Lime Trust
Putting Learners First

Safeguarding and Child Protection Policy

Lime Academy Orton 2026

Policy: Safeguarding and Child Protection Policy

Date of Policy: September 2026

Date of Renewal: September 2027

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.
Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.
Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.
Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.
Enjoyment is feeling happy, safe and motivated to make a positive contribution.
Communication provides a voice for all, creating a shared understanding through dialogue.
Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.

Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes:

- School Improvement Team Governance, who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

Key Contacts

Designated Safeguarding Lead: Anthony Skipworth (Headteacher) anthony.skipworth@limetrust.org

Deputy Designated Safeguarding Leads: Tom Hagues (Deputy Headteacher) tom.hagues@limetrust.org , Jenny Wicks (Assistant Headteacher) jenny.wicks@limetrust.org , Helen Jeffryes (Assistant Headteacher) helen.jeffryes@limetrust.org and Gemma Fone (School Business Manager) gemma.fone@limetrust.org

Prevent Lead: Kerri Deboo (Family Liaison Officer) kerri.deboo@limetrust.org
Domestic Abuse Lead: Kerri Deboo (Family Liaison Officer) kerri.deboo@limetrust.org
Online Safety Lead: Helen Jeffryes (Assistant Head Teacher) helen.jeffryes@limetrust.org

All staff with key responsibilities can be contacted at school via 01733 391800

Introduction

Lime Academy Orton fully recognises its responsibility under section 175 of the Education Act 2002, and other relevant legislation and statutory guidance, to safeguard and promote the welfare of children.

This policy sets out how the school, as part of Lime Trust and the wider safeguarding system, will discharge its responsibilities for safeguarding and child protection. It applies to all children and young people attending the school and to all staff, trustees, volunteers, trainees, supply staff, contractors and other adults working on or on behalf of the school.

Safeguarding is everyone's responsibility. The school adopts a child-centred approach: the welfare and best interests of the child are paramount. Staff should act on the principle that 'it could happen here'.
All staff, including those who do not directly work with learners, must read Part One of Keeping Children Safe in Education 2026 in full. The former shorter Annex A has been removed from KCSIE 2026; there is no longer a two-tier expectation for staff reading. Staff must also understand and follow this policy and the school's safeguarding procedures. The policy should be read alongside Working Together to Safeguard Children 2026 and the current procedures of the Cambridgeshire and Peterborough Safeguarding Children Partnership. Local multi-agency procedures and thresholds must be followed.

All staff have a responsibility to:

- identify concerns early and act without delay;
- provide a safe environment in which children can learn;
- recognise children who may benefit from community-based help or support;
- know what to do if a child tells them they are being abused, neglected or exploited;
- report safeguarding concerns immediately through the school's procedures;
- share information appropriately where necessary to protect a child;
- maintain professional curiosity and challenge decisions where necessary;
- recognise that safeguarding concerns can arise inside and outside school, at home, in the community and online.

Safeguarding Elements

There are four main elements to our policy:

PREVENTION: creating and maintaining a whole-school protective ethos and teaching children how to recognise and manage risk at home, school, in the community and online.

PROCEDURES: having clear systems for identifying, recording, referring and escalating concerns. This includes working in partnership with parents/carers, children's social care, health, police, the local authority and other agencies, with specific considerations around effective information sharing.

SUPPORTING CHILDREN: providing timely, individualised support and ensuring the child's wishes, feelings, communication and developmental needs are understood.

SAFE ADULTS: preventing unsuitable people from working with children through safer recruitment, supervision, conduct, training and effective management of concerns.

This policy is available to parents on request and is on the school website.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.1 The school will therefore:

1.1.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.1.2 Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.1.3 Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

1.1.4 Learners are provided with trusted adults and accessible ways to communicate concerns, including Makaton, AAC, symbols, objects and other communication systems where appropriate.

1.1.5 Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of equality and diversity. Our enrichment curriculum challenges stereotyping, racism, discrimination, sexism, misogyny, misandry, homophobia, biphobia and other prejudice-related behaviour.

1.1.6 Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny, misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our ‘Responding to Prejudice-Related Incidents Policy’.

