



Saint Aidan's Church of England High School

Safeguarding Policy

Author:	Mr Anthony Lord
Reviewed by:	Mr Anthony Lord
Date Reviewed:	October 2025
Next Review Date:	October 2026
Adopted by Governors Policy Review Group:	18 th November 2025
Adopted by Full Governors:	9 th December 2025

A) Named staff/personnel with specific responsibility for Child Protection

Designated Safeguarding Lead (DSL)	Anthony Lord
Back up Designated Safeguarding Lead (DDSL)	Kate Bray
Additional Safeguarding Lead (ASL)	Faye Nowotarski
Child Protection Governor	Ray Hart

B) Training for Designated Staff in Schools (DSLs should refresh their training every 2 years KCSIE 2025)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
Anthony Lord	November 2024	LCC
Kate Bray	October 2024	LCC
Faye Nowotarski	May 2024	LCC
Danielle Keehan	November 2025	LCC

C)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All teaching and welfare staff	September 2017	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2018	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2019	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2020	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2021	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2023	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2024	Anthony Lord/Kate Bray
All teaching and welfare staff	September 2025	Anthony Lord/Katie Benter

D) Safer Recruitment Training in line with KCSIE 2025 – at least one person on any recruitment and selection panel must have undertaken Safer Recruitment training (LCC recommends this is updated every 5 years)

Name of Staff Member/Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, online training)
Katie Benter	21 st July 2025	The National College
Anthony Lord	6 th September 2024	NSPCC
Simon Calvert	9 th July 2024	NSPCC
Kate Bray	29 th August 2024	NSPCC
David Eccles	21 st August 2024	NSPCC
Vicky Leah	25 th July 2024	NSPCC
Sue Pullen	13 th February 2025	Governor Hub
Kath Bell	7 th February 2025	Governor Hub
Vicki Bullen	12 th October 2022	LCC
Cathy Davies	1 st September 2024	CofE Portal

Cheryl Raynor	3 rd December 2025	Governor Hub
John Bell-Fairclough	29 th January 2025	Governor Hub
David Cartwright	13 th January 2025	Governor Hub
Ray Hart	21 st January 2025	Governor Hub
Jade Swain-Veneziale	19 th Sept 2025	Blackpool Council
Joanne Rossall	15 th February 2025	Governor Hub
Helen Lawrenson	3 rd December 2025	Governor Hub

E)

Review Dates for this Policy (annual review required as per KCSIE 2025)		
Review Date	Changes made	By Whom
November 2017	November 2017	Anthony Lord/Kate Bray
January 2019	January 2019	Anthony Lord
January 2020	January 2020	Anthony Lord
January 2021	February 2021	Anthony Lord
October 2023	October 2023	Anthony Lord
October 2024	October 2024	Anthony Lord
October 2025	October 2025	Anthony Lord

This policy has been updated in response:

- Lancashire Safeguarding Children Board ‘Safeguarding Children Procedures’ (May 2015) <http://panlancashirescb.proceduresonline.com/index.htm>
- Keeping Children Safe in Education (KCSIE 2025) (DfE 2021) [Keeping children safe in education 2025](#)
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015); <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What To Do If You’re Worried A Child Is Being Abused (DfE 2015) [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- [Disqualification under the Childcare Act 2006](#) <https://www.gov.uk/.../disqualification-under-the-childcare-act-2006>
- The Childcare Act 2006 – Disqualification Requirements

1. Saint Aidan's fully recognises the contribution it can make to protect children and support students in school.

There are three main elements to our Child Safeguarding Policy.

a) Prevention:

Creating a positive school atmosphere; teaching and pastoral support to students where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

b) Protection:

By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

c) Support:

To students and school staff and children who may have been abused.

2. SCHOOL COMMITMENT

At Saint Aidan's, we recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. That they have opportunities to talk and their wishes and feelings are sort, listened to and taken into account.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills and to enable them to develop to their full potential and enter adulthood successfully.
- e) Ensure that every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.

3. FRAMEWORK

Effective safeguarding systems are those where:

- The child's needs are paramount and the needs and wishes of the child, be they be a baby or infant, or an older child, should be put first so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;
- All professionals share information in a timely way and can discuss concerns about an individual child with the DSL and local authority children's social care where they feel that appropriate action has not been taken by the DSL or their concerns have not been taken seriously;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child.

Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB)

4. ROLES AND RESPONSIBILITIES

The Governing Body should ensure that:

- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- There is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. Nominated Governor).
- The school has a Safeguarding Policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, are updated annually, and available publicly either via the school website or by other means.
- All staff read at least part one of DfE statutory Guidance Keeping Children Safe in Education each year.
- All staff undertake appropriate Safeguarding training.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex C KCSIE 2025) and there is always " cover for the role" ie a backup DSL

- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- A designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- The school has a staff behaviour policy (Code of Conduct) provided to all staff – including temporary staff and volunteers, on induction.
- The school has written recruitment and selection policies and procedures in place with at least one person on any appointment panel who has undertaken safer recruitment training.
- The school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; school also ensures volunteers are appropriately supervised.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A Governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher.
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education. (PSHE), and/or through sex and relationship education (SRE).
- There are procedures in place to handle allegations against other children.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- There is an annual review of policies and procedures/safeguarding arrangements and this is presented to the Governing Body by way of the Governors' Policy Review Group.
- Without delay, any deficiencies or weaknesses regarding safeguarding arrangements are remedied.

