government websites:

- Bullying including cyberbullying
- Children missing from home or care
- Domestic violence
- Drugs
- Fabricated or induced illness

- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence/ violence against women and girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adults
- Private Fostering
- Relationship abuse
- Sexting
- Trafficking

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

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

PHYSICAL ABUSE Physical abuse could include any form of physical harm to a child. Such as hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- Conveying to a child that they are worthless or unloved
- Placing inappropriate age-related expectations on children/pupils
- Making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the Executive Principal/DSL or DDSL.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the DSL.

APPENDIX 3 - FURTHER ESSENTIAL SAFEGUARDING INFORMATION

Working Together to Safeguard Children 2023

The full guidance covers:

- The legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and
- A clear framework for Local Safeguarding Children Partnership Board to monitor the effectiveness of local services.

Statutory guidance is issued by law; you must follow it unless there is a good reason not to.

The guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates.
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority Children's Social Care;
- High quality professionals can use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child.
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.
- NELSCP's coordinate the work to safeguard children locally and monitor and challenge the effectiveness of local arrangements.
- SCRs are published and are transparent about any mistakes which were made, so that lessons can be learnt; and local areas innovate, and changes are informed by evidence and review of the data.

Children who are absent from Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges, and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child being absent from education for prolonged periods, unexplainable and/or on repeat occasions can be a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation, or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children who are persistently absent from school. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

School should put in place appropriate safeguarding policies, procedures and responses for children who are absent from education, particularly on repeat occasions or prolonged periods. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Admissions

The law requires all schools to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education. Schools should monitor attendance and address it when it is poor or irregular. The school attendance officer will inform the local authority of any pupil who fails to attend school regularly or has continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority and Best Futures' attendance Policy.

School and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual

information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential school comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited, or radicalised.

Independent schools can be given access to school2school by the department. The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload Common Transfer Files (CTFs) of pupils who have left but their destination or next school is unknown, or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Domestic Violence and Abuse

The definition of domestic violence and abuse now includes young people aged 16 - 17 and aims to increase awareness that young people in this age group do experience domestic violence and abuse. "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical;
- Sexual;
- Financial;
- Emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

This definition includes Honour Based Abuse, Female Genital Mutilation and Forced Marriage, and is clear that victims are not confined to one gender or ethnic group.

While the cross-government definition above applies to those aged 16 or above, 'Adolescent to parent violence and abuse '(APVA) can involve children under 16 as well as over 16.

See: Information Guide: Adolescent to Parent Violence and Abuse (APVA). Where there is Domestic Violence and Abuse, the wellbeing of the children in the household must be promoted and all assessments must consider the need to safeguard the children, including unborn child/ren.

When responding to incidents of domestic violence, the practitioner should always find out if there are any children in the household or any children who would normally live in the household. The Police or other agencies should ensure the children are seen and their safety established whenever they attend a domestic violence and abuse incident. Where there are concerns a referral should be made to Children's Social Care in accordance with the referral's procedure.

Operation Encompass

Operation Encompass was created to ensure that by 9.00am on the next day the school will be informed that a child or young person has been involved in a domestic abuse incident. This knowledge, given to the school's trained Key Adult (in Best Futures this is the DSLs) allows the provision of immediate early intervention through overt or silent support, dependent upon the needs and wishes of the child. The project, Operation Encompass, is being run in partnership with Humberside Police.

The project aims to support children who are affected by Domestic Abuse. Being exposed to Domestic Abuse is distressing for a young person, who can often see the abuse, hear it from another room, see a parent's injuries or distress afterwards or be physically hurt trying to stop the abuse.

As a result, following any Domestic Abuse incident being reported into Humberside Police, specialist Police Officers will send a copy of the incident report via a secure system to a nominated trained member of school staff. This is to ensure necessary information is communicated which will enable the school to be made aware before the start of the next school day (where possible) and can subsequently provide support in a way that means the child feels safe.