1.1.7 For Primary/Special Schools:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or other children.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

1.1.8 We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect (PS5-6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts. Where appropriate, in line with learner's developmental understanding, the curriculum contains references and guidance around specific safeguarding concerns including; AI-generated/deepfake sexual imagery, serious violence/weapons awareness.

Procedures

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website:
Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

2.2 The Designated Safeguarding Lead is: **Anthony Skipworth (Headteacher)**

2.2.1 The Deputy Designated Safeguarding Leads are: **Tom Hagues (Deputy Headteacher), Jenny Wicks (Assistant Headteacher), Helen Jeffryes (Assistant Headteacher) and Gemma Fone (School Business Manager).**

2.2.2 The nominated lead for Lime Trust Safeguarding and Child Protection is: **Rhys Maddox**

2.3 Safeguarding governance will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can

be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education 2026 Annex B).

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education 2026 Annex B). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated at least every two years.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training at least annually.

2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the point of induction. Staff members are required to log a concern via the electronic system (CPOMS) and submit it to the DSL / DDSL immediately.

2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

2.3.7 As a two-campus special school the DSL may be on either site at any given time. DDSLs are based at each site across the week. In the instance where a DSL/DDSL is not on one of our campuses in person this is communicated to all staff via the daily briefing and details of how to contact the DSL/DSSL will be provided (i.e. via phone or other senior or middle leader).

If none of the above named DSL / DDSL's are available, staff members should contact **Rachael Holland, Director of Education** rachael.holland@limetrust.org**.**

See Annex B of Keeping Children Safe in Education 2026 for details of requirements.

2.3.7 Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

2.3.8 Nominate a trustee for safeguarding and child protection who has undertaken appropriate training.

2.3.9 Ensure every member of staff and every trustee knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- how to pass on and record concerns about a pupil/student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;

- their role in the early help / family help process;
- the process for making referrals to children's social care;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods (see 3.10.4)
- the role of filtering and monitoring and the process for reporting issues

2.3.10 Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. Staff receive safeguarding and child protection training at induction (including whistleblowing, low-level concerns, and staff code of conduct). Training specifically covers child abuse, neglect and exploitation, children's mental health, SEND vulnerabilities, contextual safeguarding, child-on-child abuse; harmful sexual behaviour; online safety; filtering and monitoring; AI; Prevent; domestic abuse; serious violence; professional curiosity; low-level concerns; whistleblowing; information sharing; and local referral procedures. The training should be regularly updated, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

2.3.10a All staff working on supply will have an induction which includes Lime Academy Orton specific safeguarding training. Assurances are sought from all agencies that supply staff have completed safeguarding training before commencing employment. Volunteers also receive this induction before they enter the classroom.

2.3.11 Ensure that all staff, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.

2.3.12 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.

2.3.13 Ensure that this policy is available publicly either via the school website (www.limeacademyorton.org) or by other means.

2.3.14 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

2.3.15 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school. These procedures will include daily logs shared by the provider of alternative provision, weekly safeguarding calls or visits from school, any safeguarding concerns logged by the provider to be shared with the school.

2.4 Multi-Agency Working

The school will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all learners.

2.4.2 Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 Notify the relevant Social Care Team immediately if;

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.4.4 When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

2.4.5 The school recognises that children and families may need help before statutory child protection thresholds are met. Staff should identify emerging needs and consider community-based support and local Family Help arrangements.

2.4.6 The school will work with the local authority and other partners in accordance with current local arrangements. Where a child is suffering or is likely to suffer significant harm, the school will make an immediate referral to children's social care in accordance with local safeguarding procedures.

2.4.7 The school will participate appropriately in strategy discussions, child protection conferences, core groups, Family Help planning, multi-agency assessments and other safeguarding meetings.

2.4.8 If staff disagree with another professional's decision and believe a child remains at risk, they will use the local escalation process and the school's safeguarding escalation arrangements.

2.5 Record Keeping

The school will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children’s Social Care immediately.