The Headteacher should ensure that:

- The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- S/he will be the case manager and liaises with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
- S/he receives appropriate safeguarding training which is regularly updated.
- S/he will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

The Designated Safeguarding Lead (DSL) should ensure that:

- There is always cover for this role including arrangements for any out of school provision that the school is responsible for and how managers contact the DSL if they are not in school at the time.

Managing Referrals

The DSL will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Refer all cases of suspected abuse to the local authority children's social care.
- Liaise with the Headteacher to inform him of issues/ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training

The DSL will access appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- They will also undertake other relevant training commensurate with their role, in line with LSCB best practice guidance; this will be minimally one other multi agency course within their two- year refresher period.

Raising Awareness

The DSL will ensure the school's policies are known and used appropriately and will:

- Ensure the school Safeguarding Policy is reviewed annually and the procedures are updated and reviewed regularly, working with the Governing Body regarding this.
- Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible (LSCB best practice guidance is that this is within 15 working days of the child going off roll) but transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- School will retain the original CP file in line with National Record Office guidelines along with a record of when and to which establishment the copy was sent. Minimally this will be for all children until their 25th birthday.

Ensure that all staff and volunteers:

- Read at least Part One of Keeping Children Safe in Education September 2025.
- Be aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction. This includes school's Safeguarding Policy; school's Behaviour Policy and the identity and role of the DSL.
- Receive appropriate Safeguarding training which is regularly updated.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Where there are concerns about a child, raise these with the DSL and ensure that they are recorded in Synergy within 24 hours.
- Understand that, whilst anyone can make a referral to CSC, that the correct school procedure is to report their concerns to the DSL in the first instance. They should however, escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/or the child's

situation does not appear to be improving. They can make a referral to CSC by ringing 0300 1236720 and follow this up in writing on the CSC referral form within 48 hours and emailing it securely to cypreferrals@lancashire.gov.uk. Prior to this, they can access advice from the Safeguarding in Education Team on 01772 531196.

Who is available within the Local Authority to offer advice and support?

Contact	Designation	Number/Email
Tim Booth/Donna Green/ Shane Penn/Michaella Patterson	LADO	01772 536694
Jonathan Marsh	School Advisor	07745 643828
Lynn Brewer	Legal Services	01772 530569
Steve Lewis	Schools HR Advisor	01772 530569
Tammy Unsworth	EHA Support Officer/Early Intervention Officer	tammy.unsworth @lancashire.gov.uk
Prevent	Prevent Team	01254 585260

It is recognised that Safeguarding is an emotive area of work and staff will be made aware that there are support networks available to them outside to school:- LCC Employee Welfare and Counselling Service 08000 214 154 www.youreap.co.uk or <http://lccintranet2/corporate/web/?siteid=5193&pageid=27239>

5. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Lancashire Safeguarding Children Board (2011) and follow the action chart in the appendices within this Policy.

- All staff will have access to the Safeguarding policy and will work within it.
- A copy of the policy will be made publicly available via the school's website or by other means.
- All parents/carers will be made aware of the schools responsibilities in relation to safeguarding and that the school will refer all cases of suspected abuse to Children's Social Care via a statement in the prospectus.
- All staff will receive induction on day one including a copy of the LCC induction pack for safeguarding in schools.
- All staff via staff meetings will be advised of changes to policy and procedures including when the Safeguarding policy has been updated.

6. CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection.

- The basic principles of information sharing are the 7 Golden Rules of Information sharing – GDPR May 2018.
- Staff will be reminded on a regular basis of the 7 Golden Rules and within training will be informed that they must never promise to keep secrets; that if a child asks them to keep a secret they will tell them that they cannot keep secrets and that any information that indicates that they or another child or adult is being harmed or is at risk of being harmed will be shared with DSL/DDSL named within this policy.
- See appendix 2 of the attached Procedures template.
- Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.
- Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

7. RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All concerns regarding children and any disclosures made will be recorded securely in Synergy. This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised. Any relevant written statements should be entered into Synergy. Colleagues should ensure these records are clearly timed and dated.

The DSL or one of the DSL's will then make a decision regarding any further action in accordance with the LSCB Continuum of Need and Thresholds guidance. All actions will be logged in Synergy with close attention paid to the correct level of access.

Where a referral to Children's Social Care and/or the police is required, it will normally be the DSL that undertakes this action but recognising that anyone can make a referral to CSC and/or the police. A log of these referrals is kept updated by the DSL.

Written child protection files will be stored under lock and key in a central place and only those who are DSL trained will have open access to them. Safeguarding files entered in Synergy will have the appropriate confidentiality level attached. The DSL/DDSL will share information on a need to know basis.

Where children leave the school will ensure their child protection file is transferred to the new school or college as soon as possible and in accordance with LSCB best practice guidance, this will be within 15 working days of the child going off roll. It is recognised that best practice is that there will be a verbal handover between the DSL and the DSL at the receiving school/college prior to the file transfer happening. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

8. SUPPORTING STUDENTS AT RISK

Saint Aidan's recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support (1).

Saint Aidan's will endeavour to support students through:

- a) The curriculum, to encourage self-esteem and self-motivation;
- b) The school ethos which, as a Church school, provides a secure, calm and well-ordered environment, where each member of our community is valued and encouraged to grow and develop to the full - in mind, body and spirit;
- c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act) (1);
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e) Regular liaison with other professionals and agencies who support the students and their families, in-line with appropriate confidentiality parameters;

- f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

(1) = This policy should be considered alongside other related policies in school.

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or 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.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, 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 caregivers);
- ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. DOMESTIC ABUSE

In line with the Domestic Abuse Act 2021, domestic abuse is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Saint Aidan's Church of England High School has a commitment to Operation Encompass, the information sharing agreement between police and school settings following police involvement in an incident of domestic abuse, or other potential crimes, and informing all stakeholders of the initiative.

