GREENWOOD ACADEMIES TRUST

Beacon Primary Academy Academy Site Specific Arrangements

for Safeguarding and Child Protection

To be read in conjunction with Keeping Children Safe in Education 2026

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Introduction

This document sets out the arrangements for Safeguarding and Child Protection at the Beacon Primary Academy.

The Beacon Primary Academy is committed to Safeguarding and encourages a strong culture of vigilance in this area.

This document forms part of the integrated safeguarding portfolio and should be readalongside:

- Greenwood Academies Trust: Trust Safeguarding Policy;
- Greenwood Academies Trust: Staff Code of Conduct;
- Greenwood Academies Trust: Managing Allegations Against Adults Working within the Trust Policy;
- Greenwood Academies Trust: Online Safety Guidance
- Greenwood Academies Trust: Safeguarding Training Curriculum (Internal)
- DfE Keeping Children Safe in Education – September 2026; KCSIE 2026
- Working Together to Safeguard Children – March 2026; WTTSC 2026
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Children Partners;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017;
- The Education Act 2002;

Other relevant documents include: *(available on request from the DSL or Safeguarding Directorate)*

- Managing Allegations Against Adults Working Within the Trust – Process for Case Managers
- Internal GAT Safeguarding Directorate Forms
- Internal DSL Practice Guides

It is important to see safeguarding as the "umbrella" term for everything that is done to support children and young people, to keep them safe and promote their welfare. 'Working Together to Safeguard Children' defines safeguarding 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 health and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbring of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child; and
- taking action to enable all children have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is defined as:

- part of safeguarding and promoting welfare; and
- the activity that is undertaken to protect specific children who are suspected to be suffering, or who are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care as well as online.

It can be seen therefore that protection is only one part of safeguarding and indeed the spirit of the legislation is about promotion of children's needs and the prevention of harm. This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain.

Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the Academy.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a caring/parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

All adults employed by the Trust are aware that safeguarding is everyone's responsibility and that they have a role to play in ensuring the safety and wellbeing of children. All adults working within the Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them whilst recognising that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful and/or find it difficult to speak about what they need. All adults are aware that no single practitioner can have a full picture of a child's needs and circumstances. All adults have a role to play in identifying concerns, sharing information and taking prompt action. In order to ensure that the welfare of the child is paramount, adults will always consider and act in the best interests of the child ensuring that their approach is child centred.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our academies should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

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Key Staff and Contacts

Academy Based Contacts

Name	Role
Lisa Wright	Principal
Amy Short	Designated Safeguarding Lead
Simone Sowden/Nicky Vincent	Deputy Designated Safeguarding Lead/s
Gemma Scholes	Online Safety Lead
Amy Short	Prevent Duty Lead
Amy Short	Allergen Lead
Amy Short/Simone Sowden	Mental Health / Wellbeing Lead
Amy Short	Designated Teacher for Looked AfterChildren
Amy Short	Designated Teacher for Previously LookedAfter Children
Simone Sowden	Attendance Officer
Amy Short, Tracey Gartshore, Leanne Spence, Erren Wiltshire, Bethany Pinner and Natalie Armstrong	Physical Handling Trained Staff
All of the above can be contacted via the Academy office on 01754 879211	

Other Useful Contacts

Agency / Contact	Contact Details
Safeguarding Helpline Greenwood Academies Trust	0115 7483310 - option 4 safeguarding@greenwoodacademies.org
Sandra Fletcher, Safeguarding Trustee Greenwood Academies Trust	0115 7483310 admin@greenwoodacademies.org
Gayle Bacon, Education Director for Beacon Primary Academy	
Children's Social Care Contact Centre Lincolnshire County Council	
Children's Social Care – Emergency Duty Team Lincolnshire County Council	
Local Authority Designated Officer (LADO) Lincolnshire County Council	

Child Line	0800 1111
NSPCC Information Service	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

The Designated Safeguarding Lead (DSL):

The DSL should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns.