2.5.2 Records should include:

- a clear and comprehensive summary of the concern;
- the child’s wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- Rationales for actions / outcomes taken by the school.
- a record of any discussion/communication with parents, other agencies etc

2.5.3 Electronic records are stored on an identified, purpose-built, secure platform (CPOMS)

2.5.4 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with Keeping Children Safe in Education 2026, and the Education Safeguarding Team’s Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.5 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.6 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual.

2.6.1.1 The school will follow applicable data protection law, including the UK GDPR, Data Protection Act 2018 and the Data (Use and Access) Act 2025, together with current statutory and non-statutory information-sharing guidance in the collection, storage and sharing of personal data.

2.6.1.2 Information sharing is essential to effective safeguarding. Data protection legislation is not a barrier to sharing information where this is necessary to protect a child.

The school will:

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why (Working Together to Safeguard Children 2026).

2.6.9 In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 Communication with Parents/Carers

The school will:

2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.

2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

2.7.3 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.7.4 Parents/carers will normally be informed before a referral or safeguarding action is taken. However, this will not occur where doing so could place the child or another person at increased risk of harm, prejudice a police investigation, or otherwise be contrary to the child's welfare. The rationale for not informing parents/carers will be recorded.

2.7.5 The school will make reasonable adjustments so that parents/carers and children with communication, disability, language or other needs can participate meaningfully in safeguarding processes.

2.8 Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways, it can occur between children of any age, sex or background, online or offline, and may involve one child or groups of children.. This can include but is not limited to:

- bullying, cyberbullying and discriminatory or prejudice-based abuse;
- physical assault or harm, including threats of harm with a weapon;
- abuse in intimate relationships and teenage relationship abuse;
- sexual violence and sexual harassment;
- harmful sexual behaviour;
- sharing or requesting nudes or semi-nudes, including AI-generated or digitally altered/deepfake imagery;
- coercing or forcing another child to engage in sexual activity;
- upskirting or other voyeuristic behaviour;
- initiation, hazing or ritual violence;
- misogynistic or misandrist abuse.

2.8.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

2.8.2 Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

2.8.3 Provide training for staff about recognising and responding to child-on-child abuse.

2.8.4 The school will respond to all concerns. The welfare of the child who has experienced harm and the child who has caused or may have caused harm will both be considered. A child displaying harmful behaviour may also be a child in need of safeguarding support.

2.8.5 Responses will be proportionate and developmentally informed. For learners at Lime Academy Orton, consideration will be given to communication, cognition, developmental age, understanding of consent, disability, vulnerability, coercion and whether behaviour is communicating distress or unmet need.

2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.

2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.

2.8.8 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

2.8.9 Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

2.8.10 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child-Sexual-Behaviour-Assessment-Tool.pdf (safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviours.

2.9 Dealing with Sexual Behaviour, Sexual Harassment and Sexual Violence between children

2.9.1 Sexual behaviour, harassment and/or violence can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

2.9.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

2.9.3 Lime Academy Orton recognises that learners with complex SEND may present with sexualised or inappropriate sexual behaviour for a range of reasons, including developmental stage, cognitive functioning, communication difficulties, sensory needs, curiosity, imitation, unmet needs or limited understanding of social and personal boundaries. The presentation of a behaviour does not, in itself, determine the learner's understanding, motivation or intentionality.

2.9.4 When responding to behaviour of a sexual nature, staff will therefore consider the learner's developmental and cognitive functioning, communication profile, understanding of relationships and consent, previous learning and experiences, and the context in which the behaviour has occurred. Staff will avoid making assumptions about intentionality based solely on the behaviour observed.

2.9.5 This does not mean that inappropriate or harmful sexual behaviour is minimised or excused. The safety, dignity and wellbeing of all learners remains paramount. Concerns will be assessed on an individual basis, using a proportionate and developmentally informed approach, distinguishing where appropriate between developmentally inappropriate, problematic, harmful and abusive behaviour. Where there is evidence of coercion, exploitation, abuse, a significant power imbalance or risk of harm, the school's safeguarding procedures will be followed regardless of the learner's cognitive functioning or perceived intentionality.

2.9.6 Make it clear that there is a zero-tolerance approach to sexual harassment and/or violence, that it is never acceptable, and it will not be tolerated.