Saint Aidan's Church of England High School has committed to Operation Encompass and all stakeholders of the initiative. The lead person for Operation Encompass is Mr Lord.

www.operationencompass.org

10. HOMELESSNESS

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
 - Rent arrears
 - Domestic abuse
 - Anti-social behaviour
 - Any mention of a family moving home because “they have to” or frequent moves.
- Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

11. CHILDREN ABSENT FROM SCHOOL

Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation.

The Attendance Officer – Mrs Keehan monitor daily attendance, identify unexplained absence or concerning patterns, and liaise with the DSL where safeguarding concerns are suspected. The DSL will ensure attendance concerns are considered in all safeguarding assessments and in accordance with the school attendance policy.

Where attendance fails to improve despite early intervention, the school will escalate concerns to the Local Authority Attendance Team and further local escalations procedures, referring to the guidance of LCC working well with Families Threshold guidance.

All staff will receive training on recognising the safeguarding implications of poor attendance and the procedures for reporting concerns, ensuring staff are aware of Working together to improve school attendance.

Where reasonably possible schools and colleges will hold more than one emergency contact number for their pupils and students.

Saint Aidan’s Church of England High School will follow local guidance when children go missing from home <https://panlancashirescp.trixonline.co.uk/chapter/children-missing-from-care-home-andeducation>

12. CHILDREN ATTENDING AN APPROVED EDUCATIONAL ACTIVITY

An approved educational activity is where a pupil is attending another school or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

A pupil can only be recorded as attending a place for an approved educational activity if:

- the place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;
- the activity is of an educational nature;
- the school has approved the pupil's attendance at the place for the activity; and
- the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved. Supervision means the pupil is physically supervised by someone who meets this definition.

All relevant school policies continue to apply throughout any approved educational activity. Any activity which is approved will be risk assessed (where relevant) and school will ensure that attendance at any activity is monitored and robust communication is agreed with the provider/accompanying adults.

Remote education is not considered an approved educational activity. As set out in the DfE's guidance on 'Providing remote education', pupils who are absent from school and receiving remote education will be recorded as absent using the most appropriate absence code. School will monitor and record a pupil's engagement with remote education, but this is not formally tracked in the attendance register.

13. CHILD CRIMINAL EXPLOITATION (CCE)

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence (this could be online or through technology)

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual.

The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include County Lines. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered in addition to normal safeguarding procedures. School would liaise with a 'First responder Organisation' as details in part 4 of the guidance, to support and request a referral to the NRM.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection

- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

14. CHILD SEXUAL EXPLOITATION (CSE)

Child Sexual Exploitation is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Displaying sexual behaviours beyond expected sexual development
- Becoming pregnant.

All staff will consider the language and terms used when raising concerns and providing ongoing support to pupils who have experienced abuse through exploitation to ensure victims are not unintentionally blamed or seen as active participants in their own abuse.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

15. CONCEALED AND DENIED PREGNANCY

A concealed pregnancy is when a woman knows she is pregnant but does not tell anyone; or when she tells a professional but conceals the fact that she is not accessing antenatal care; or when she tells another person or persons and together they conceal the fact from all agencies. A denied pregnancy is when an expectant mother is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or be misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant. There may be a number of reasons why a pregnancy is concealed or denied, including, but not limited to; fear of stigma or shame, in cases of rape, sexual or domestic abuse, forced or sham marriage, in cases of rape, sexual or domestic abuse, forced or sham marriage, fear of a child being removed or asylum seekers and illegal immigrants who may be reluctant to come to the attention of authorities. In some cases the woman may be truly unaware that she is pregnant. In some cases an expectant mother may be in denial of her pregnancy.

Where there is a suspicion of a concealed or denied pregnancy, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.

Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (proceduresonline.com)

16. MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking': School would liaise with a 'First responder Organisation' as details in part 4 of the guidance, to support and request a referral to the NRM.

17. FGM

FGM is defined as all procedures 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 and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FGM.

FGM is included in the definition of honour-based' abuse (HBA) which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

18. FORCED MARRIAGE

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

19. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

All staff and volunteers follow the LSCB Child Protection Procedures

<http://panlancashirescb.proceduresonline.com/index.htm>

It is not the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or backup DSL prior to any discussion with parents.

It must also be stressed that children can be exposed to a range of issues and in the home environment examples of these would be where there is domestic abuse, drug or alcohol misuse, parental mental ill health issues, then children may also be particularly vulnerable and in need of support or protection.

Bruising to Non-Mobile Children (LSCB Procedures 1.3 points 24 – 26)

All non-mobile children who are observed with injuries / bruises must be considered as possible subjects of non-accidental injury and referred for immediate paediatric assessment (non-mobile children include very young children or children of any age with motor development delays or physical disabilities that restrict mobility);

In addition:

When there is no explanation or there is cause for concern about the explanation that is offered for the injury the child must be referred to children's social care to consider the need for a S.47 enquiry, as per current procedures;

Even if the explanation appears satisfactory children's social care (CSC) should still be informed of the referral for paediatric assessment (as per current procedures). In these circumstances CSC will review its records and any relevant information will be shared with the examining paediatrician. CSC will also assist with further information gathering at the request of the examining paediatrician should this be required.

Go to Flowchart in Appendix 3 for procedure.

Keeping Children Safe in Education in Part 1, lists a range of specific safeguarding issues , these are encompassed in Lancashire Safeguarding Children Board Procedures, within section 5 (Children in Specific Circumstances)

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to CHILDREN IN SPECIFIC CIRCUMSTANCES

There is also further information regarding some of these issues:

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately following section 5.32 of the LSCB procedures.