School has a member of staff (key adult) who has been trained to liaise with the Police, when required and will ensure that necessary support is made available to the child following the disclosure of a Domestic Abuse incident.

Key Adults have been identified within schools and specific training has been provided in how to deal with 'raw sensitive and dynamic information' given by Operation Encompass. Parents and carers have been notified that the school is part of Operation Encompass by the school website under the Partnership tab and Humberside Police banner.

So-called ‘honour based’ abuse

So-called ‘honour-based’ abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so-called honour-based abuse are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Hepatitis B (HBV), or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found in Multi-Agency statutory guidance on FGM and the Multi-Agency guidelines: Handling cases of forced marriage. [HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage](#)

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate Local Safeguarding procedures, using existing national and local protocols for Multi-Agency liaison with Police and Children’s Social Care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see the following section).

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and Social Care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teacher to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL and involve Children’s Social Care as appropriate. The duty does not apply in

relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

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

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

Online Safety

The use of technology has become a significant component of many safeguarding issues. CSE; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised in 4 areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful material.
- Contact: being subjected to harmful online interaction with other users; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Commerce: such as online gambling, phishing and/or financial scams and inappropriate advertising.

Filters and monitoring

The CIC Board and Proprietor should be doing all that they reasonably can to limit children's exposure to the above risks from the school IT system. As part of this process, CIC Board and Proprietor should ensure school has appropriate filters and monitoring systems in place. Whilst considering responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the CIC Board and Proprietor should consider the age range of their pupils,

the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The effectiveness of the filtering and monitoring systems in place will be reviewed regularly.

The appropriateness of any filters and monitoring systems are a matter for school and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what “appropriate” might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN.

Whilst filtering and monitoring are an important part of the online safety picture for school, to consider, it is only one part. The CIC Board and the Proprietor should consider a whole school approach to online safety

We include guidance about the use of mobile phones in our Staff Code of Conduct, ICT Acceptable Use Policy, and also Safeguarding Leaflets for visitors. Children have limited and restricted access to the internet via 3G, 4G and 5G in the school. Please also see Screening, Searching and Confiscating Policy for more information, linked here: [Screening, Searching and Confiscating Policy 2024 2026.pdf](#)

Whilst it is essential that the Chair and members of the CIC Board and Proprietor ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Best Futures School shares information with parents/carers regarding Filtering and Monitoring of technology in school. Parents and carers are also notified of what pupils are using technology for and being asked to do online and the sites they are accessing etc as part of their curriculum.

For more information – see our ICT Acceptable Use Policy - Appendix 1 Filtering and Monitoring Guidance

[ICT Acceptable Use Policy 2024 2026.pdf](#)

Staff training

The Chair and members of the CIC Board and the Proprietor should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training, including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Also, a requirement to ensure children are taught about safeguarding, including online and that online safety training for staff is integrated, aligned, and considered as part of the overarching safeguarding approach.

Parent awareness

Online safety information is communicated to parents regularly to provide them with the knowledge to safeguard their child online. Online safety updates are communicated via Class Dojos and letters home. The Best Futures' E-Safety newsletter is sent home several times a year which provides information on new apps and games, as well as information on protecting their child whilst online.

The DSLs and DDSLs will communicate any concerns regarding online safety of pupils with their parents and follow necessary safeguarding procedures.

Information and support

There is a wealth of information available to support school to keep children safe online.

The following list is not exhaustive but should provide a useful starting point:

[CEOP Education](#)

[Disrespect NoBody campaign - GOV.UK \(www.gov.uk\)](#)

[Homepage - UK Safer Internet Centre](#)

[Keep Children Safe Online: Information, Advice, Support - Internet Matters](#)

[Cyberbullying Guidance | Childnet](#)

[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[Safeguarding | best-futures-school \(bestfutures-school.co.uk\)](#)

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of schools wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern: [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#) It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or

terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

Prevent

From 1 July 2015, specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. The guidance is set out in terms of 4 general themes: Risk assessment, working in partnership, staff training, and IT policies. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 141-210 of the revised Prevent duty guidance: for England and Wales are specifically concerned with schools.