2.9.7 Training will be provided for staff on how to manage a report of sexual behaviour, harassment and/or violence.

2.9.8 The school will:

- listen to and support the child who has experienced harm.
- consider the safety and welfare of all children involved.
- undertake risk assessment and review protective measures.

- consider the developmental, communication and SEND needs of the children involved.
- refer to children's social care and/or police where required.
- record decisions and the rationale for them.
- provide appropriate support and intervention for the child displaying harmful behaviour.

2.9.9 Refer to Keeping Children Safe in Education - Part Five 2026 for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKIS, Mar 2024).

Supporting Children

The school recognises that any child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3 Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school for advice on case management.

3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, or Early Help (Targeted Support) Teams.

3.5 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

3.6 The school recognises that a mental health difficulty is not automatically a safeguarding concern, but mental health presentation may indicate or coexist with safeguarding risk.

3.7 Behaviour, Restrictive Intervention and Physical Contact

3.7.1 Staff will apply the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

3.7.2 Any physical intervention or restrictive practice must be lawful, necessary, proportionate and the least restrictive option available in the circumstances. Staff must follow the Trust's behaviour, restrictive intervention, health and safety and manual handling procedures.

3.7.3 Incidents must be recorded, reviewed and monitored for patterns. Where an incident raises a safeguarding concern, the safeguarding procedure will also be followed.

3.7.4 For learners with complex SEND, the school will consider communication, sensory needs, trauma, medical needs and individual support plans when reviewing incidents.

3.8 Children with Disabilities, Additional Needs or Special Educational Needs

3.8.1 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

3.8.2 The school recognises that learners with SEND may present increased vulnerability to grooming, coercion, manipulation, exploitation, bullying, radicalisation and online abuse. Additionally they may have difficulties understanding consent, abusive behaviour and have dependence on adults for personal / intimate care.

3.8.3 The school has pupils with emotional and behavioural difficulties and/or behaviours that challenge. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents/carers.

3.8.4 As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including online. The content of lessons will be shared with parents/carers so that these skills can be supported at home. The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

3.8.5 Where necessary, the school will provide additional training to staff in the use of Makaton, symbols or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

3.8.6 Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

3.8.7 We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and
have access to a range of adults with whom they can communicate.

3.9 Medical conditions, needs and safeguarding

3.9.1 KCSIE 2026 recognises specific safeguarding considerations for children with medical conditions. This is particularly relevant to Lime Academy Orton.

3.9.2 Safeguarding applies to the delivery of medical and personal care, including medication, feeding, intimate care, moving and handling, hydrotherapy and other health interventions.

3.9.3 The school will:

- ensure staff undertaking medical procedures are appropriately trained and competent;
- follow individual healthcare plans and relevant medical policies;
- record medication and medical interventions as required;
- maintain appropriate professional boundaries during intimate and personal care;
- respond to concerns about missed medication, failure to meet medical needs, inappropriate treatment or unsafe practice as safeguarding concerns where appropriate;
- consider whether a failure to meet a learner's medical needs may constitute neglect;

- ensure concerns involving staff or external healthcare/support personnel are managed under the allegations procedures where relevant.

3.10 Children in particular circumstances

3.10.1 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.10.2 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county linesactivity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.10.3 Children at Risk of Child Sexual Exploitation

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

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Contextual Risk Screening Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.
The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Lime Academy Orton we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

3.10.4 Children Frequently Absent from Education

School recognises that children who are absent from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.
The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Peterborough's Children Missing from Education guidance. The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

3.10.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

3.10.6 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.10.7 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Lime Academy Orton we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead. All such notifications will be shared by the PCC Education Navigator if the appropriate consent has been obtained.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings 2021'.

3.10.8 Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.
The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.10.9 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Multi-Agency Procedures.

3.10.10 Children showing signs of Abuse and/or Neglect

School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

3.10.11 Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's safeguarding approach.
The governing body will ensure that a DSL has undertaken Prevent Lead training and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training – Kerri Deboo (Family Liaison Officer)

All members of staff on employment complete Prevent training online.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for making a Prevent referral.
See also 'The Prevent Duty, an introduction for those with safeguarding responsibilities, DfE', (Sept 2023), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (Dec 2023).