<http://panlancashirescb.proceduresonline.com/index.htm>. This will include making referrals to the Channel programme as appropriate.

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 57-76 of the Prevent guidance relates to schools

Child Sexual Exploitation:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual

images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Via the curriculum this staff will raise awareness around positive healthy relationships and where appropriate specifically raise awareness of CSE and the grooming process. Any concerns re CSE will be reported to the DSL who will follow the LSCB procedures as defined in s5.22.

<http://panlancashirescb.proceduresonline.com/index.htm>

a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) Responding to Disclosure:

Disclosures or information may be received from students, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Any child who has communication difficulties will be given access to express themselves to a member of staff with the appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using the school pro forma.

20. SAFER SCHOOLS, SAFER STAFF

The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

In line with part three of KCSIE 2025, governing bodies and proprietors will take steps to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school should have written recruitment and selection policies and procedures in place.

In line with part four of KCSIE 2025, the governing body will ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the LADO at the local authority. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

If the allegation is against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors.

In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations) 01772 536694 or Safeguarding in Education Team 01772 531196.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers. (KCSIE 2025).

Confidentiality in relation to allegations

In the event of an allegation being made, our school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers; this includes via social media eg Facebook, Twitter etc and, if breached, this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

go to : <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to Chapter 6 – Safer Workforce

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in this guidance. It is recognised that for most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (as defined in KCSIE 2025).

On induction, all staff and volunteers, will be given the LCC Induction Pack and included in this is the Guidance for Safer Working Practice for Staff who work in Education Settings March 2009. They will sign to say that they have had this document and will work within it.

21. USE OF MOBILE PHONES AND CAMERAS

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2014). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

Procedures

Under the GDPR May 2018, the school must seek parental consent to take photographs and use video recorders. Photographs will be copied to secure school storage (password protected) within 48 hours of the end of the activity; they will also be deleted from mobile media as part of this process. Media may be retained on secure school storage for up to 5 years. Media files will be deleted from the network as part of annual housekeeping procedures, but some items may be transferred to the school archive for the maintenance of historical records of school life.

The schools digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

Photographs will be displayed around school, on noticeboards and may be used for promotional material e.g. school prospectus.

It is acknowledged that often photographs may contain other children in the background.

School will ensure that no photographs will be taken by parents/carers or visitors to school of any student(s) for whom photograph permission has not been given.

On admission, parents will be asked to declare in writing if they do not want photographs to be taken in school or by the media for use in relation to promoting/publishing the school. If given, consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.

In line with the staff code of conduct, the staff use of mobile phones during school hours, including those with inbuilt cameras will be for emergency use only.

Use of cameras and mobile phones are prohibited in all toilet areas.

The recording of meetings or calls is not permitted without prior consent. This applies to students, staff, parents/carers and external organisations. Any incidents where such recordings are disclosed must be recorded.

22. OPERATION ENCOMPASS

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children a numbers of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

Following the report of an incident of domestic abuse, by 9:00 am on the next school day the school's Designated Safeguarding Lead (Mr. Lord) will be informed that the child or young person has been involved in a domestic incident. This knowledge, given to schools through Operation Encompass, allows the provision of immediate early intervention through silent or overt support dependent upon the needs and wishes of the child.

The purpose and procedures in Operation Encompass have been shared with all parents and Governors and is detailed as part of the school's Safeguarding Policy.

Further information is available at www.operationencompass.org

23. RELATED SCHOOL SAFEGUARDING POLICIES

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

and relates to:

- students’ health and safety;
- the use of reasonable force;
- meeting the needs of students with medical conditions;
- providing first aid;
- educational visits and work experience;
- intimate care;
- internet or e-safety;
- appropriate arrangements to ensure school security, taking into account the local context;
- rigour with which absence is followed up;
- decision-making process involved in taking students off roll;
- care taken to ensure that students placed in alternative provision are safe at all times.

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation;
- County Lines;
- Bullying including cyberbullying;
- Domestic abuse;
- Drugs and/or alcohol;
- Fabricated or induced illness;
- Faith abuse;
- Female genital mutilation;
- Forced marriage and honour based violence;
- Gangs and youth violence;
- Gender based violence/violence against women and girls;
- Mental health;
- Private fostering;
- Preventing radicalisation;
- Sexting;
- Teenage relationship abuse;

- Trafficking.

Go to <http://panlancashirescb.proceduresonline.com/index.htm> and click on contents and go to **CHILDREN IN SPECIFIC CIRCUMSTANCES**

School policies include:

- Attendance, admissions & exclusions
- Anti-bullying
- Behaviour
- Child Protection
- Children Missing Education
- Care and control / positive behaviour
- Complaints
- Discipline
- Educational Visits
- Equal opportunities
- E-Safety including Acceptable Use Policy (AUP)
- Extended Services/ before and after school
- Equality
- First Aid (including medicines, intimate personal care etc)
- Health and Safety
- Home School Agreements
- Induction
- Intimate Personal Care
- Managing Allegations
- PSHE including Sex and Relationships Education
- Restrictive Physical Intervention
- Recruitment and Selection
- Special Needs
- Staff behaviour/codes of conduct
- Staff Discipline
- Use of photographs / videos / imagery
- Whistle blowing

24. SCHOOL SAFEGUARDING PROCEDURES

The Designated Safeguarding Lead will ensure that the school Safeguarding Policy is made publicly available and that parents are aware of the fact that all cases of suspected abuse or neglect will be referred to Children's Social Care and the school's role within this. That staff know the policy and use it appropriately; it is reviewed and updated regularly along with the Governing Body.