Availability

During term time the DSL (or a DDSL) should always be available for staff within the Academy to discuss any safeguarding concerns. Alternative arrangements and any out of hours cover should be robust and communicated as appropriate.

Whenever the DSL is unavailable, a clear, reliable and known arrangement should be in place so that concerns can be raised.

Managing Referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's services as required and support staff who make referrals to children's social care;
- to the Channel Programme where there is a radicalisation concern and support staff who make referrals to the programme;
- where a person is dismissed or has left due to risk or harm to a child to the Disclosure and Barring Service and;
- where a crime may have been committed to the police as required.

Working with others

- The DSL is expected to:
- ensure academy procedures are followed and adhered to with regard to reporting concerns about a child;
- promote the process within the academy to be followed to report any concerns regarding a child;
- act as a source of support, advice and expertise for all staff;
- act as a point of contact with all safeguarding partners;
- liaise with the Principal to ensure they have an overview of safeguarding concerns –
- especially high profile and/or complex concerns;
- be aware of the requirement for children to have access to an Appropriate Adult ;
- assist the Principal (or case manager) in collating information regarding child protection concerns in cases which involve an allegation of concern regarding a staff member;
- liaise with all relevant staff on matters of safeguarding and welfare when assessing
- concerns to ensure children's needs are considered holistically;
- liaise with the mental health leads where safeguarding concerns are linked to mental health;
- recognise that attendance is a safeguarding issue and that being absent from education as well as missing education can indicate neglect, abuse, exploitation or wider welfare concerns.

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- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Principal and relevant strategic leads to promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identify the impact any welfare, safeguarding and child protection issues may have on attendance, engagement and achievement including ensuring staff are aware of children who have or have had a social worker. In addition to this the DSL should also understand the academic progress and attainment of any children with current or previous social care involvement and maintain a culture or high aspirations for this cohort of pupils.

Information sharing and managing child protection records

The DSL should understand that comprehensive safeguarding records should include:

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

The DSL should ensure:

- written records of concern on CPOMS are maintained and are comprehensive (as described above) and all staff are aware of how to accurately record concerns and actions;
- all CPOMS records are regularly reviewed and subject to quality assurance scrutiny and;
- CPOMS files and any additional safeguarding information is transferred within 5 days following any transition.
- Staff should not assume another practitioner will share information that may be critical to keeping a child safe. Information should be shared early, lawfully, proportionately and wherever safe to do so, transparently with families. Fears about data protection must not stand in the way of safeguarding and promoting the welfare of children.

Raising Awareness

The DSL should:

- ensure all staff have access to and understand all safeguarding policies (including temporary and agency staff);
- ensure the correct version of the Trust Safeguarding Policy and Site Specific Safeguarding Arrangements are available on the Academy website and that parents know that referrals will be made about suspected abuse or neglect may be made and the role of the academy in this;
- share Local Safeguarding Partner information as appropriate with wider staff teams;
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff and leaders.

- **Training, knowledge and skills**
- The DSL and any DDSLs should:
- ensure they are appropriately trained to carry out their role and that this training is updated at least every two years;

- undertake Prevent training to understand the requirements of the Prevent Duty and complete an academy specific Prevent Risk Assessment;
- understand and support the academy with regards to the Prevent Duty and supporting staff protecting children from the risk of radicalisation;
- understand Local Authority Family Help and Child Protection referral and assessment processes
- have working knowledge of Child Protection Conferences and attend and contribute to all relevant meetings;
- provide information and support to children's social care staff as appropriate;
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes;
- be alert to the specific needs of children in need and those with SEND, health conditions and who are identified as young carers;
- understand the importance of information sharing within the academy and across multi-agency frameworks;
- Understand how Trust wide filtering and monitoring arrangements work and liaise with the Safeguarding Directorate and Trust IT provider as required to ensure arrangements remain effective and proportionate
- understand the unique risks associated with online safety and ensure they have the relevant knowledge and capability to help keep children safe online whilst they are at school;
- recognise the additional risks that children with SEND can face online and ensure they have the relevant knowledge and capability to support children with SEND to stay safe online whilst they are at school;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures put in place to protect them

Providing support to staff

The DSL should:

- ensure all staff receive the appropriate level of safeguarding training for their role within the academy;
- ensure staff are supported during any referral process;
- support staff to consider how safeguarding, welfare and educational outcomes are linked with academic and pastoral support and;
- ensure an open and efficient route for staff to report concerns to them and have their concerns taken seriously.