School will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for school to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to signpost them to the right support mechanisms. School should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Best Futures School DSLs are Prevent awareness trained, other staff are Prevent Trained, and members of staff are Prevent referral trained and can provide advice and support to staff on protecting children from the risk of radicalisation. Best Futures School ensures that children are safe from terrorist and extremist material when accessing the internet in school.

The Government has launched Educate Against Hate, a website designed to equip school leaders, teachers and parents with the information, tools, and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff, and school leaders, such as Prevent e-learning, via the Prevent Training catalogue. [Educate Against Hate - Prevent Radicalisation & Extremism](#)

Channel

School safeguarding staff understand when it is appropriate to make a referral to the Channel programme. Channel guidance, an e-learning channel awareness programme for staff is available at: Channel General Awareness. 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 school to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the Police in providing information about a referred individual. School is required to have regard to Keeping Children Safe in Education (2025) are listed in the CTSA 2015 as partners required to cooperate with local Channel panels

The signs of successful safeguarding arrangements

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children. This list is intended to help inspectors arrive at those judgements. In settings that have effective safeguarding arrangements, there will be evidence of the following:

- Children are protected and feel safe. Those who can communicate know how to complain and understand the process for doing so. There is a strong, robust, and proactive response from adults working with children that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child is suffering or is at risk of suffering abuse, neglect, exploitation or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.
- Leaders and managers have put in place effective Child Protection and staff behaviour policies that are well understood by everyone in the setting.
- All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children.
- Children can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures.

- Written records are made in an appropriate and timely way and are held securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.

Any Child Protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children, the matter will be referred to the LADO.

A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the children from further harm. There is evidence, where applicable, that staff understand when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Children are supported, protected, and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns, and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.

There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or Child Protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood, and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

Any risks associated with children offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority Children's Social Care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism, and other forms of discrimination. Any discriminatory behaviours are challenged and help, and support are given to children about how to treat others with respect.

Adults understand the risks posed by other people who use technology, including the internet, to bully, groom, radicalise or abuse children. They have well-developed

strategies in place to keep children safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children are in their care and act immediately if they are concerned about bullying or children's well-being. Leaders implement the required policies about the safe use of mobile phones and cameras in settings.

Leaders and staff make clear risk assessments and respond consistently to protect children while enabling them to take age-appropriate and reasonable risks as part of their growth and development.

Children feel secure and, where they may present risky behaviours, they experience positive support from all staff. Children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable, and they seek to understand the triggers for children's behaviour. They develop effective responses as a team and review those responses to assess their impact, considering the views and experiences of the child.

Positive behaviour is promoted consistently through Best Futures Positive Management Behaviour Policy. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children. Reasonable force, through team teach is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded (The Bound Numbered Book) and monitored and the views of the child are sought and understood. Monitoring of the management of behaviour is effective, and the use of any team teach significantly reduces or ceases over time.

Staff and volunteers working with children are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children. Staff and other adults receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk.

The physical environment for children is safe and secure and protects them from harm or the risk of harm.