3.10.12 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative, in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Fostering Assessment Team.

3.10.13 Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

3.10.14 Elective Home Education (EHE)

Where a parent/carer has expressed an intention to remove a pupil from school to educate them at home, the DSL will:

- Notify the Local Authority at the earliest opportunity.
- Work with the Local Authority and other agencies to safeguard the child's welfare and educational outcomes.
- Record and act on any safeguarding concerns identified during this process in line with school procedures.

3.10.15 Serious violence and Weapons

Serious violence and weapon-related concerns are safeguarding concerns and must not be treated solely as disciplinary matters.

- Any concern that a child has, is carrying, is being encouraged to carry, or is at risk of being harmed with a weapon must be reported immediately to the DSL.
- The DSL will consider the child's immediate safety, the reasons for the behaviour, possible exploitation or coercion, peer relationships, online influences and the risk to other children.
- Police and children's social care will be contacted where appropriate.
- Protective measures, support and risk management plans will be reviewed.

3.10.16 Gender Questioning

Where a child is questioning their gender, the school will respond in a child-centred, lawful and safeguarding-focused way. Decisions will consider the child's welfare, individual circumstances, privacy, dignity, relationships, safety and any relevant safeguarding risks.

The school will follow the Trust's current equality, inclusion and gender-questioning procedures and current DfE guidance. Where there is a safeguarding concern, the DSL will consider it under this policy regardless of the child's gender identity or presentation.

3.10.17 Learners with Social Workers

The school will promote the educational outcomes of children who have or have had a social worker. Relevant safeguarding information will be shared appropriately with staff who need it to support the child's welfare, attendance, engagement, progress and reasonable adjustments.

The school will work with social care and other professionals to ensure that safeguarding and educational planning are joined up.

Preventing Unsuitable People from Working with Children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of Keeping Children Safe in Education 2026. This section should be read in conjunction with the school's Safer Recruitment Policy.

4.1 Additional Pre-Appointment Checks

In line with Keeping Children Safe in Education 2026 Lime Academy Orton also ensures that:

4.1.1 Section 128 prohibition checks are completed for all individuals engaged in management positions.

4.1.2 Online searches are carried out for shortlisted candidates to help identify suitability to work with children.

4.1.3 Written confirmation is obtained from agencies and third-party providers that all necessary pre-employment checks (including DBS) have been carried out for supply staff, volunteers, and contractors.

4.2 Safer Recruitment

4.2.1 The Lime Trust governance will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

4.2.2 The following members of staff have undertaken Safer Recruitment training; **Anthony Skipworth (Headteacher), Tom Hagues (Deputy Headteacher), Helen Jeffryes (Assistant Head Teacher) and Gemma Fone (School Business Manager).**

4.2.3 The school will operate safer recruitment arrangements in accordance with Part Three of KCSIE 2026 and current legislation.

4.2.4 The school will assess whether roles constitute regulated activity in light of the changes taking effect from 1 September 2026, including the removal of the previous supervision exemption.

4.2.5 The school will review volunteers, work experience, activity providers, therapists, contractors and other adults who teach, train, instruct, care for or supervise children to determine the correct safeguarding and DBS requirements.

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against teachers, (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education 2026, Part Four, Section One, will be reported straight away to the Head Teacher.

4.3.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Trustees. The school will follow the procedures set out in Part Four of Keeping Children Safe in Education 2026.

4.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, trainee teacher, member of staff, member of supply staff, volunteer or contractor and adhere to the relevant procedures set out in Keeping Children Safe in Education 2026, Part Four and the school's HR Policies, and seek advice from their HR provider.

4.3.4 The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Schools and colleges will use the guidance chart found at Appendix B to support their decision-making.

4.3.6 Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children’s social care and as appropriate the police immediately.

4.3.7 School will consider:

- Looking after the welfare of the child - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Trustees. The school will follow the procedures set out in Part Four, Section Two of Keeping Children Safe in Education 2026.

4.4.3 The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

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

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Most records are kept electronically and historical records are still kept as a hardcopy and locked in a filing cabinet.