What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (DSL) in school; this should always occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1):

The Designated Safeguarding Lead is: Anthony Lord

The Back-up Designated Safeguarding Lead is: Kate Bray

The Second Back-up Designated Safeguarding Lead is: Faye Nowotarski

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Safeguarding' then a discussion with their DSL/back up DSL will assist in determining the most appropriate next course of action.

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves, the process in our school is that all concerns are reported to the DSL/back-up DSL's; if no one who is DSL trained is contactable, then the concerns are reported to the next most senior member of staff.

What should the DSL consider right at the outset?

Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)

- Can the level of need identified be met:
- In or by the school or by accessing universal services/ undertaking a level 2 or 3 EHA/TAF without referral to Children's Social Care or other targeted services
- By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (Level 4 on the Continuum of Need (CoN))
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Level 4 on the CoN))
- What information is available to me: Child, Parents, Family and Environment?
- What information is inaccessible and, potentially, how significant might this be?

Note: (3) = Detailed information on possible signs and symptoms of abuse can be found in Part 1 of Keeping Children Safe in Education September 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 531196)
- If I am not going to refer, then what action am I going to take? (e.g. EHA, time limited monitoring plan, discussion with parents or other professionals, recording etc)

Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Thresholds for Referral to Children's Social Care (CSC)

Where a Designated Safeguarding Lead or back-up considers that a referral to CSC may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

- i) Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- a) He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority.
- b) His health or development is likely to be impaired, or further impaired, without the provision of such services.
- c) He is disabled.

- ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a) is the subject of an Emergency Protection Order;
- b) is in Police Protection; or where they have;
- c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the ‘*significant harm*’ threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Lead will make judgements around ‘significant harm’, levels of ‘need’ and when to refer.

Making Referrals to CSC (Guidance for the Designated Safeguarding Lead)

The Lancashire CoN provides 4 levels to described family circumstances:

- LEVEL 1 Universal – Thriving
- LEVEL 2 Additional Support Needs – Just coping
- LEVEL 3 Complex Support Needs – Struggling to Cope
- LEVEL 4 Intensive Needs – Not Coping



The following address enables access to the documents to enable a referral to CSC:

<http://www.lancshiresafeguarding.org.uk/>

EHA/TAF forms, as well as relevant guidance documents, can be found at the following address:

www.lancashirechildrenstrust.org.uk Resources

CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake a Statutory Assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) (see <http://www.lancshiresafeguarding.org.uk/> click on contents and go to Chapter 3; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare – Procedures
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.
- Step down to Early Support.

Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a maximum of 7 working days.

Risk Assessment 'Checklist':

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?

- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Saint Aidan's will ensure that's all staff are aware that anybody can make a referral:-

MASH - 0300 123 6720

Emergency Duty Team – (Out of hours) 0300 123 6722

LADO- 01772 536694

School Safeguarding Helpline – 01772 531196

Identifying and addressing any new safeguarding or welfare concerns and managing ongoing concerns.

School staff, volunteers or all stakeholders may identify safeguarding concerns about individual children as they see them in person following partial school closures. Saint Aidan's recognises that all safeguarding concerns must be reported and acted upon immediately, including new concerns when children are returning.

The DSL or Deputy DSL will be given the resources and time that enable them to fulfil the role effectively, supporting staff and children with any new concerns. If there are special working arrangements in regards to the DSL or Deputies, Saint Aidan's, will ensure that all staff are made aware of such arrangements. Saint Aidan's will ensure all staff are aware of important numbers and understand that anybody can make a referral.

Saint Aidan's recognises the importance that all safeguarding and welfare records held on individual children remain accurate. It is in the best interests of the child that home and

school communicate to ensure that school is aware of any changes regarding welfare, health and wellbeing.

We recognise the continued importance for school and college staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners. It is a priority that school will act upon any updated advice received from the local authority regarding children with education, health and care plans, the LADO and children's social care, reporting mechanisms, referral thresholds. School will continue to input into the local arrangements working alongside partner agencies.

Managing Allegations against adults Staff will continue to follow principles and guidance as in KCSIE Part 4 in view of reporting or acting upon any concerns surrounding an adult or volunteer who may pose a safeguarding risk to children. Saint Aidan's will ensure that all staff are aware of reporting processes.

Peer on Peer Abuse

Saint Aidan's recognises that in cases of peer on peer sexual abuse or sexual violence, the principles of KCSIE 2025 Section 5 should be followed but a revised process may be required for managing any report of such abuse and supporting victims, given the different circumstances schools and colleges are operating in. These circumstances should be taken into account when planning or revising any risk assessments.

Children who are struggling to access school

Saint Aidan's will provide support to teachers and staff to ensure that contact is maintained with children (and their families) who are struggling to access school. Staff will try (where possible) to speak directly to children to help identify any concerns. Saint Aidan's and its Pastoral Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

Saint Aidan's recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Saint Aidan's will to be aware of this in setting expectations of pupils' work where they are at home and in planning any return.

All staff who interact with children, including online, will remain vigilant and continue to look out for signs a child may be at risk. Any such concerns should be escalated and reported to Anthony Lord/Kate Bray/Faye Nowotarski.

Supporting Vulnerable children

For vulnerable children, attendance is expected, where it is appropriate for them to do so. (This may be following individualised risk assessments for children with an EHC Plan.) We will continue to liaise with, and notify social workers if a child is absent from school. Where children with a social worker do not attend when expected, school will follow this up by contacting a parent or carer.