Understanding the views of children

The DSL will ensure that all children within the academy feel heard and will:

- encourage a culture of listening to children and taking account of their wishes and feelings across the academy and;
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships to facilitate communication.

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Holding and sharing information

The DSL should:

- understand the importance of information sharing and relevant data protection legislation both within the academy, with other schools on transfer, including in-year and between primary and secondary education and with safeguarding partners other agencies, organisations and practitioners;
- Understand relevant data protections laws;
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decision made including the rationale for those decisions including where it was decided that action was not taken and;
- gather, collate and analyse as appropriate all relevant information for the purposes of Quality Assurance and Academy improvement activity.

The Deputy Designated Safeguarding Lead (DDSL):

It is for the Principal and Designated Safeguarding Lead to determine how many Deputy Designated Leads there are across the academy. Any deputies should be trained to the same level as the DSL and, in the absence of the DSL, would be expected to carry out those functions necessary to ensure the ongoing safety and protection of pupils.

Online Safety Lead

- To work with the Designated Safeguarding Lead (DSL) and review the academy online safety approach annually

Regular meetings between the Online Safety Lead and the DSL should include discussion regarding:
Incidents relating to online safety and safeguarding including review of;

- what happened?
- what was the resolution?
- can we improve practice?
- can we improve education?

Communication across the community
Opportunities for ongoing training and pupil learning

- Have oversight of all online safety incidents, including internet monitoring alerts and how they have been resolved
- Meet with Senior Leadership Team discuss incidents and developments
- At least once a half term the Online Safety Lead should meet with the DSL and/or SLT to discuss concerns and new technology that has become available
- Lead the implementation and review of site-specific Online Safety processes and documents in line with the Trust Filtering and Monitoring and Online Safety Guidance
- Liaise with relevant staff to develop, review and monitor the online safety curriculum for pupils
- Ensure all staff are aware of and understand the procedures outlined in policies relating to online safety
- Provide and/or co-ordinate training and advice for staff
- Staff should receive updated online safety training annually. This can either be provided by the Online Safety Lead or other agencies (e.g. NSPCC). This should be logged as part of the

academy central training log

- Attend updates, subscribe to appropriate newsletters and liaise with relevant staff to ensure communication across the whole academy community is ongoing
- Have knowledge of the systems used for monitoring and filtering and Gen-AI and Cyber Security systems
- Have knowledge and understanding of reporting routes to CEOP (Criminal Exploitation and Online Protection), IWF (Independent Watch Foundation) and Remove and Report

Mental Health Lead

- To work with the Designated Safeguarding Lead (DSL)
- To oversee a whole school approach to mental health and wellbeing and work with others to embed a strong culture to promote positive mental, social, emotional and physical health
- To support the identification of at-risk children and young people, liaising with the safeguarding team to use early help systems to signpost and link into mental health services
- To complete relevant training to acquire knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing
- To work with SLT to link to other policies and processes, including safeguarding, behaviour and attendance
- To oversee the development of an effective mental health and wellbeing provision in line with the government guidance for senior mental health leads
- To work with the academy PSHE Co-ordinator to ensure specific learning regarding mental health and wellbeing is part of an ongoing curriculum plan
- To ensure effective early intervention and prevention to enable pupils to access mental health and wellbeing support and have oversight of internal and external intervention
- To contribute to whole school programmes and initiatives, such as assemblies, tutor time activities and PHSE programmes, in the areas of mental health and wellbeing

Children and Young People who may be particularly vulnerable

Any child may benefit from Family Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues. To ensure that all of our pupils receive equal protection, all staff should be particularly alert to the potential need for early help for any pupils who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care

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- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit 11
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs or disabilities

The Beacon Primary Academy recognises that children with special educational needsor disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Allegations against staff or volunteers

When an allegation is made against a member of staff, our Trust procedures **must** be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Against Adults Working Within the Trust Policy.