4.4.6 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including trainee or supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.4.7 School should ensure that all staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as

advised within the Lime Trust's Code of Conduct and 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

4.4.8 The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Other Related Policies and Procedures

5.1 Use of Mobile Phones and other Smart Devices Policy

5.1.1 This is a requirement for all Nursery or primary schools with EYFS but any school may wish to adopt the policy.

5.1.2 Our policy on use of mobile phones and other smart devices, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

5.2 Online Safety: Filtering and Monitoring

5.2.1 Lime Academy Orton ensures appropriate filtering and monitoring systems are in place in line with DfE Filtering and Monitoring Standards (2024). These systems are:

- Reviewed at least annually for effectiveness, with findings reported to the Trust Board.
- Used alongside staff training on online risks, including AI-generated content, harmful or extremist material, and peer-to-peer online abuse.
- Complemented, where appropriate and accessible, by pupil teaching through the PSHE/RSE curriculum to equip learners with the skills to stay safe online.

5.2.5 Materials and support available and offered to parents where concerns are raised or needs identified.

6.0 Governing body safeguarding responsibilities

6.1 Governing bodies (in the case of Lime Academy Orton, Trust Board) should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 The Trust Board fully recognises it's responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a trustee for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.

- Ensure that all trustees receive appropriate trustee safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Trustees) is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

6.2.1 Escalation of Safeguarding Concerns

If a member of staff feels that a safeguarding concern has not been appropriately addressed within school, they must escalate it by:

- Referring directly to the Headteacher (DSL) or, if the concern is about the Headteacher, to the Chair of Trustees.
- Contacting the Local Authority Designated Officer (LADO) directly if appropriate.
- Using the Trust's whistleblowing procedures where necessary.

This ensures that all safeguarding concerns are acted upon swiftly and effectively.

6.3 Use of school premises for non-school activities

6.3.1 If the school provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off school site, the school governance will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

6.3.3 The school governance will use the guidance on 'After school clubs, community activities and tuition safeguarding guidance for providers' (DoE 2023) which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

This policy links to our:
Attendance policy (including Children who are absent from Education)
Behaviour policy
Complaints policy
Equality policy
First Aid policy
Health and Safety policy
Online Safety and Acceptable Use policy

Responding to Prejudice Related incidents policy
Staff Code of Conduct / Safer Working Practice
Staff Discipline and Grievance procedures
Supporting Pupils with Medical Conditions policy
Acceptable use of ICT Policy
Whistleblowing policy

Appendix A – Categories of Abuse

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

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
It may occur during pregnancy as a result of maternal substance misuse.
It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.
It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs It may include:
- Not giving the child opportunities to express their views
- Deliberately silencing them
- 'Making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

Non-contact activities involving:

- Children in looking at, or in the production of, sexual images,
- Children in watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Criminal Exploitation - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Appendix B – Allegations or Concerns about an Adult

PETERBOROUGH CITY COUNCIL

Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

behaved in a way that has harmed a child, or may have harmed a child and/or

possibly committed a criminal offence against or related to a child and/or

behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

NOT SURE

NO

Contact PCC LADO on 01733 864038 or via LADO@peterborough.gov.uk

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will advise or discuss next steps.

This is a Low Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file. An example form for this purpose is available for use if required.

If you need **further advice** on any aspect of this then please contact:
Sue Proffitt on 07920 160232

Box A:

How long has the adult or member of staff worked for you?
Have there been any previous concerns raised?
Is this a one-off or part of a pattern of behaviour?
Has the member of staff previously been given advice in this area?
Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
Might this have been a planned action or event?
Could this behaviour be inadvertent? What is the likelihood of this?
Could this be the precursor to more concerning behaviour?
Did it occur in a 'public' or 'private' place? Was this in school or out of school?
If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C – Useful Contacts

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Multi-Agency Procedures https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/

Useful Contacts - Peterborough

PCC Education Safeguarding Lead educationsafeguarding@peterborough.gov.uk Education Navigator – MASH educationnavigator@peterborough.gov.uk