Safer Recruitment, Staff movement & Staff training

In the recruiting of new staff, Saint Aidan's will continue to follow the relevant safer recruitment processes as detailed in KCSIE 2025 Part 3.

Where Saint Aidan's are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 178 – 183 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

It will remain that new staff or volunteers will receive a complete safeguarding induction. In the cases of staff who are moving between sites to support current and temporary arrangements, school will assess the level of induction required.

Whilst acknowledging the challenge of the current situation, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Saint Aidan's will continue to keep the single central record (SCR) up to date as outlined in KCSIE 2025.

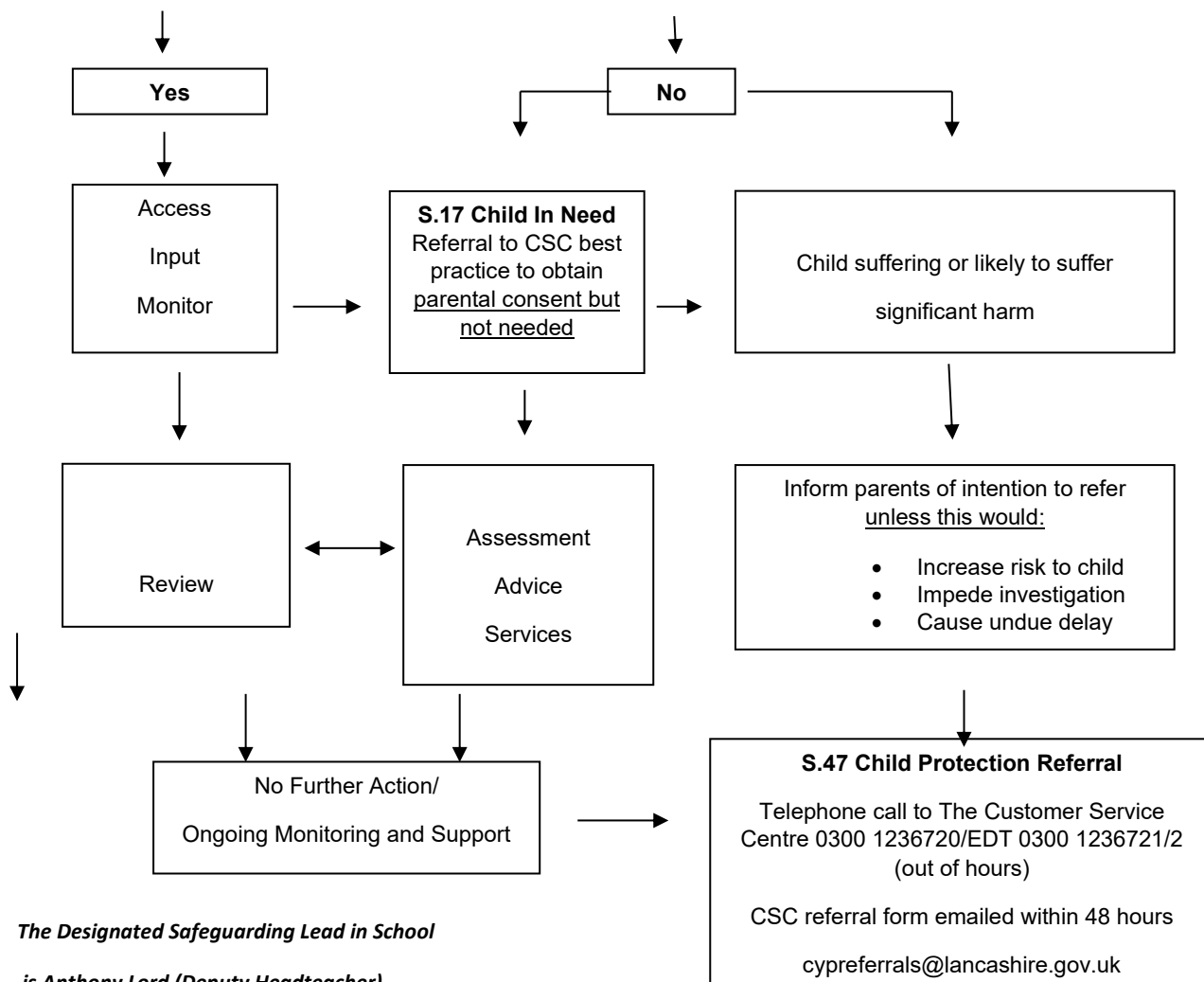
Consideration Due to the changing circumstances, this addendum will be monitored and reviewed on a regular basis, whilst being shared with all stakeholders.

APPENDIX 1: TAKING ACTION ON CHILD PROTECTION CONCERNS IN SCHOOL

Staff member has concerns about a child's health, development, safety or welfare
 Discusses with Designated Safeguarding Lead (DSL) as soon as possible (and certainly within 24 hours)
 Initial Concerns logged in Synergy by staff members any further Action agreed and recorded by DSL

- Designated Safeguarding Lead considers
- Context & history/information available/inaccessible
 - Explanations & contemporaneous life events
 - Uses Framework for Assessment & EHA
 - Evidence and nature of risk/need
 - Balance of Probabilities

- A Level of Need Is Identified
- What level of need is identified?
 - What are the parent's/child's views?
 - What services might be accessed:
 - a) in school; b) via the LA; c) via direct referral to non-statutory agencies
 - Can these meet the level of need identified?