If you have a concern about an adult working within the Academy, please contact:

Name	**Role**	**Contact Number**
Lisa Wright	Principal	01754879211

If your concern relates to the Principal, please contact:

Name	Role	Contact Number
Safeguarding Directorate		**safeguarding@greenwoodacademies.org**
Gayle Bacon	Education Director	0115 748 3310

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding arrangements and know that any concerns will be taken seriously by the senior leadership team.

If it becomes necessary to consult outside the school, they should follow the Trust Whistleblowing Policy.

The NSPCC whistleblowing advice line is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff in addition to completion of mandatory online Safeguarding modules on initial employment / joining the Academy and every two years thereafter, will undertake Academy based INSET training each September as directed by the Safeguarding Directorate, covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety);
- Local procedures for responding to concerns;
- The Academy's behaviour policy;
- Response to children that go missing in education or are persistently or severely absent;
- The staff code of conduct; and
- Allegations management.

Any staff joining the Academy throughout the academic year, whether permanent, part time or agency staff must also receive this training in a format appropriate to the setting and circumstances.

The level of additional training staff will receive is based on their role. More information on this can be found within the GAT Safeguarding Training Curriculum.

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It is the DSL's responsibility to ensure that all staff complete mandatory safeguarding training including online modules and that this is up to date. Regular reviews of training requirements should be undertaken between the DSL and the Principal.

Safer Recruitment

All Safer Recruitment processes are overseen by the Trust People Directorate and our Academy complies with the requirements of Keeping Children Safe in Education 2025 and the Local Safeguarding Children Partnership (LSCP) by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

- At least one member of each recruitment interview panel will have completed Trust face to face safer recruitment training within the last **2 years;** have read and understood Keeping Children Safe in Education Part 3: Safer Recruitment, and be aware of additional internal Greenwood Academies Trust Recruitment, Selection and Disclosure Policy and Procedure
- In order to follow best practice, all staff involved in any part of the recruitment process should also undertake safer recruitment training at an appropriate level and have read and understood Keeping Children Safe in Education Part 3: Safer Recruitment
- All staff are made aware of relevant legislation and their obligations to disclose relevant information
- The Academy obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained; and
- The Academy maintains a single central record of recruitment checks undertaken.

Principals and DSLs should ensure that they have read and understood all Safer Recruitment guidance in KCSIE 2026: Part 3 and Greenwood Academies Trust: Recruitment, Selection and Disclosure Policy and Procedure.

Volunteers

All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with pupils and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Work Experience pupils whether from the Academy or other Academy / setting will undergo the same checks and procedures as a volunteer. Under no circumstances should a Work Experience candidate be unsupervised at any time or expected to undertake one to one interaction with pupils, parents or visitors.

Contractors

The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will

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not be allowed to work unsupervised whilst pupils are on-site.

Site security

Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

We use a range of methods to ensure that our site is secure and safe for all pupils. These include controlled access and magnetic locks. Within the site, these may be deployed in different ways depending upon a pupil's ability to keep themselves safe. We will always be happy to discuss these arrangements with pupils, parents and carers.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safetyand safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy, we will ensure that they have appropriate procedures in place, including safer recruitment procedures and agree clear communication methods for any concerns or relevant information.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Teaching our pupils about safeguarding

At Beacon Primary Academy, we are committed to ensuring that all pupils develop the knowledge, skills and confidence to recognise, understand and manage the risks and challenges they may encounter both in school and in the wider community. Through a broad and progressive curriculum, children are supported to build resilience, make informed choices, develop positive relationships and understand how and when to seek help.

Our PSHE curriculum is delivered through the Kapow Primary scheme, which provides age-appropriate learning on physical and mental wellbeing, healthy relationships, personal safety, online safety, diversity, citizenship and healthy lifestyles. Learning is carefully sequenced to ensure pupils revisit and deepen their understanding of key safeguarding themes throughout their time at the Academy.

