



Contextual Safeguarding Statement 2026-2027

Together, professional expertise, local evidence, and the lived experiences of children and young people informed the final North Lincolnshire 'Shine a Light' priorities for 2026–2027. These are:

- Safeguarding children with additional needs, including disability and neurodiversity.
- Reducing the impact of parental mental ill-health, domestic abuse, and substance misuse on children.
- Online and technology-related harm.

We have taken these local priorities, along with some that are more specific to our school, to outline our contextual safeguarding concerns and the strategies we have in place to help mitigate these issues.

Contextual Safeguarding Concern	Mitigation
Domestic Abuse and Violence	● Designated safe space in school for pupils and/or families to discuss concerns confidentially. ● Close liaison with domestic abuse support services and local agencies to ensure coordinated interventions. ● Regular staff training to recognise signs of domestic abuse and respond appropriately. NSPCC assemblies are delivered every 2 years to the children in Key Stage 1 and Key Stage 2 (this covers the areas of abuse with a case study around domestic abuse). ● The safeguarding curriculum incorporates lessons around respect and healthy relationships. ● A discrete lesson on domestic abuse is specifically taught in Years 5 and 6. ● Further lessons around the different types of abuse are taught as part of the safeguarding curriculum.

Parental Mental Health	● Providing a safe space where families can discuss concerns openly. ● Highly experienced and trained Early Help Lead that supports a number of families and parents. ● Three members of staff are trained as Adult Mental Health First Aiders. ● Signposting parents and carers to local mental health services and support networks. ● Training staff to identify when adult mental health issues may be impacting a child's welfare. ● Liaising with external agencies to coordinate family support and intervention. ● Including contextual factors related to adult mental health in Children's Services assessments to ensure comprehensive safeguarding.
Criminal Exploitation (County Lines)	● Early identification of vulnerable pupils through regular safeguarding reviews and multi-agency meetings. ● Engagement with local police and safeguarding teams to share intelligence and protect vulnerable pupils. ● Monitoring attendance patterns, unexplained absences, and behaviour changes as potential warning signs of exploitation. ● The safeguarding curriculum incorporates lessons around respect and healthy relationships. ● Children are taught about how to be responsible and about healthy boundaries from Year 1 upwards. ● A discrete lesson on criminal exploitation is taught in Years 5 and 6. ● The computing curriculum across the academy teaches pupils how to keep themselves safe online, whilst discrete lessons on the dangers of online grooming are taught in Years 5 and 6. ● Further lessons around the different types of abuse are taught as part of the safeguarding curriculum. ● Lessons on knife crime are taught in Years 5 and 6 in both cycles of the curriculum.
Online Safety	● Every computing lesson begins with an 'online safety' scenario to be discussed, ensuring frequent opportunities for the children to continually develop their awareness and understanding in this important area. ● Focussed online safety lessons are then carefully planned and delivered across the computing curriculum.
Safeguarding Children with Additional Needs, including Disability and Neurodiversity	● The SENDCo, Early Help Lead, and Designated Safeguarding Lead work closely together to identify any children with additional needs where there may be a safeguarding concern. ● The SENDCo has received training on keeping children with additional needs safe. ● Staff training incorporates how to keep all pupils safe and what to look out for in order to identify concerns.