Early Help targetedsupport@peterborough.gov.uk	Tel: 01733 863649
Mash – General Enquiries	Tel: 01733 864170
Mash - Professional Consultation Line	Tel: 01733 864180
Mash referral portal Professional (peterborough.gov.uk)	
Emergency Duty Team (Out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO) lado@peterborough.gov.uk	Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers prevent@cambs.police.uk	Tel: 01480 422596

Useful Contacts – Cambridgeshire

CCC Education Safeguarding Team Ecps.general@cambridgeshire.gov.uk

Appendix D – Relevant Documents

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2026) Keeping children safe in education - GOV.UK (www.gov.uk)

"After school clubs, community activities and tuition safeguarding guidance for providers' Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers" (DoE Sep 2023) After-school clubs, community activities, and tuition - safeguarding guidance for providers (publishing.service.gov.uk)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022) Guidance for safer working practice for those working with children and young people in education settings

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (May 2024) DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers (publishing.service.gov.uk)

"Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (June 2026) Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges Guidance - GOV.UK (www.gov.uk)

"The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk) (Sept 2023) Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk) "Revised Prevent Duty Guidance: for England and Wales" (2023)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (March 2024) Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK (www.gov.uk)

"What to do if you're worried a child is being abused: Advice for practitioners" (March 2015) Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)

"When to Call the Police: guidance for schools and colleges," (National Police Chief Council) (npcc.police.uk)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (2026) Working together to improve school attendance - GOV.UK (www.gov.uk)

Working together to improve school attendance (9 Jul 2026) Working together to improve school attendance - GOV.UK (www.gov.uk)

Appendix E – School Safeguarding Posters

The following posters are used at Lime Academy Orton to support and refresh staff on avenues for reporting safeguarding concerns and knowing how to keep children safe in education.

Lime Academy Orton
Putting Learners First

Lime Trust

Our Safeguarding Team

If you have any concerns please report them to one of our designated members of staff.

Anthony Skipworth
Headteacher
Designated
Safeguarding Lead

Tom Hagues
Deputy Headteacher
Deputy Designated
Safeguarding Lead

Jenny Wicks
Assistant Headteacher
Clayton Campus
Deputy Designated
Safeguarding Lead

Helen Jeffryes
Assistant Headteacher
Malborne Campus
Deputy Designated
Safeguarding Lead

Gemma Fone
School Business Manager
Deputy Designated
Safeguarding Lead

WHISTLEBLOWING
If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Leads or the Chair of the Academy Council.
Authority
Designated Officer (LADO)
Tel: 01733 864038

A child means everyone under the age of 18.

KNOW WHAT
to do if a child tells you they are being abused or neglected.

Remember 'it could happen here' where safeguarding is concerned.

KNOW HOW
to identify children who may benefit from early help.

We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

KNOW THE DIFFERENT
types of abuse and neglect, so that you can identify children who may be in need of help or protection.

Safeguarding is everyone's responsibility!

CPOMS

Lime Academy Orton
Putting Learners First

Reporting and Recording Flow Chart

Accidents / Injuries in school
- First aid
- Inform parent / SW

Illness / Medical
- First aid
- Report to SLT
- Inform parent

Behaviours
- Record on CPOMS as behaviour and/or behaviour: RPI depending on incident.
- Discuss with SLT
- Discuss as a team
- Inform and discuss with family / SW
- Decide short-term approach

Unusual behaviour that causes a concern
- Report to SLT
- ABC on CPOMs

Safeguarding Concern
- Report to DSL / DDSLs
- Follow up with SLT / undertake assigned action

Bruise or injury on a non-ambulant child or in an unusual place
- Report
- Speak to SLT r.e. contacting parent.

Staff / Visitor
- First aid at work

Parent Communication
- Routine communication with families

Record as incident - injury

Record as incident - illness

Record as incident – staff / visitor

Update positive support

Record

Record

Record

ABC recording informs

medicaltracker
- Use full names
- No assumptions
- Facts not opinions
- Protective Behaviours

Arbor
- Use full names
- Facts not opinions
- Protective Behaviours

CPOMS
- Use full names
- No assumptions
- Facts not opinions
- Protective Behaviours

Appendix F – Safeguarding Information for Visitors

All visitors to Lime Academy Orton will receive a physical copy of the following leaflet;

Safeguarding

If you are worried about the welfare or safety of any learner within Lime Academy Orton you must report this to the Designated Lead and Personnel for Safeguarding, these being: Anthony Skipworth, Tom Hagues, Jenny Wicks Helen Jeffryes and Gemma Fone.