Safeguarding is embedded across all aspects of school life and is reinforced through the curriculum, assemblies, themed events, educational visits and daily interactions with staff. Pupils are taught about a range of safeguarding issues, including:

- Online safety and digital citizenship
- Healthy and unhealthy relationships
- Bullying, discrimination and prejudice
- Mental health and emotional wellbeing
- Personal safety and recognising unsafe situations
- Peer-on-peer abuse
- Child criminal exploitation and county lines (age appropriate)

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- Radicalisation and extremism
- Road, rail, water and fire safety
- Attendance and school engagement
- Keeping safe in the local community

Our assembly programme further supports pupils' personal development through themed assemblies linked to:

- British Values
- Protected Characteristics and Equality
- Respect and Tolerance
- Diversity and Inclusion
- Anti-Bullying
- Emotional Wellbeing
- Online Safety
- Current local and national safeguarding themes

We recognise the importance of contextual safeguarding and ensure that our curriculum reflects the needs and experiences of our pupils and community. Safeguarding messages are adapted to address emerging local concerns and risks, helping children understand how to stay safe both within and beyond the school environment.

Throughout the year, pupils participate in a range of enrichment activities, awareness campaigns and themed events, including:

- Safer Internet Day
- Anti-Bullying Week
- Children's Mental Health Week
- Personal Development and Wellbeing Days
- NSPCC Speak Out, Stay Safe assemblies and workshops.
- Bikeability cycle training, promoting road safety, independence and responsible decision-making
- RNLI Water Safety education sessions, helping pupils understand the dangers associated with open water and how to stay safe near rivers, lakes, canals and the coast
- Visits from emergency services and community professionals
- Online safety workshops
- Road and community safety initiatives
- Opportunities to celebrate diversity, inclusion and equality

External visitors and specialist agencies are used to enhance learning and provide pupils with additional expertise and real-life contexts. These opportunities support children in recognising risks, knowing their rights, understanding how to seek help and developing the resilience needed to stay safe and thrive.

Through this comprehensive approach, Beacon Primary Academy aims to create a strong culture of safeguarding where pupils feel safe, respected and empowered to make positive choices both now and in the future.

Child Protection Procedures Recognising Concerns

Everyone has a role to play in ensuring the safety and welfare of our pupils, their families and each

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other. Anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families when deciding how support their needs.

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people.

Taking action

Any child, in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'. When concerned about the welfare of a child, staff should always act in the best interests of the child and should act on concerns immediately:

- in an emergency take the action necessary to help the child, if necessary call 999;
- report your concern as soon as possible to the DSL, definitely before the end of the day and ensure the concern is fully recorded on CPOMS;
- do not start your own investigation,
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family; and
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns following the agreed Academy process. It is important to understand that pupils may not find it easy to tell staff about their abuse verbally. They may show signs or act in ways that they hope adults will notice and react to. In some cases, there may not be a direct report – staff may be approached by a friend of the pupil or overhear a conversation that suggests a pupil may be at risk.

If a pupil reports a concern to you

It takes a lot of courage for a child to disclose that they are being abused exploited or neglected. They may feel ashamed, their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff memberwill, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil is a matter for professional

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judgement. Staff will reassure pupils that they are being taken seriously and will be supported and kept safe. During their conversations with the pupil staff will:

- listen carefully and allow them to speak freely;
- remain calm and not overreact;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me' and confirm that it was right to tell;
- not be afraid of silences – do not stop the pupil from speaking freely;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it;
- not speculate or accuse anyone or jump to conclusions (especially about the abuser);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- Record the concern on CPOMS and;
- seek support if they feel distressed.