*The Designated Safeguarding Lead in School
 is Anthony Lord (Deputy Headteacher)*

APPENDIX 2 : TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- * Be accessible and receptive;
- * Listen carefully and uncritically, at the child's pace;
- * Take what is said seriously;
- * Reassure children that they are right to tell;
- * Tell the child that you must pass this information on;
- * Make sure that the child is OK ;
- * Make a careful record of what was said (see *Recording*).

You should **NEVER**

- * Investigate or seek to prove or disprove possible abuse;
- * Make promises about confidentiality or keeping 'secrets' to children;
- * Assume that someone else will take the necessary action;
- * Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- * Speculate or accuse anybody;
- * Investigate, suggest or probe for information;
- * Confront another person (adult or child) allegedly involved;
- * Offer opinions about what is being said or the persons allegedly involved;
- * Forget to record what you have been told;
- * Fail to pass this information on to the correct person (the Designated Safeguarding Lead).

Children with communication difficulties, or who use alternative/augmentative communication systems

- * While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- * Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- * Include all relevant details including names, time, place.
- * Includes who, when, where, what and how, with respect to the disclosure
- * Be entered onto Synergy with the most suitable level of confidentiality attached.
- * Be passed verbally or electronically to DSL or back up immediately (certainly within 24 hours)
- * Use child's words where possible
- * Be factual

Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

A written template (appendix 5) is available for those without access to Synergy

What information do you need to obtain?

- * Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- * Never prompt or probe for information, your job is to listen, record and pass on;
- * Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- * The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- * If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Headteacher/Line Manager.

If you do need to ask questions, what is and isn't OK?

- * **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he/she touch you?
- * **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?
- * If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- * Timescales are very important: '**When was the last time this happened?**' is an important question

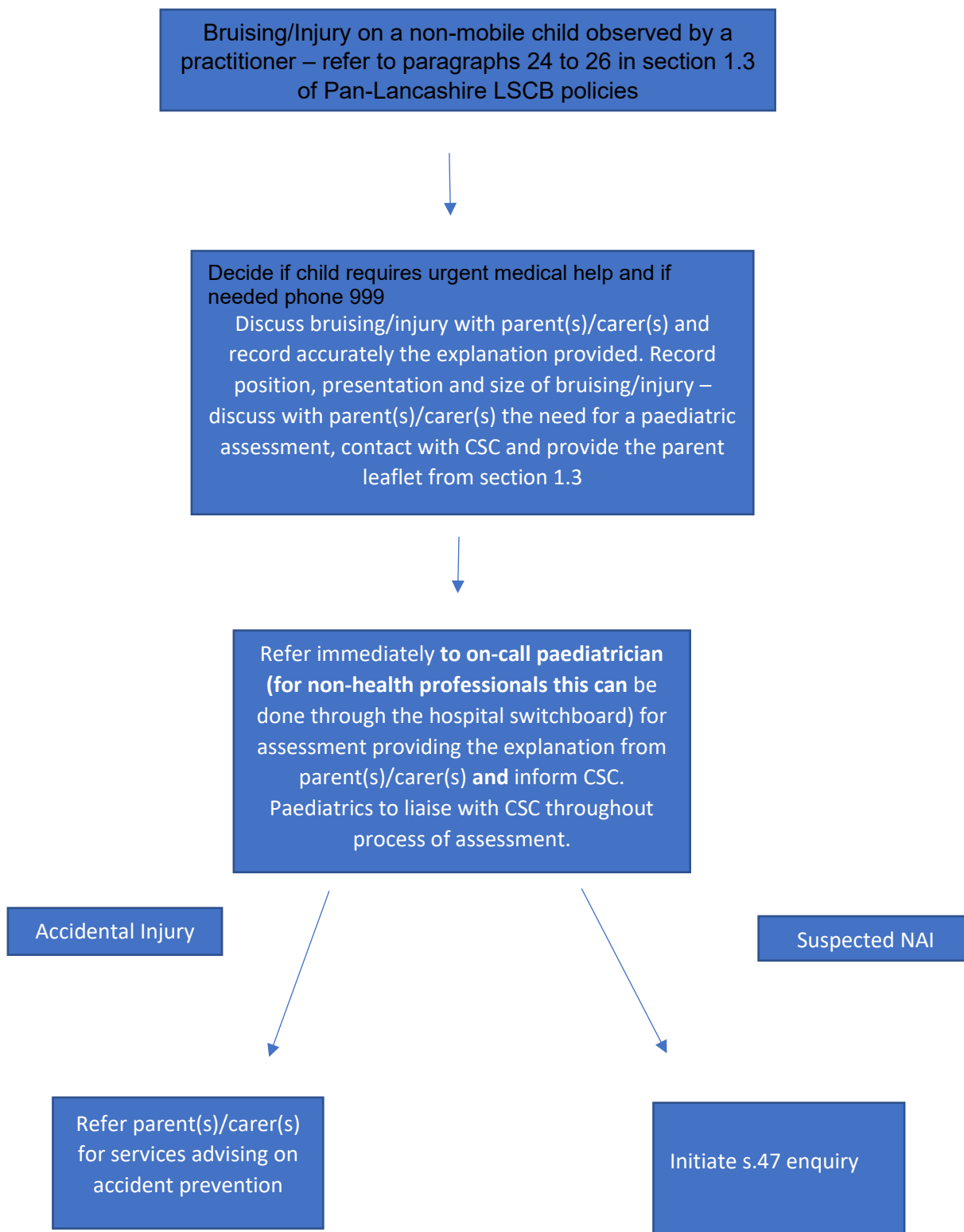
What else should we think about in relation to disclosure?

- * Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- * We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- * Be prepared to answer the ‘what happens next’ question;
- * We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child.....] tells lies’;
- * Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- * Think about what support **you** could access if faced with this kind of situation in school.

Note: Please see Appendix 5 which provides some guidance on discussion questions and recording information.

APPENDIX 3 BRUISES TO NON MOBILE CHILDREN FLOW CHART

The flowchart below has been developed to assist health, education, early years and social care practitioners in following the agreed multi-agency procedure where a non-mobile child is observed with bruising and/or injuries.



APPENDIX 4: CHILDREN'S SOCIAL CARE

REFERRALS

Lancashire

The Customer Service Centre	0300 123 6720
Email address for referrals	cypreferrals@lancashire.gov.uk
Emergency Duty Team (Out of Hours)	0300 123 6721/3

Customer Service Contact Numbers in neighbouring Local Authorities:

Blackburn with Darwen	01254 666400 EDT 01254 587547
Blackpool	01254 477299
Cumbria	0333 240 1727
North Yorkshire	01609 536993 EDT 0845 0349417
St Helens	01744 676600 or 0300 6500 148 EDT 0845 0500 148
Wirral	0151 606 2008 EDT 0151 604 63501
Sefton	0845 140 0845 EDT 0151 9208234
Rochdale	0300 303 0440 EDT 0300 303 8875
Bradford	01274 437500 EDT 01274 431010
Wigan	01942 828300 EDT 0161 834 2436

Time/Date	
If you have received a “disclosure” from or about a child please complete Part 2 overleaf.	

PART 2 : RECORD OF “DISCLOSURE” FROM/ABOUT A CHILD	
<i>*It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the child!</i>	
Name of person making the “disclosure”	
Position/relationship with child	
Name and D.O.B. of student(s) that the “disclosure” relates to	
How did the “disclosure” come about i.e. when and where?	
Who was present when the “disclosure” was made?	
Summary of Information Disclosed	
1	WHO is said to be involved
2	WHAT is said to have happened / be happening?

3	WHERE is this said to have happened / be happening?	
4	WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
5	WHO else may have witnessed what happened?	
6	HOW and where is the student now?	

CONTINUATION SHEET ATTACHED – YES/NO*

***Delete as appropriate**

- Note:**
- * *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!;*
 - * *if you have used quotes please ensure that they are accurate;*
 - * *make a note of any open questions asked or minimal prompts used;*

* Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court

PART 3 : FOR USE BY DSL	
Time and date information received by DSL, and from whom	
Any advice sought by DSL (name, time, date, detail)	
Action taken i.e. referral to SCS, ongoing monitoring, EHA/TAC etc Note time, dates, names, who information share with and when etc.	
Parents informed YES/NO* and reason(s)	

(* delete as appropriate)	
PART 4 : FOR USE BY DSP (AND / OR FEEDBACK SHEET TO STAFF)	
<p>Outcome</p> <p>Record here the names of any individuals / agencies who have given you information re: the outcome of any referral.</p> <p>Note dates/times of any information received.</p>	
<p>Where can additional information be found i.e. Student File, HS1, RF1, Serious Incident Book, Other (state)</p>	
<p>Signed:</p>	
<p>Dated:</p>	

APPENDIX 6 : PREVENT STRATEGY

The government has published guidance for authorities, including schools, on their responsibilities under the Counter-Terrorism and Security Act, which came into effect on 1 July 2015.

Under the Act, schools and other authorities have a duty to “have due regard to the need to prevent people from being drawn into terrorism”.

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect students from extremist and violent views the same way we protect them from other dangers. Importantly, we can provide a safe place for students to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?

Many of the things we already do in school to help students become positive, happy members of society also contribute to the Prevent strategy.

These include:

- * Exploring other cultures and religions and promoting diversity;
- * Challenging prejudices and racist comments;
- * Developing critical thinking skills and a strong, positive self-identity;
- * Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy.

We will also protect students from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the students and the needs of the community.

Frequently Asked Questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- * Democracy;
- * The rule of law;
- * Individual liberty and mutual respect;
- * Tolerance of different faiths and beliefs.

The school will make sure any discussions are suitable for the age and maturity of the year group involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give students the skills to protect them from any extremist views they may encounter, now or later in their lives.

KEY TERMS

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

Where to go for more information

Contact the school

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

External sources

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government

www.homeoffice.gov.uk

Frequently asked questions, Prevent For Schools

http://www.preventforschools.org/?category_id=38

What is Prevent? Let's Talk About It

<http://www.ltai.info/what-is-prevent/>

APPENDIX 7: Dealing with inappropriate images

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Included here is a summary of the initial stages that the school's DSL/DDSL should work through when these instances occur. All action should be taken in conjunction with the information included in the Government guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020, updated March 2024)

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

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in school:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure or other members of the SLT or Pastoral Team
- an immediate decision should be taken regarding the removal, and safe storage, of mobile devices from students concerned. Removal and safe storage of a mobile phone should be the responsibility of one of the school's three DSL-trained staff, except in exceptional circumstances.
- there should be subsequent interviews with the students involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the student(s) unless there is good reason to believe that involving them would put the student(s) at risk of harm
- a referral should be made to CSC and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process (note section 1.8 of guidance above – avoiding the criminalisation of young people)
- any contact details shared with the police will be done in accordance with GDPR. Unless specifically requested by the police/CSC, parents and carers will be immediately informed if this information has been shared with an outside agency.
- further actions, moving forward, will very much depend upon the nature, seriousness and complexity of the case
- good practice will require regular communication, where appropriate, with all families concerned. With this in mind, a designated point of contact in school will be provided for each family involved.