Our Designated Safeguarding Leads are:

Anthony Skipworth
Headteacher
Designated Safeguarding Lead

Tom Hagues
Deputy Headteacher
Deputy Designated Safeguarding Lead

Jenny Wicks
Assistant Headteacher
Clayton Campus
Deputy Designated Safeguarding Lead

Helen Jeffryes
Assistant Headteacher
Malborne Campus
Deputy Designated Safeguarding Lead

Gemma Fone
School Business Manager
Deputy Designated Safeguarding Lead

ALWAYS ACT in the best interests of the child. Never promise confidentiality.

Safeguarding is everyone's responsibility!

CPOMS

Lime Academy Orton
Putting Learners First

Health, Safety and Safeguarding Information for Visitors

Head Teacher:
Anthony Skipworth

We wish to ensure the health, safety and security of both the students and staff at Lime Academy Orton and of yourself, and so please take a few moments to read the following at the start of your visit today:

Safeguarding Advice for Visitors to Lime Academy Orton

Our aim is to provide a safe and secure environment for our learners, staff and visitors. As a school we are committed to safeguarding and meeting the needs of our learners.

Security

All visitors must report to the school Reception on arrival and sign in on the InVentry screen, showing proof of identity if requested. All visitors will be issued with a badge on a lanyard. Badges should be worn and visible at all times during your visit. Please remember to sign out and return your badge at the end of your visit.

Health and Safety Advice for Visitors to Lime Academy Orton

Under the Health and Safety at Work Act (1974), Lime Academy Orton is responsible for the safety of all visitors to the site. Visitors must observe all safety instructions that apply, wear and use protective equipment as directed and act as instructed.

Whilst on site PLEASE:

Do not touch machinery. Wear and use protective clothing as directed. Observe all signs. Think safely.

Enhanced Disclosure

All staff and regular volunteers require a Disclosure and Barring Service Enhanced Certificate (DBS). If you don't have a DBS then you are not allowed to work unsupervised with our learners.

Photography and Mobile Phones

This is strictly prohibited unless requested by a member of staff, in which instance photos may only be taken using school equipment. Permissions for photography can be checked with the class teacher or office staff. Mobile phones must not be used in school under any circumstances.

Contact with Learners

Please maintain a professional approach to learners at all times. Avoid being alone with any learner. If you are working on your own with a learner always make sure the door is left open, or the room has windows, so that you are visible to others.

Facebook and other Social Networking

If you are a regular visitor to school, please take care to ensure that you maintain appropriate contact and professional conduct on social networking sites. Care should be taken when 'making friends' with parents of learners at the school and no members of staff or volunteers are allowed to 'make friends' with any learners at the school. Communication should always be respectful and should never mention work carried out in school on any occasion.

Confidentiality

As a visitor to Lime Academy Orton, you may be privy to information disclosed by learners or staff. Under the General Data Protection Regulations 2018 this privileged information should never be shared outside of school under any instance.

Fire Precautions

In the event of a fire alarm, a continuous alarm will sound, please evacuate the building immediately. Report to the assembly points as directed by your contact. Stay at this area and please do as instructed by your contact. Smoking is prohibited in all areas of the site.

First Aid

In the event of an accident, even if a personal injury is not sustained, please contact a First Aider. First Aiders are named on notices throughout the school. If you have a medical condition you would like us to be aware of, or in case of an emergency, please indicate this to the office staff on arrival and your named contact.

Moving and Handling

At no point should you undertake, or be asked to move a learner without reading their care plan within their digital passport and the direct supervision of a member of school staff. Learners should not be moved using force and when walking with a young person you should provide verbal cues or hold their hand / link arms.

70-72 New Road
Chingford
London
E4 8ET

020 8529 4979

info@limetrust.org

limetrust.org

Lime Trust
Putting Learners First