Effective Safeguarding Practice

- If possible, reports should be taken with two members of staff present (preferably one of these being a trained DSL)
- Careful management of reports that include an online element – additional guidance should be read and staff must remember that they must not view or forward images of children
- Not promising confidentiality but staff should only share the report with people who are required to progress the issue.
- Ensure the pupil understands what the next steps will be
- Recognising that a pupil will most likely disclose to an adult they trust – this could be anyone within the Academy and all staff should feel confident in taking details of a disclosure and should be supportive and respectful of the pupil
- Recognising that an initial disclosure to an adult may only be the first reported incident, not representative of a singular incident and that trauma can impact memory so pupils may not always be able to recall specific details or timelines
- Keeping in mind that certain pupils may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and / or sexual orientation
- Listening carefully to the pupil, reflecting back, using the pupil's language, being clear about boundaries and how the report will be progressed, not asking leading questions
- Considering how to make a record of the report. Best practice is to wait until the end of the report and write up a thorough summary to be recorded on CPOMS and shared with the DSL. If notes are made during the report staff should remain engaged with the pupil and not appear distracted
- Only recording the facts as the pupil presents them. Notes / records should not reflect any personal opinion of the member of staff.
- Informing the DSL as soon as possible (or Deputy DSL) if they are not involved in the initial report

Notifying parents

The Academy will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will firstbe sought from children's social care and/or the police before parents/carers are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a 'need- to-know' basis.

Any member of staff can contact children's social care or the dedicated NSPCC helpline if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely; and
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored in CPOMS, separately from the pupil's education and pastoral file.

The DSL will normally obtain consent from the pupil and/or parents/carers to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they will refer the request to the Principal to consider in line with the Trust Data Governance

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Policies and inform the Trust Governance Team.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

Family Help

Early Help referrals will be coordinated through the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) or Family Support Worker, either following discussions with external agencies or through conversations with children and their families regarding additional support that may be required.

The welfare of our pupils is given the highest priority, and Early Family Help is a key approach to ensuring that children receive the right support at the right time. Early Help aims to identify emerging needs at the earliest opportunity and provide support before difficulties escalate. Reasons for Early Help involvement may include concerns relating to attendance, emotional wellbeing, behaviour, family relationships, parenting support, housing, financial difficulties, bereavement, domestic abuse, special educational needs and disabilities (SEND), school avoidance, or any other factors which may impact a child's welfare, development, or educational outcomes.

Parents and carers are fully involved in the Early Help process and contribute to decisions regarding the support they receive. Support may include a Team Around the Family (TAF) approach, direct support from the school's Family Support Worker, or referrals to appropriate external services. The aim of Family Help is to enable families to identify their strengths and needs, access appropriate support, and improve outcomes for children.

Local Early Help and Family Support Services

Family Action East Lindsey
Telephone: 01507 617767
Email: eastlindsey@family-action.co.uk
Address: 32 Fairfield Enterprise Centre, Lincoln Way, Louth, LN11 0AW
Families Working Together
Telephone: 01522 552078
Email: fwt@lincolnshire.gov.uk
Address: 2 Rauceby Terrace, Lincoln, LN1 1YL
Children's Services Targeted Teams
Telephone: 0800 195 1635
Email: fis@lincolnshire.gov.uk
Address: County Offices, Newland, Lincoln, LN1 1YL
Looked After Children Team
Telephone: 01522 554499
Educational Welfare Services
Telephone: 01522 553621
Address: Education Welfare Services, Children's Services, Lincolnshire County Council, County

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Offices, Newland, Lincoln, LN1 1YQ
Lincolnshire Children's Services Customer Service Centre
Telephone: 01522 782111
Contact details are correct at the time of publication but may be subject to change. Current contact information can be obtained through Lincolnshire County Council and the Lincolnshire Families Information Service.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or likely to suffer from harm. The pupil (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy,the Principal and the Trust Safeguarding Directorate are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; and
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Escalating concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Principal;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an Academy when it is felt one is needed; or
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel "stuck" or "they can't do anymore". It is important to escalate concerns to DSLs, Principals, other senior staff or if necessary, to the Trust Safeguarding Directorate.

If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be "closed down" without it having receivedthe necessary attention, assessment and resolution.

If the options above have been explored fully and the concern still isn't being handled effectively therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via Greenwood Academy Central Offices or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

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