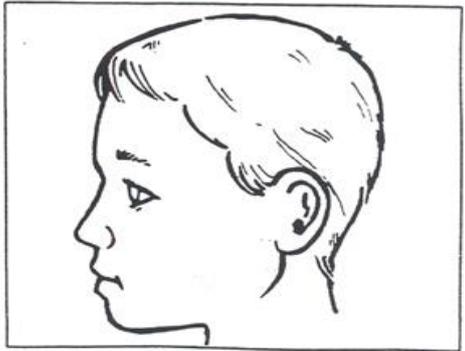
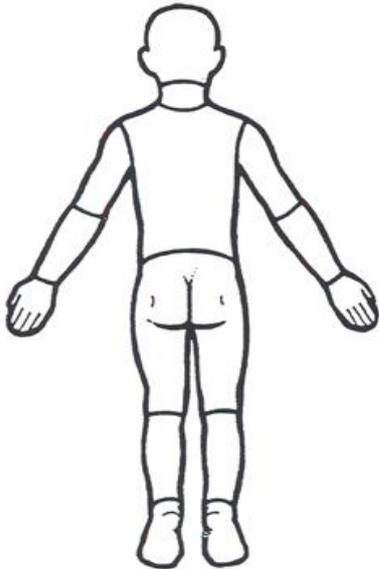
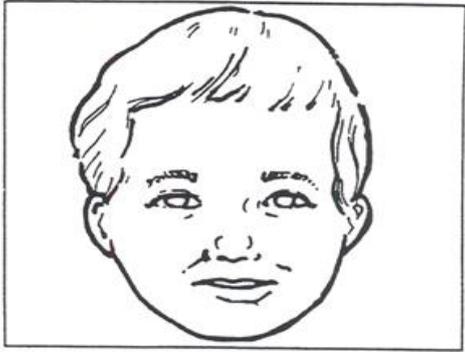
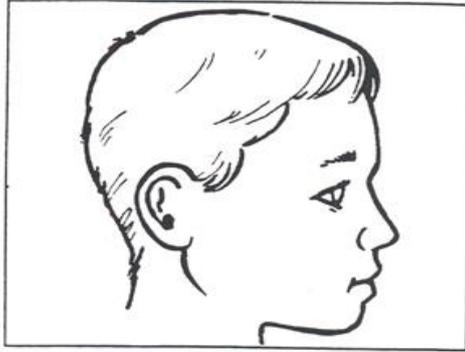
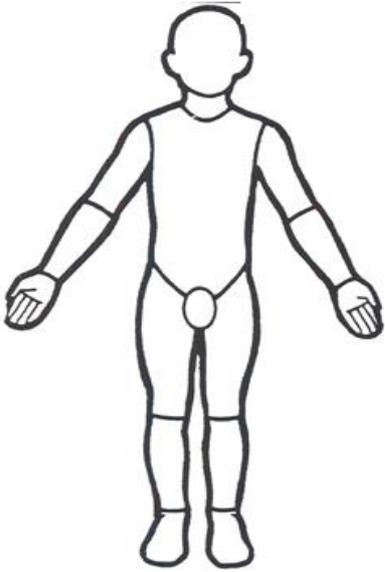
All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children.

Appendix 4

Safeguarding issues and Cause for Concern

Staff, volunteers and regular visitors are required to complete this form and pass it to Kara Bradley/Abigail Moore if they have a safeguarding concern about a child in our school.

Full name of child	Date/Time concern raised	Your name and position in school
Nature of concern/disclosure		
<p>Please include where you were when the child made a disclosure/concern occurred, who else was there, what did the child say or do and what you said. (Please continue on a separate sheet if necessary)</p>		
Was there an injury? Yes / No No		Did you see it? Yes / No
Describe the injury:		
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No (Attach body map to form)		
Was anyone else with you? Who?		
Who are you passing this information to? Name: Position:		
Your signature: Date:		



Appendix 5

Keeping Children Safe in Education (2025) – Part One

[Keeping children safe in education 2025: part one information for all school and college staff](#)

CIC Board Member:	Jenny Kinnaird	Signature:	J Kinnaird	Date:	02.09.25
DSL:	Kara Bradley	Signature:	<i>K.Bradley</i>	Date:	02.09.2025
DSL:	Abigail Moore	Signature:	<i>A.Moore</i>	Date:	02.09.2025
Executive Principal:	Dawn Best	Signature:	D H Best	Date:	02.09.25
Updates shared with staff				Date	02.09.25